

## A Turbulent Time Religious Unrest, Civil War and Milton

After \_\_\_\_\_ years of research, \_\_\_\_\_ clergy appointed scholars distributed their research to a committee of \_\_\_\_\_ who gave a final review and the King James' commissioned Bible was printed in the year \_\_\_\_\_.

### King James Bible Excerpt

#### Genesis 1:1-8

<sup>1</sup>In the beginning God created the heaven and the earth. <sup>2</sup>And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. <sup>3</sup>And God said, Let there be light: and there was light. <sup>4</sup>And God saw the light, that it was good: and God divided the light from the darkness. <sup>5</sup>And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day. <sup>6</sup>And God said, Let there be a firmament in the midst of the waters, and let it divide the waters from the waters. <sup>7</sup>And God made the firmament, and divided the waters which were under the firmament from the waters which were above the firmament: and it was so. <sup>8</sup>And God called the firmament Heaven. And the evening and the morning were the second day.

#### Genesis 3

<sup>1</sup>Now the serpent was more subtil than any beast of the field which the LORD God had made. And he said unto the woman, Yea, hath God said, Ye shall not eat of every tree of the garden? <sup>2</sup>And the woman said unto the serpent, We may eat of the fruit of the trees of the garden: <sup>3</sup>But of the fruit of the tree which is in the midst of the garden, God hath said, Ye shall not eat of it, neither shall ye touch it, lest ye die. <sup>4</sup>And the serpent said unto the woman, Ye shall not surely die: <sup>5</sup>For God doth know that in the day ye eat thereof, then your eyes shall be opened, and ye shall be as gods, knowing good and evil. <sup>6</sup>And when the woman saw that the tree was good for food, and that it was pleasant to the eyes, and a tree to be desired to make one wise, she took of the fruit thereof, and did eat, and gave also unto her husband with her; and he did eat. <sup>7</sup>And the eyes of them both were opened, and they knew that they were naked; and they sewed fig leaves together, and made themselves aprons. <sup>8</sup>And they heard the voice of the LORD God walking in the garden in the cool of the day: and Adam and his wife hid themselves from the presence of the LORD God amongst the trees of the garden. <sup>9</sup>And the LORD God called unto Adam, and said unto him, Where art thou? <sup>10</sup>And he said, I heard thy voice in the garden, and I was afraid, because I was naked; and I hid myself. <sup>11</sup>And he said, Who told thee that thou wast naked? Hast thou eaten of the tree, whereof I commanded thee that thou shouldest not eat? <sup>12</sup>And the man said, The woman whom thou gavest to be with me, she gave me of the tree, and I did eat. <sup>13</sup>And the LORD God said unto the woman, What is this that thou hast done? And the woman said, The serpent beguiled me, and I did eat. <sup>14</sup>And the LORD God said unto the serpent, Because thou hast done this, thou art cursed above all cattle, and above every beast of the field; upon thy belly shalt thou go, and dust shalt thou eat all the days of thy life: <sup>15</sup>And I will put enmity between thee and the woman, and between thy seed and her seed; it shall bruise thy head, and thou shalt bruise his heel. <sup>16</sup>Unto the woman he said, I will greatly multiply thy sorrow and thy conception; in sorrow thou shalt bring forth children; and thy desire shall be to thy husband, and he shall rule over thee. <sup>17</sup>And unto Adam he said, Because thou hast hearkened unto the voice of thy wife, and hast eaten of the tree, of which I commanded thee, saying, Thou shalt not eat of it: cursed is the ground for thy sake; in sorrow shalt thou eat of it all the days of thy life; <sup>18</sup>Thorns also and thistles shall it bring forth to thee; and thou shalt eat the herb of the field; <sup>19</sup>In the sweat of thy face shalt thou eat bread, till thou return unto the ground; for out of it wast thou taken: for dust thou art, and unto dust shalt thou return. <sup>20</sup>And Adam called his wife's name Eve; because she was the mother of all living. <sup>21</sup>Unto Adam also and to his wife did the LORD God make coats of skins, and clothed them. <sup>22</sup>And the LORD God said, Behold, the man is become as one of us, to know good and evil: and now, lest he put forth his hand, and take also of the tree of life, and eat, and live for ever: <sup>23</sup>Therefore the LORD God sent him forth from the garden of Eden, to till the ground from whence he was taken. <sup>24</sup>So he drove out the man; and he placed at the east of the garden of Eden Cherubims, and a flaming sword which turned every way, to keep the way of the tree of life.

**1. What did Adam and Eve gain by eating the apple? What did they lose? In your opinion, is knowledge worth pain? Explain.**

## Unrest In Merry Ol' England

**A Turbulent Time: The 17<sup>th</sup> and 18<sup>th</sup> Century** Read pages \_\_\_\_\_ - \_\_\_\_\_ in your textbook and fill in the following CLOZE summary.

The "Turbulent Time" occurred during the 17<sup>th</sup> and 18<sup>th</sup> century from approximately \_\_\_\_\_ - \_\_\_\_\_ (years). This period of time began with the beheading of King \_\_\_\_\_ and the abolition of the \_\_\_\_\_. Charles I had clashed with a newly established \_\_\_\_\_ over economic trails. Charles wanted money for \_\_\_\_\_, but Parliament refused to fund him. Much of this unrest was due to the loss of security that came with the astronomical discovery that the \_\_\_\_\_ was NOT the center of the universe as well as a change in \_\_\_\_\_ practices as traditions were lost during this shift. These changes in religious practices were fuelled by religious persecution, particularly of the \_\_\_\_\_ who believed they should have the right to elect their own ministers, a very \_\_\_\_\_ idea.

All of this unrest led to civil war in the year \_\_\_\_\_ after Charles I was condemned as a \_\_\_\_\_. Led by Oliver \_\_\_\_\_, the royalists were defeated. They imprisoned Charles I, condemned him for treason and put him to \_\_\_\_\_.

Many hoped that the civil war would lead to greater \_\_\_\_\_, but it really led to economic \_\_\_\_\_. After \_\_\_\_\_'s death, the country was tired of turbulence and offered the crown to Charles I's exiled son, \_\_\_\_\_ and the monarchy was reestablished in the year \_\_\_\_\_. After having lived in France, life beneath this new King followed Parisian traditions and the arts began to flourish once more under foreign influence.

Religious differences continued to rage when \_\_\_\_\_ took the throne after Charles II. James II was \_\_\_\_\_. As a result, revolutionists invited James' daughter \_\_\_\_\_ and her husband \_\_\_\_\_ to rule and James was exiled, without one drop of blood spilt. Parliament gained more power as a \_\_\_\_\_ monarchy was established under William and Mary. Two political parties emerged from the aristocratic class, the conservative \_\_\_\_\_ and the more liberal, merchant class \_\_\_\_\_. This was soon followed by the establishment of a \_\_\_\_\_ and a \_\_\_\_\_ unified the growing governmental rule.

In addition to the ever-changing political climate the \_\_\_\_\_ revolution produced more food, the \_\_\_\_\_ age began to grow in the cities with the invention of new technologies like \_\_\_\_\_ and the \_\_\_\_\_ made all this scientific discovery possible by encouraging free thinking and discussion. But by the year \_\_\_\_\_, the Enlightenment was eclipsed by industrialization that changed the definition of "progress" to mean \_\_\_\_\_.

## John Milton

**Background: Read page \_\_\_\_\_ and fill in the blanks.**

Milton is considered a great poet, whose greatest work is \_\_\_\_\_. He was born to privilege and due to his staunch beliefs, he writes mainly of \_\_\_\_\_ topics having been dubbed "God's \_\_\_\_\_". While serving under Oliver \_\_\_\_\_, Milton lost his eyesight, was then imprisoned by the restored monarchy and wrote *Paradise Lost* in the year \_\_\_\_\_, perhaps inspired by the unrest in his own country. Milton's sonnets focused on a variety of subjects rather than the simple love themes of his predecessors, Shakespeare and Sidney.

As ever in my great Taskmaster's eye.

### Sonnet VII

How soon hath Time, the subtle thief of youth,  
Stolen on his wing my three and twentieth year!  
My hasting days fly on with full career,1  
But my late spring no bud or blossom showeth.  
5Perhaps my semblance might deceive2 the truth,  
That I to manhood am arrived so near,  
And inward ripeness doth much less appear,  
That some more timely-happy spirits3 endueth.4  
Yet be it less or more, or soon or slow,  
10It shall be still5 in strictest measure even  
To that same lot,6 however mean or high,  
Toward which Time leads me, and the will of Heaven;  
All is, if I have grace to use it so,

### Sonnet XIX

When I consider how my light is spent  
Ere half my days, in this dark world and wide,  
And that one talent1 which is death to hide,  
Lodged with me useless, though my soul more bent  
5To serve therewith my Maker, and present  
My true account, lest he returning chide;  
"Doth God exact day labor, light denied?"  
I fondly2 ask; but Patience to prevent  
That murmur, soon replies, "God doth not need  
10Either man's work or his own gifts; who best  
Bear his mild yoke, they serve him best. His state  
Is kingly. Thousands3 at his bidding speed

And post<sup>4</sup> o'er land and ocean without rest:  
They also serve who only stand and wait.”

### Paradise Lost - **Book 1 Discussion Questions**

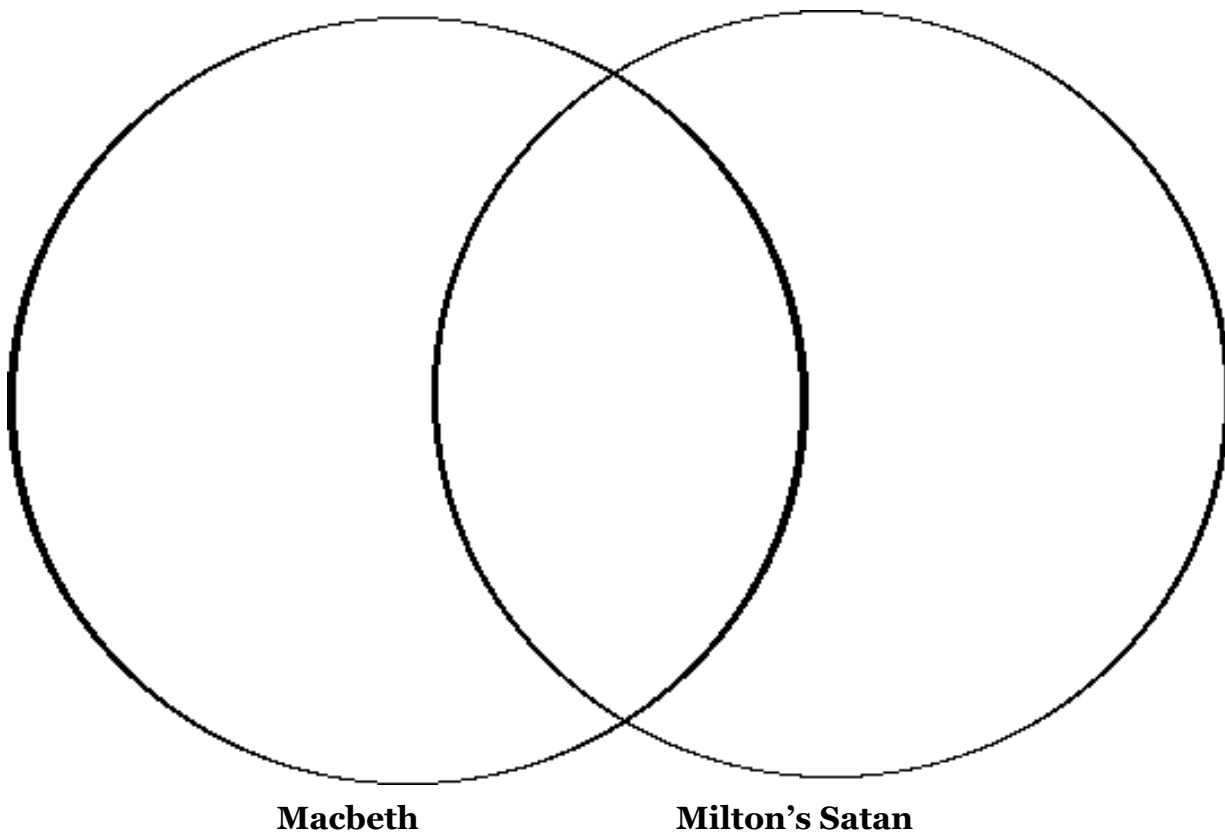
1. Name four epic conventions.

- a.
- b.
- c.
- d.

Why do you think Milton chose to write Paradise Lost in the epic form? Why not a sonnet? Why not a simple narrative poem? What does the epic genre do for the story as a whole?

2. According to Milton, why is he writing Paradise Lost? Does God need his ways justified?

3. Do you see any similarities between Milton's Satan and Shakespeare's Macbeth? What flaws might both share? What strengths might both share? Use the Diagram below to help organize your thoughts. (HINT: lines 36-70 are helpful)



4. What type of leader is Satan? Find 1 quote to support your interpretation.

5. Paraphrase the following quote: “The mind is its own place, and in itself / Can make a Heaven of Hell, a Hell of Heaven.” Do you agree with these comments?

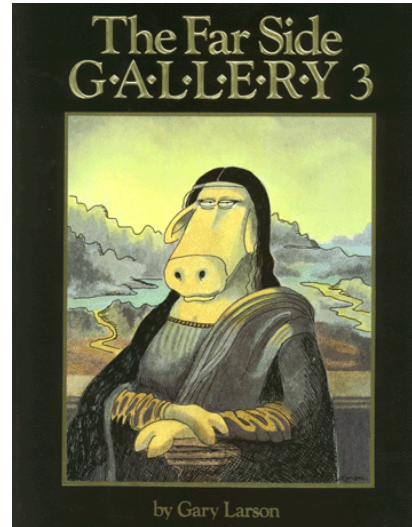
6. Note the most powerful description of Hell from Book 1.

7. Is it preferable to live in a prison as a warden or to be a servant in a beautiful place for a demanding master? What is Satan’s opinion on that question? Find a quote to support your claim.

8. Is God a tyrant?

“an absolute ruler unrestrained by law or constitution; a usurper of sovereignty; a ruler who exercises absolute power oppressively or brutally.”

**Parody:** A type of satire that imitates or mocks an original work, its genre, its author, or its subject.



**A Few More Familiar Examples:**

- |                       |                             |                   |                              |                     |
|-----------------------|-----------------------------|-------------------|------------------------------|---------------------|
| <i>The Daily Show</i> | <i>The Canterbury Tales</i> | <i>Family Guy</i> | <i>The Colbert Report</i>    | <i>The Simpsons</i> |
| <i>Animal Farm</i>    | <i>The Onion</i>            | <i>Catch-22</i>   | <i>Thank You for Smoking</i> | <i>The Office</i>   |
| <i>Borat</i>          | “Weird Al” Yankovic         | <i>South Park</i> | <i>SNL</i>                   |                     |

\* **Pope’s The Rape of the Lock** – A parody of the epic genre, called a mock epic. It utilizes epic conventions to present an insignificant subject. The outcome is an outrageous divide between the matter and the manner of expression.

### The Mock-Epic: Alexander Pope’s *The Rape of the Lock*

**Alexander Pope** (1688-1744) is regarded as the most important poet of the early eighteenth century. Though he was a child prodigy, he could not attend England’s best schools because of his Catholicism. He also had a physical disability, but persevered to achieve admiration and lasting fame.

Literature in Pope’s time, like men in society, was thought to be “polished” or “polite”—vulgarity of all sorts was abhorred. Poetry avoided straightforward reference to coarse, everyday things and sought for the most elegantly witty kind of language. Elevation of language varied by theme: **high = heroic/epic, low = satirical**. Thus, Pope shows prowess with his **mock-heroic** style, although only if the reader is in on the joke.

When those around him became jealous of Pope’s early literary success and launched into ridicule, Pope turned to **satire** as a defense mechanism.

- \_\_\_\_\_: imitates or mocks an original work, its genre, its author, or its subject.
- \_\_\_\_\_: pokes fun at society or human behavior with the aim of improving it; a **corrective device** focused on human or individual vices, follies, abuses, or shortcomings.
- Satirists use many different tones, from gentle and good-humored to biting and sharp. The techniques a satirist uses makes the author’s criticism not only more entertaining but also easier for the reader to understand and accept.

*The Rape of the Lock* is largely a parody of the epic genre, for which Pope has respect, but it contains a satirical look at aristocratic society in Pope’s own time. As you read, identify the **traditional epic conventions** shown in a whole new light—Pope’s choice of an insignificant subject results in an **outrageous divide between the matter and the manner** of expression.

### **Epic Conventions in *The Rape of the Lock***

For each of the epic conventions in the chart below, identify specific lines in the poem in which Pope exaggerates, understates, or otherwise manipulates the traditional epic devices. Be sure to describe Pope’s version as well.

Epic Convention	Lines in <i>The Rape of the Lock</i>	Trivial Activity Described
invocation of a muse		
elevated language		
epic similes		
“brave” hero		
perilous journey		
existence of the Underworld		
battle/war		
appeals to or involvement of gods		

description of warriors		
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### Canto 3

1. To what does Pope equate the work of judges, jurymen, and merchants?
2. Comment on Pope's diction in his description of the card game.
3. How does Belinda react to the Baron's moves during the game?
4. Note what Belinda and the Baron are drinking. Why is this significant?
5. What makes Clarissa comparable to a lady from an Arthurian legend?
6. Why doesn't Ariel protect Belinda?
7. What happens to one sylph who actually does try to intervene?
8. How does Belinda react? Is she justified?

### Canto 5

9. Paraphrase Clarissa's speech.
10. How do Belinda and Thalestris respond to Clarissa?
11. How does Pope appeal to the sense of hearing in this canto?
12. With what does Belinda attack the baron?
13. What kinds of things when "lost" on Earth end up in the "lunar sphere"?
14. What did the Muse see?
15. What is the "moral" of the story? In other words, what is Belinda's consolation?

## Mock Heroic Epic Rubric

### The Good

*"Let Wreaths of Garlands Now Your  
Temple Twine!"*

1. Complete story line
2. Some character development
3. At least 1 classical allusions
4. Good use of elevated language
5. Appropriate, consistent tone
6. At least 20 lines of rhyming couplets
7. Very few surface errors

### The Bad

*"Cease, Rash Youth!"*

1. Gaps in the story line
2. Minimal character development
3. No classical allusions
4. No attempt at elevated language
5. Indefinite tone
6. Less than 20 lines
7. Frequent surface errors

## Things to Keep in Mind

### Mock Epic includes many or all of the conventions:

1. Invocation of muse
2. Elevated language- which Pope calls "pompous expressions"
3. Epic similes
4. A "brave" hero
5. Perilous journey
6. Prayers/Sacrifices to Gods/Goddesses

BUT... It is written about something or someone *insignificant*

**Form** 10 syllables per line. Heroic Couplets (rhyming lines) aa, bb, cc, dd, ...

**Some silly, insignificant ideas:**

**Heroes:** Kevin Federline, A-Rod, Ms. Carmichael, Lil' Jon, yourself, your dog, another student.

**Tension:** A prom date shows up late; a bowling enthusiast forgets his favorite bowling shoes; a traveling rodeo clown loses his job to robotic rodeo clowns; a dog tries to bite its tail.

Due Date:

FORMAT: 25 points total						
The epic is handwritten NEATLY or typed in MLA format	0	1	2	3	4	5
The glaring errors in the epic	0	1	2	3	4	5
The epic includes a first-page header and subsequent page-number headings.	0	1	2	3	4	5
The epic has an adequate title, centered on the first page.	0	1	2	3	4	5
The epic contains line numbers every five lines to guide the reader.	0	1	2	3	4	5
STYLE, GRAMMAR, and MECHANICS: 35 points total						
The epic has a complete story line	0	1	2	3	4	5
The epic has some character development	0	1	2	3	4	5
The epic uses elevated language and rhyming couplets	0	1	2	3	4	5
The epic uses at least 1 classical allusion	0	1	2	3	4	5
The epic demonstrates adequate sentence variety, avoiding run-ons or fragments.	0	1	2	3	4	5
The epic has at least 20 lines	0	1	2	3	4	5
The epic has an appropriate tone and is about something insignificant	0	1	2	3	4	5
TOTAL						