"He said, he knew no Reason, why those who entertain Opinions prejudicial to the Publick, should be obliged to change, or should not be obliged to conceal them. And, as it was Tyranny in any Government to require the first, so it was Weakness not to enforce the second."

Gulliver's Travels, Part II, Chapter 6.

Vocab:  
___Record: 5 new vocabulary words

P.I.

Grammar:  
Review: Comma usage at this website http://grammar.ccc.commnet.edu/grammar/commas.htm  
Do: Put commas in the appropriate places in the sentences on the back of this page.

___*Write: Top Ten Essay Problems

P.I.

1. Go to p. 218 Stobaugh  
2. Read about about Redundancy  
3. In a few sentences, explain the correct and incorrect format and write your own example of an incorrect sentence and show the correction.

Stobaugh:  
Review: Lesson 9 - as you reread poems consider what makes them "Metaphysical Poetry".  
Read: Lesson 10

Supplement:  
Read: Note on Donne (below)  
Read: Information on Cavalier poets (below)  
Quiz Next Class: on The Metaphysical Poets handout. Study info on Week 6 assignment sheet on the website.

Gulliver's Travels:  
Read: Part III this week.  
___*Write: Answer Gulliver's Travels study questions Book Three. Week Five website

P.I.

___*Write: (Group 2) Discussion question and possible answer from Gulliver's Part III

P.I.

Use: "Analyzing" section from Bloom's Critical Thinking Cue Questions  
Include: Possible Answer

___*Write: (Group 1) Significant passage and why from Gulliver's Part III.

P.I.

Note: Your quote MUST answer one of the Higher-Order Thinking Skills prompts  
Include: how it is a possible Answer

John Donne Essay - "Best Effort" Draft  
E-mail: by Tues, 6 a.m. "Best Effort" Draft of Essay on Donne. Include Student Checklist with draft.

P.I.

Prompt: What conceit does Donne develop most fully in the paragraph from "Meditation 17" on page 72 of Stobaugh? How does this conceit help explain Donne's ideas about death and faith?  
1. Make sure you fully explain a conceit.  
2. Use 4 - 6 specific examples from the text (quotes short and snippet).  
3. Answer in 1 - 2 pages  
4. Do NOT look up Meditation 17 on internet and use that. There is more to the meditation. Only relevant part is the part in Stobaugh.

Recitation:  
Shakespeare recitation Perform Week 9

Mere Christianity:  
___Be prepared to share a passage from Mere Christianity which is meaningful to you or stood out in some way. Prepare 1- 2 min. of teaching us about it. Bring a copy of the passage for each member of the class so we can read along as you read it to us.

Optional History:  
___Fill in: Study Guide on The Tudor Period.

Optional Honors:  
1. Pick 1 essay prompt in Lesson 9 (Stobaugh)  
2. Copy: essay prompt at the top of your paper  
3. Journal: 1 - 2 paragraphs about it  
4. Journal: 1 - 2 paragraphs about how one of the poems (Lesson 9, Stobaugh) by a metaphysical author qualifies as a metaphysical poem. Refer to handout on metaphysical poets for background.
**Supplemental Information:**

**Comma Exercise:** "Comma(n) Mistakes or Comma(c) relief"

1. Alaska Texas and California are our three largest states.

2. Jackson Pollock who was an American painter was born in 1912

3. Running after my cats I sprained my ankle.

4. Lancaster County Pennsylvania is known for its farms.

5. Refer to John Steinbeck's The Park pages 37-47.

**DONNE NOTE:**

To many historians Donne is an enigma: in his early years his poems satirize Elizabethan notions of platonic love; he wrote bold, almost harsh love poems that were scandalous for his age. Later in life, however, it is quite possible that he had a born-again experience, and with Jesus Christ as his Savior, he wrote some of the most inspired poems in the English language. Including Donne in this curriculum is a difficult decision. Donne, like Chaucer, wrote absolutely inspired poetry/prose. On the other hand, there are certain works that go beyond good taste and literature and wander into vulgarity. Today with all the sexual temptations that surround us, it is vital that the Christian discern the difference between art and trash. The Bible has a great deal to say about the arts, and it also gives a detailed description of a particular artist and his ministry. To reflect more on this issue for your own personal devotions or spiritual growth, consider reading and reflecting on Exodus 31:1-11 and even reading *State of the Arts: From Bezaile to Mapplethorpe*, by Gene Edward Veith, Jr. (Stobaugh, Lesson 9 student and teacher editions).

The Cavalier Poets

**Political Beginnings:**

Like his predecessors James and Elizabeth, King Charles I surrounded himself with well-educated, versatile young men who, in addition to being government employees, were witty writers and conversationalists. These men were known as the Cavalier poets, and Robert Herrick, Sir John Suckling, and Richard Lovelace were among the most brilliant.

The word Cavalier was first used as a political term before it came to describe these poets. Conflict between the court and Parliament marked Charles’ troubled reign, and those who supported the monarchy were called Cavaliers or Royalists. Their opponents, who supported the Puritan-dominated Parliament, were called Roundheads (because of their closely cropped hair).

**Features of Cavalier Poetry**

As writers affiliated with the court, Cavalier poets generally intended to entertain their audience rather than instruct it. Influenced by the work of John Donne and Ben Johnson, the Cavaliers cultivated a conversational style based on natural speech patterns. Some of them shared Donne’s fondness for elaborate conceits and a meditative tone, and most shared Johnson’s admiration for the poetry of the ancient Greeks and Romans. The Cavaliers’ use of regular rhythmic patterns, carefully structured stanzas, and simple, but eloquent language reflects this classical influence.

The classical influence can also be seen in the Cavaliers’ choice of subject. Love was a popular theme, and some Cavaliers wrote about idealized love and addressed their poems to imaginary women with such classical names as Julia, Althea, and Lucasta. They were also capable, however, of writing sarcastic commentaries on the pursuit of coy beauties.

**Political Endings**

As King Charles’ fortunes changed, so did those of the Cavalier poets. In 1649, after civil wars between Royalists and Parliamentarians had thrown the country into chaos, a Parliamentary court sentenced Charles to death. When Puritan leader Oliver Cromwell became the head of the newly formed Commonwealth, the Cavalier poets fell into disgrace. Some fled Long; others were arrested and imprisoned. Only Herrick lived to see the restoration of the monarchy, which took place in 1660 with the crowning of Charles II, son of executed King Charles I.