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ABSTRACT

A course is presented which focuses on the theme of love and its many faceted concerns as reflected through literary works of different times and cultural background. Performance objectives for the student include: (1) exploration of the importance of love in man's life, (2) identification of the various concepts of love, (3) examination of the personalized nature of love, (4) restatement of a writer's concept of love, (5) explanation of how a particular background affects the concept of love, and (6) citing of evidence of how particular periods in time affect the concept of love. The course content is a survey of literature with love as a theme. Teaching techniques include lecture and group discussion.
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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**

DADE COUNTY PUBLIC SCHOOLS

English, World Literature: THE MANY FACES OF LOVE 5113.41
 5114.42
 5115.42
 5116.42
 5148.02

DIVISION OF INSTRUCTION • 1971

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THE MANY FACES OF LOVE

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English, World Literature

Written by

Clifford G. Singleton and M. Paul Rice

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Course
Numbers

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Course Title: THE MANY FACES OF LOVE

Course Description: This course focuses on the theme of love and its many faceted concerns as reflected through literary works of different times and cultural background.

I. PERFORMANCE OBJECTIVES

- A. Given lecture - discussion, the student will explore the importance of love in man's life.
- B. Given several literary works, the student will be able to identify the various concepts of love.
- C. Given selected literary works, the student will examine the personalized nature of love.
- D. Given a work in which a concept of love is developed, the student will restate that writer's concept.
- E. Given two literary works in which a similar concept of love in different cultural backgrounds is developed, the student will propose reasons how or why the backgrounds affect the concept of love.
- F. Given two literary works from different periods of time in which the writers develop a similar concept of love, the student will cite evidence how the period affects the concept.

II. COURSE CONTENT

Love has always been one of the forces that drives men. It has proven itself capable of moving mountains and changing the course of history.

In this unit the student will be able to explore the nature and kinds of love. Literature is rich with stories of love. Love as a theme can be found in the literature of the ancient as well as in Christian and modern literature.

A survey of literature reveals that love is different for different men and that love can assume many forms. Rather than attempt to examine all the various types of love - love of God, man, country, nature - stress should be placed on a few. Consideration should be given to the need for love in man's life, cultural differences which mold man's ideal of love and historical settings which help to shape the nature of love.

III. TEACHING STRATEGIES

- A. Given lecture - discussion, the student will explore the importance of love in man's life.
1. Ask students to list what they consider to be the needs of man and determine which would be primary needs and which secondary.
 2. Ask students to analyze the needs of man and explain what role love plays in those needs.
 3. Ask students to bring in pictures from magazines and newspapers which illustrate the needs of man.
 4. Create a montage, collage, or film which depicts the needs of man.
 5. Ask students to write their definition of love.
 6. Have students compare their definitions with literary definitions.

- B. Given several literary works, the student will be able to identify the various concepts of love.
1. Ask students to identify the various ways in which love manifests itself.
 2. Ask students to bring in pictures from magazines and newspapers which illustrate different concepts of love.
 3. Ask students to identify each concept of love expressed in a set of quotations or problems.
 4. Have students investigate such topics as chivalry and courtly love.
 5. Ask students to compare how various authors express their concept of love of man in works such as "To Helen," "Sonnet 43" by E.B. Browning, "The Good Samaritan," or "The Lagoon" by Joseph Conrad.
 6. After reading the essay "Friendship" by Ralph Waldo Emerson, ask students to write their own definitions of friendship and love.
 7. Ask students to compare the views of love expressed in the poems "The Passionate Shepherd to His Love," and "The Nymph's Reply to the Shepherd."
 8. Ask students to explain the duke's concept of love toward his wife in the poem "My Last Duchess."
 9. Ask students to compare the feelings of the man and his wife toward the hired man in Frost's poem "The Death of the Hired Man."
 10. After reading "Story of the Widow's Son," ask students whether or not they thought the widow showed more love toward her son in the first or the second ending of the story.
 11. After reading a work such as Becket, ask students to discuss the various concepts of love expressed in the play and the author's attitude toward each.

12. After reading Othello, ask students to discuss the concept of love between Othello and Desdemona and the concept of love between Othello and Iago.
 13. After reading Othello, ask students to discuss whether or not Othello's love for Desdemona was true.
 14. After reading To Sir, With Love, ask students to explain what motivated the teacher to continue his fight against such obstacles as poverty and race prejudice.
 15. After showing the film "I Have a Dream: The Life of Martin Luther King," ask the students to explain which of King's loves were emphasized in the film.
 16. Show the film "The Man Without a Country" and ask students whether or not they felt the punishment given Philip Nolan was worse than death would have been.
 17. Show the film "The Red Balloon," and ask students to discuss whether or not they could feel love for an inanimate object such as a balloon. Is the story unrealistic?
 18. Investigate concepts of love as they are portrayed in women's magazines, on television, and in films.
 19. Discuss whether or not love as portrayed in various forms of media affect the individual's concept.
 20. Create a photo essay depicting one or all of the concepts of love examined.
- C. Given selected literary works, the student will examine the personalized nature of love.
1. Ask students to read several love poems written by the Cavalier poets and compare their concepts of love with Donne's in "Valediction: Forbidding Mourning" or other works.
 2. After reading the chapter "What is Community?" in Postman's Language and Reality, ask students to redefine community.

3. Discuss the various communities of which the students are members.
 4. After discussing various communities, ask students to explain how a person's membership in a particular community affects his concepts of love.
 5. Show the film "People are Different and Alike."
 6. Explore the idea of community by presenting the student with two differing views on the same issue.
 7. Pursue an independent research project on customs and traditions of a particular culture.
 8. Compare the concept of love as expressed in Western poems with the concept expressed in Oriental poems.
 9. Ask students to compare how two people express their love of a particular concept differently.
 10. After reading "The Lagoon" by Joseph Conrad or "Eveline" by James Joyce, ask students to explain what they would do if forced to choose between two loves.
 11. Ask students to read several poems in which the authors look at an idea with conflicting attitudes such as the war poems of patriotism and the war poems of protest.
 12. Have students attend a religious service, an expression of man's love for God, or have students undertake personal research into religious rituals which are an expression of man's love for God.
 13. Have students report orally on the biography of a famous individual, explaining the role played in his life.
- D. Given a work in which a concept of love is developed, the student will restate that writer's concept.
1. Ask students to identify the concept of love in a given literary work.

2. Have students write a paper comparing two views of the same concept of love such as man's relationship with God in Greene's A Burnt Out Case and Hopkins' "Hound of Heaven."
 3. Have students dramatize a one-act play which emphasizes a particular concept of love such as "Riders to the Sea."
 4. Have students write an original poem such as a sonnet or a haiku.
 5. Have students write an original short story or a one-act play on a particular theme of love.
 6. After showing the film "Churchill: Champion of Freedom," ask students to explain how Churchill in his words and actions expressed his love for freedom.
 7. Have students read Our Town and discuss the love between Emily and George.
 8. Have students select a particular concept of love and prepare a collection of poetry and/or prose on the theme. Students may wish to illustrate the theme.
- E. Given two literary works in which a similar concept of love in different cultural backgrounds is developed, the student will propose reasons how or why the backgrounds affect the concept of love.
1. Explore various concepts of love in different cultural backgrounds in literary works such as Love Story and West Side Story.
 2. Ask student to write a paper in which he proposes reasons how or why the background affects the concept of love in a selected literary work.
 3. Ask student to write a paper in which he compares or contrasts the concept of love based on the cultural differences in two literary works.

4. In the short story "The Country of the Blind" Nunez falls in love with a blind girl and is told he must either become blind or leave the community. Ask students to write a paper as though they were Nunez making his decision.
 5. After showing the film "The Red, White, and Blue," ask students to explain what changes have taken place in the American's outward display of love of country.
- F. Given two literary works from different periods of time in which the writers develop a similar concept of love, the student will cite evidence how the period affects the concept.
1. Discuss the possibilities of why the age in which a person lives might affect his concept of love.
 2. Present short lecture on how major historical events affect the individual and society.
 3. After reading "The Soldier" by Rupert Brooke, ask students to explain what they felt motivated Brooke to express his thoughts as he did.
 4. Compare a literary work from another age on a particular concept of love such as Shakespeare's love scenes with the same concept in a contemporary lyric.
 5. Research how events in a particular decade might influence a person's concept of love.
 6. List events in the past ten years which might influence the student's concept of love.
 7. Explain how several concepts of love as revealed in literary works have changed with time.
 8. Ask students to select two literary works, each from a different period of time, from a list of poems, short stories, novels, or plays. Students could read the novels Love Story and A Walk with Love and Death and compare the differences in young love between the twentieth century couple and the thirteenth century couple.
 9. Write a research paper examining how time affects a particular concept of love.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Alwin, Currents in Fiction. NY: Macmillan, 1968.

Bammon and Whitehead, The Checkered Flag Series. Chicago: Field Educational Publications, Inc., 1967.

Barrows et al. American Experience: Fiction. NY: Macmillan, 1968.

_____. English Tradition: Fiction. NY: Macmillan, 1968.

Blair, Walter, et al. The United States in Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.

Carlsen et al. Insights: Themes in Literature. Manchester, Mo.: McGraw-Hill Book Co., 1967.

_____. Encounters: Themes in Literature. Manchester, Mo.: McGraw-Hill Book Co., 1967.

Carlsen, American Literature: Themes and Writers. Manchester, Mo.: McGraw-Hill Book Co., 1967.

_____. Western Literature: Themes and Writers. Manchester, Mo.: McGraw-Hill Book Co., 1967.

Coleman et al. The Deep Sea Adventure Series. Chicago: Field Educational Publication, Inc., 1967.

Connolly, Francis X., et al. Adventures in Reading, NY: Harcourt, Brace & World, Inc., (classic) 1968.

Daiches et al. English Literature. Boston: Houghton Mifflin Co., 1968.

Early, James, et al. Adventures in American Literature (classic ed.) NY: Harcourt, Brace & World, Inc., 1968.

Frier, Robert and Arnold Lazarus. Adventures in Modern Literature. (Companion Series) NY: Harcourt, Brace & World, Inc., 1962.

- Engle, Nancy Collins and Josephine Spear. Adventures in English Literature. (Olympic ed.) NY: Harcourt, Brace & World, Inc., 1958.
- Loban, Walter, et al. Adventures in Appreciation. (Olympic ed.) NY: Harcourt, Brace & World, Inc., 1958.
- Maline, et al. Studies in the Short Story. NY: L. W. Singer Co., Inc., 1967.
- _____. The Short Story. NY: Singer, 1967.
- _____. Modern Fiction. NY: Singer, 1967.
- _____. The Twentieth Century. NY: Singer, 1967.
- McCormick, Paul, et al. Adventures in English Literature. (Classic ed.) NY: Harcourt, Brace & World, Inc., 1968.
- Perrine, Laurence, et al. Adventures in Appreciation. (Classic ed.) NY: Harcourt, Brace & World, Inc., 1968.
- Pooley, et al. Outlooks Through Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.
- _____. England in Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.
- _____. Exploring Life through Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.
- _____. Galaxy Series. Glenview, Illinois: Scott, Foresman & Co., 1963-67.
- Postman, Neil. Language and Reality. NY: Holt, Rinehart and Winston, Inc., 1966.
- Scheid. Designs in Fiction. NY: Macmillan, 1968.
- Schorer, et al. American Literature. Boston: Houghton Mifflin Co., 1968.
- Shafer, et al. Success in Reading Series. (Books 3, 4, 5, 6) Morristown, N.J.: Silver Burdett Co., 1967-68.
- Steinberg, et al. Insight: Experience of Literature. NY: Noble & Noble Pub., Inc., 1968.

Strand, et al. Teen Age Tales. Lexington,
Mass.: D.C. Heath & Co., 1964-66.

Van Doren, et al. Insights into Literature.
Boston: Houghton Mifflin Co., 1968.

B. Non-state-adopted supplementary materials

Anouilh, Jean. Becket. NY: A Signet Book, 1960.

Braithwaite, E.R. To Sir, With Love. NY:
Pyramid Books, 1968.

Crane, Stephen. Red Badge of Courage, The.
NY: Washington Square Press, Inc., 1966.

Garnett, Constance (trans.) Brothers Karamazov,
The. NY: Dell Publishing Co., Inc., 1956.

Greene, Graham. Burnt-Out Case, A. NY: Bantam
Books, 1967.

Hardy, Thomas. Tess of the D'Urbervilles. NY:
The New American Library, 1964.

Hawthorne, Nathaniel. Scarlet Letter, The. NY:
Bantam Books, 1965.

Knee, Allan (ed). Idylls of the King and
Camelot. NY: Dell Publishing Co., Inc.,
1967.

Knowles, John. Separate Peace, A. NY: Bantam
Books, 1967.

Koningsberger, Hans. A Walk with Love and Death.
NY: Popular Library.

Lumiansky, R.M. (Trans). Canterbury Tales, The.
NY: Washington Square Press, Inc., 1968.

McCullers, Carson. Heart Is a Lonely Hunter, The.
NY: Bantam Books, 1967.

Roche, Paul (Trans). Oedipus-Plays of Sophocles.
NY: New American Library, 1958.

Segal, Erich. Love Story. NY: Harper and Row,
1970.

Shakespeare, William. Four Comedies. NY: Washing-
ton Square Press, Inc., 1963.

- _____ . The Merchant of Venice. NY: Washington Square Press, Inc., 1967.
- _____ . Othello. NY: Washington Square Press, 1969.
- _____ . Romeo and Juliet. NY: Washington Square Press, Inc., 1961.
- Sharp, R.P. (Trans). Four Great Plays by Ibsen. NY: A Bantam Book, 1967.
- Shaw, G.B. Candida. Baltimore, Maryland: Penguin Books, 1966.
- Shulman, Irving. West Side Story. NY: Pocket Books, 1968.
- Steinbeck, John. The Pearl. NY: Bantam Books, Inc., 1966.
- Thoreau, Henry David. Walden. NY: The New American Library, 1960.
- Wharton, Edith. Ethan Frome. NY: Charles Scribner's Sons, 1970.

V. TEACHER RESOURCES

A. State-adopted textbooks

1. Love of man

a. Adventures in American Literature

- To Helen - Edgar Allan Poe - p. 537
 The Raven - Edgar Allan Poe - p. 541
 Friendship - Ralph Waldo Emerson - p. 587
 The Death of the Hired Man - Robert Frost -
 p. 263
 The Eagle That is Forgotten -
 Vachel Lindsay - p. 279
 Our Town - Thornton Wilder - p. 362

b. Adventures in English Literature

- Shall I, Wasting in Despair -
 George Wither - p. 218
 The Constant Lover - Sir John Suckling -
 p. 219
 Sonnets by William Shakespeare - pp. 124-127
 Sonnets by Edmund Spenser - p. 112

The Passionate Shepherd to His Love -
Christopher Marlowe - p. 114
The Nymph's Reply to the Shepherd -
Sir Walter Raleigh - p. 115
Sonnet 43 - Elizabeth B. Browning - p. 491
My Last Duchess - Robert Browning - p. 494
The Clod and the Pebble - William Blake -
p. 331
The Lagoon - Joseph Conrad - p. 567

c. U.S. in Literature

Annabel Lee - Edgar Allan Poe - p. 221
Any Human to Another - Countee Cullen -
p. 589
Love Song - Dorothy Parker - p. 608

d. England in Literature

The Good Samaritan - The King James Bible -
p. 189
Eveline - James Joyce - p. 557
Story of the Widow's Son - Mary Lavin -
p. 569
The Demon Lover - Elizabeth Bowen - p. 599

2. Love of God

a. Adventure in English Literature

"The Lamb" - William Blake - p. 330
"The Tiger" - William Blake - p. 331
"Lead, Kindly Light" - J.H. Newman - p. 473

b. Adventures in American Literature

Meditation Six - Edward Taylor - p. 449
Sinners in the Hand of an Angry God -
Jonathan Edwards - p. 450
The Eternal Goodness - John G. Whittier -
p. 623
Nobody Knows de Trouble I See - Spiritual -
p. 670
Deep River - Spiritual - p. 671
General William Booth Enters into Heaven -
Vachel Lindsay - p. 276
The Creation - James Weldon Johnson - p. 297

c. U.S. In Literature

The Joy of Church Fellowship Rightly
Attended - Edward Taylor - p. 125

d. England in Literature

Selections from the King James Bible -
p. 188

3. Love of country

a. Adventures in American Literature

Two Soldiers - William Faulkner - p. 63
Speech in the Virginia Convention -
Patrick Henry - p. 470
Gettysburg Address - Abraham Lincoln -
p. 675
Ode on the Confederate Dead - Henry Timrod -
p. 682
From Song of Myself - Walt Whitman - p. 743
Thou Mother with Thy Equal Brood -
Walt Whitman - p. 751

b. Adventure in English Literature

To Lucasta, on Going to the Wars -
Richard Lovelace - p. 220
Home Thoughts, from Abroad - Robert Brown-
ing - p. 494
My Native Land - Sir Walter Scott - p. 401
The Soldier - Rupert Brooke - p. 646
The Unknown Citizen - W.H. Auden - p. 655
London, 1802 - William Wordsworth - p. 362

c. U.S. in Literature

From Civil Disobedience - Henry D. Thoreau -
p. 241
The Declaration of Independence -
Thomas Jefferson - p. 153

4. Love of nature

a. Adventures in American Literature

Thanatopsis - William Cullen Bryant -
p. 519
To a Waterfowl - William Cullen Bryant -
p. 516
The Spring and the Fall - Edna St. Vincent
Millay - p. 309
God's World - Edna St. Vincent Millay -
p. 309
Nature - Ralph Waldo Emerson - p. 586
Conservation Is Not Enough - Joseph Wood
Krutch - p. 178

b. Adventures in English Literature

L'Allegro - John Milton - p. 225
Il Penseroso - John Milton - p. 227
My Heart Leaps Up - William Wordsworth -
p. 366
To a Skylark - Percy B. Shelley - p. 418
Flower in the Crannied Wall -
Alfred, Lord Tennyson - p. 477
The Eagle - Alfred, Lord Tennyson - p. 477
To a Skylark - William Wordsworth - p. 360
Dover Beach - Matthew Arnold - p. 507
Selections from the Romantic poets

c. U.S. in Literature

Nature - Henry W. Longfellow - p. 272
The Sound of the Sea - Henry W. Longfellow -
p. 272
Birches - Robert Frost - p. 547
Spring and All - William Carlos Williams -
p. 543
The Marshes of Glynn - Sidney Lanier -
p. 431
Spring Night - Sara Teasdale - p. 573
Trees - Howard Nemerov - p. 598

d. England in Literature

God's Grandeur - Gerald Manley Hopkins -
p. 523
Sea-Fever - John Masefield - p. 630
Selections from the Romantic poets

B. Non-state-adopted supplementary materials

Cole, William. A Book of Love Poems. NY: Viking Press, 1965.

Fiedler, Leslie A. Love and Death in the American Novel. NY: Stein and Day, 1966.

Klemer, D. J. Chinese Love Poems. Garden City, N.J.: Hanover House, 1959.

Lorand, Rhoda L. Love, Sex and the Teenager. NY: Macmillan, 1965.

Norman, Charles and Mathers, Edward P. Coloured Stars; Fifty Asiatic Love Lyrics. International Pocket Library.

Norman, Charles. Come Live with Me; Five Centuries of Romantic Poetry. NY: McKay, 1966.

Peyton, Karen. Love Song. Chilton Co., 1964.

Shakespeare, William. The Love Poems and
Sonnets of William Shakespeare.
Hanover House, 1957.

Stowe, Aurelia. Love Will Come; Stories of
Romance. Random House, 1959.

C. Films

Churchill, Champion of Freedom	22 minutes	BPI	1-12487
Dot and the Line: A Romance in Lower Mathematics	4 minutes		1-05820
Hand, The	19 minutes		1-13819
I Have a Dream: The Life of Martin Luther King	35 minutes		1-31704
I, Leonardo deVinci, Parts 1 & 2	27 minutes		1-31487
Man Without a Country, The	25 minutes		1-30003
People Are Different and Alike	11 minutes		1-05771
A Place in the Sun	6 minutes		1-05840
Red Balloon, The	35 minutes		1-40015
The Red, White and Blue	27 minutes		1-31478
River Boy	17 minutes		1-13827

D. Films - available for rental

Educational Audio Visual, Inc.
Pleasantville, New York 10507

The Red Badge of Courage #7724

E. Records

XVII Century Metaphysical and Love Lyrics
Caedman TC 1049

Singers in the Dusk
NCTE

Spoon River Anthology
Caedman TC 1152

Tristan and Isolde
Caedman TC 2106

Tyrone Power Reading Poetry of Byron
Caedman TC 1042

West Side Story
Columbia OL 5670

E. Filmstrips/Records

An African Essay
400-307 GA 2 FS/Rec

The Alienated Generation
3 FS/Rec GA 100/204

Concord: A Nation's Conscience
2 FS/Rec GA

Edgar Allan Poe
516-508 2 FS/Rec GA

The Harlem Renaissance and Beyond
514-586 2 FS/Rec GA

An Interview with H. D. Thoreau
3178 1 FS/Rec Scott, Foresman

Music and English Literature
5 records and filmstrip - Scott, Foresman

The Poetic Experience
523-447 2 FS/Rec GA

The Romantic Age in English Literature
518-421 2 FS/Rec GA

The Wisdom of Wilderness
400-208 1 FS/Rec GA