



# Undervisningsbeskrivelse

## Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Dec-januar 2019/2020
<b>Institution</b>	Horsens HF og VUC
<b>Uddannelse</b>	Hfe
<b>Fag og niveau</b>	Engelsk A
<b>Lærer(e)</b>	Lotte Ellegaard Buhl
<b>Hold</b>	enAe

## Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Identity, Gender & Body
<b>Titel 2</b>	American Modernism
<b>Titel 3</b>	The British Empire & Post-Colonial Literature
<b>Titel 4</b>	Værklæsning: Animal Farm
<b>Titel 5</b>	When Power Corrupts, Poetry Cleanses – William Shakespeare
<b>Titel 6</b>	British Romanticism (and a bit of Victorian Literature)



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 1</b>	<b>Identity, Gender &amp; Body</b>
<b>Indhold</b>	<p><b><u>Kernestof</u></b></p> <p><i>The Universal Declaration of Human Rights</i> <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a></p> <p>Emma Watson: <i>Gender equality is your issue too</i>, UN, New York, 2014 Fra: <i>Unsex Me</i>, Lindhardt og Ringhof, 2016 + Emma Watson's <i>HeForShe Campaign 2014</i> Official UN video <a href="https://www.youtube.com/watch?v=gkjW9PZBRfk">https://www.youtube.com/watch?v=gkjW9PZBRfk</a></p> <ul style="list-style-type: none"><li>• <i>Conceal, Don't Feel, A Queer Reading of Disney's Frozen</i> by Angel Daniel Matos, January 19, 2014</li><li>• <i>The Metrosexual is Dead. 'Long Live the Spornosexual'</i>, by Mark Simpson, 2014</li><li>• <i>When your mother says she's fat</i>. Kasey Edwards, 2013</li></ul> <p>Alle tekster er fra <i>Unsex Me</i>, Lindhardt og Ringhof, 2016, ss.29-32,47-49, 71-74, 87-95, 99-100, 102-104)</p> <p>Bel Kaufmann: <i>Sunday in the Park</i> The Lift, Gyldendal</p> <p><b><u>Supplerende materiale</u></b></p> <p>Disney princesses without make-up <a href="https://www.buzzfeed.com/lorynbrantz/this-is-what-disney-princesses-look-like-without-makeup?bfsource=relatedauto">https://www.buzzfeed.com/lorynbrantz/this-is-what-disney-princesses-look-like-without-makeup?bfsource=relatedauto</a></p> <p>If Disney princesses had realistic waistlines <a href="https://www.buzzfeed.com/lorynbrantz/if-disney-princesses-had-realistic-waistlines">https://www.buzzfeed.com/lorynbrantz/if-disney-princesses-had-realistic-waistlines</a></p> <p>Documentaries: <i>The Mask You Live In</i> (about toxic masculinity), 2015 + <i>MissRepresentation</i>, 2011 (about how the mainstream media's often disparaging portrayals of women contribute to the under-representation of females in positions of leadership) Director: Jennifer Siebel Newsom, set på Netflix</p>
<b>Omfang</b>	8 moduler a 110 minutter Ca.60 sider
<b>Særlige fokus-punkter</b>	A new generation of feminists, Gender Benders, Queer reading, Body image and beauty ideals, stereotypes



	Læsning og analyse af non-fiction, artikler og taler.
<b>Væsentligste arbejdsformer</b>	Indføring i centrale begreber, individuelt arbejde, pararbejde, gruppearbejde og klasse-rumsdiskussion



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 2</b>	<b>American Modernism</b>
<b>Indhold</b>	<p><b><u>Kernestof</u></b> T.S. Eliot, <i>The Waste Land</i> part 1 and 2 <a href="https://www.poetryfoundation.org/poems/47311/the-waste-land">https://www.poetryfoundation.org/poems/47311/the-waste-land</a></p> <p>Ernest Hemingway: <i>Soldier's Home</i> <a href="http://www.somanybooks.org/eng208/SoldiersHome.pdf">http://www.somanybooks.org/eng208/SoldiersHome.pdf</a></p> <p>Ernest Hemingway: <i>Cat in the Rain</i> When Less is More, American Minimalism. Mette Hermann og Stine Carlsen, Gyldendal 2014</p> <p>Ernest Hemingway: <i>Hills Like White Elephants</i> <a href="https://genius.com/Ernest-hemingway-hills-like-white-elephants-annotated">https://genius.com/Ernest-hemingway-hills-like-white-elephants-annotated</a></p> <ul style="list-style-type: none"><li>• F. Scott Fitzgerald: <i>The Great Gatsby</i>, excerpts from chapters 3 and 9</li><li>• William Faulkner: <i>The Sound and the Fury</i> (excerpt)</li><li>• John Steinbeck: <i>The Grapes of Wrath</i>, excerpts from chapters 25 and 30</li></ul> <p>Alle tekster er fra Fields of Vision 2, Delaney, Ward &amp; Fiorina, Longman 2009</p> <p><b><u>Supplerende materiale</u></b> The Great Depression in Photos <a href="https://www.thoughtco.com/great-depression-pictures-1779916">https://www.thoughtco.com/great-depression-pictures-1779916</a></p> <p>How did literature change during the Great Depression? <a href="https://www.quora.com/How-did-literature-change-during-the-Great-Depression?fbclid=IwAR1Qbug-rPLAqjae_UOFiXFYjzCuh7nXrHc1uis_5hKunPmKJR4VC_JhVoQ">https://www.quora.com/How-did-literature-change-during-the-Great-Depression?fbclid=IwAR1Qbug-rPLAqjae_UOFiXFYjzCuh7nXrHc1uis_5hKunPmKJR4VC_JhVoQ</a></p>
<b>Omfang</b>	13 moduler a 110 minutter Ca.70 sider
<b>Særlige fokuspunkter</b>	Introduktion af en litterær strømning, minimalismen, med perspektivering til historiske forhold i USA. Genkendelse af modernistiske træk. Sideløbende fokus på skriftlig og mundtlig eksamen.
<b>Væsentligste arbejdsformer</b>	Indføring i centrale begreber, individuelt arbejde, pararbejde, gruppearbejde og klasserums-diskussion



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<b>Titel 3</b>	<b>The British Empire &amp; Post-Colonial Literature</b>
<b>Indhold</b>	<p><b><u>Kernestof</u></b></p> <p><i>The White Man's Burden</i> by Rudyard Kipling, 1899, Wider Contexts, 262-263</p> <p><i>Shooting an Elephant</i> by George Orwell, 1936 <a href="https://ebooks.adelaide.edu.au/o/orwell/george/o79s/">https://ebooks.adelaide.edu.au/o/orwell/george/o79s/</a></p> <p><i>A Hanging</i> by George Orwell <a href="https://piper.asu.edu/sites/default/files/orwell_hanging.pdf">https://piper.asu.edu/sites/default/files/orwell_hanging.pdf</a></p> <p><i>God Save the Queen</i> <a href="https://www.britannica.com/topic/God-Save-the-Queen-British-national-anthem">https://www.britannica.com/topic/God-Save-the-Queen-British-national-anthem</a></p> <p><i>Rule Britannia</i> <a href="https://www.historic-uk.com/HistoryUK/HistoryofBritain/Rule-Britannia/">https://www.historic-uk.com/HistoryUK/HistoryofBritain/Rule-Britannia/</a></p> <p>Gandhi Speech: <i>Quit India</i>, August 8, 1942 <a href="https://www.mkgandhi.org/speeches/qui.htm">https://www.mkgandhi.org/speeches/qui.htm</a></p> <p>Nehru Speech: <i>Tryst with destiny</i>, 1947 <a href="https://www.americanrhetoric.com/speeches/jawaharlalnehrustrystwithdestiny.htm">https://www.americanrhetoric.com/speeches/jawaharlalnehrustrystwithdestiny.htm</a></p> <p><i>Dusk over Atlantic Wharf</i> by Susmita Bhattacharya, 2012 <a href="https://commuterlit.com/2012/04/tuesday-dusk-over-atlantic-wharf/">https://commuterlit.com/2012/04/tuesday-dusk-over-atlantic-wharf/</a></p> <p>R.K. Narayan, <i>Another Community</i>, 1967, Wider Contexts, 283-288</p> <p>Amrita Pritam, <i>Stench of Kerosene</i> <a href="http://lingualeo.com/es/jungle/amrita-pritam-a-stench-of-kerosene-156855#/page/1">http://lingualeo.com/es/jungle/amrita-pritam-a-stench-of-kerosene-156855#/page/1</a></p> <p><i>Britain has no need to make an apology to India for Empire</i>, by Nirpal Dhaliwal, 2010 <a href="https://www.dailymail.co.uk/debate/article-1298569/Britain-need-make-apology-India-Empire-.html?fbclid=IwAR3-Goo5i3Fzeu1f3bYo_WqIh41N52qFC6Qnopw9g9N3Vdun8ijnLIz6Q0A">https://www.dailymail.co.uk/debate/article-1298569/Britain-need-make-apology-India-Empire-.html?fbclid=IwAR3-Goo5i3Fzeu1f3bYo_WqIh41N52qFC6Qnopw9g9N3Vdun8ijnLIz6Q0A</a></p> <p>Shashi Tharoor argues why British Rule destroyed India <a href="https://www.youtube.com/watch?v=jaNotcGak3Y">https://www.youtube.com/watch?v=jaNotcGak3Y</a></p> <p>Dr Shashi Tharoor MP - Britain Does Owe Reparations <a href="https://www.youtube.com/watch?v=f7CW7S0zxv4">https://www.youtube.com/watch?v=f7CW7S0zxv4</a></p>



	<p><b>Supplerende materiale</b></p> <p>British Empire Overview <a href="http://www.nationalarchives.gov.uk/education/empire/intro/overview6.htm">http://www.nationalarchives.gov.uk/education/empire/intro/overview6.htm</a></p> <p>The British Empire <a href="http://www.victorianweb.org/history/empire/Empire.html">http://www.victorianweb.org/history/empire/Empire.html</a></p> <p>BBC Podcast: Modern Love in India (How inter-faith and inter-caste marriages are leading to bitter divisions in India) <a href="https://www.bbc.co.uk/sounds/play/p075yc25">https://www.bbc.co.uk/sounds/play/p075yc25</a></p> <p>The Speech that brought India to the brink of independence <a href="https://www.smithsonianmag.com/history/speech-brought-india-brink-independence-180964366/">https://www.smithsonianmag.com/history/speech-brought-india-brink-independence-180964366/</a></p>
<b>Omfang</b>	13 moduler a 110 minutter Ca 70 sider
<b>Særlige fokuspunkter</b>	<p>Læsning af noveller, taler og artikler– vurdering af forskellige typer og stilleje Fokus på kommunikation/formidling/virkemidler/argumentation/forhold mellem indhold og form/stilistik/vurdering af informationskilder/teksttyper – fiktion såvel som non-fiktion</p> <p>Bevidsthed om komplekst sprog – stilforskelle, infokilder, sætningsopbygning mv. Kendskab til samfundsmæssige, kulturelle og historiske problemstillinger i Indien, herunder Ghandi, saltmarchen, Indiens uafhængighed, Indien/Pakistan, og kastesystemet. Vi har desuden beskæftiget os med debatten om hvorvidt England skylder Indien en undskyldning, samt kompensation.</p> <p>Arbejde med det skriftlige i forhold til den skriftlige eksamen</p>
<b>Væsentligste arbejdsformer</b>	Indføring i centrale begreber, individuelt arbejde, pararbejde, gruppearbejde og klasserumsdiskussion



## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 4</b>	<b>Værklæsning: George Orwell, Animal Farm</b>
<b>Indhold</b>	<p><b><u>Kernestof</u></b> George Orwell, <i>Animal Farm</i>, Penguin Books Ltd. 2008</p> <p><b><u>Supplerende materiale</u></b></p> <p>From the Observer: 'Animal Farm' Perfectly Describes Life in the Era of Donald Trump, by Jonathon Russo, 2017</p> <p><a href="https://observer.com/2017/05/donald-trump-george-orwell-animal-farm/">https://observer.com/2017/05/donald-trump-george-orwell-animal-farm/</a></p>
<b>Omfang</b>	8 moduler a 110 minutter 100 sider
<b>Særlige fokus-punkter</b>	<p>Anvende viden om historiske og samfundsmæssige forhold i Verden i det 20-århundrede med Orwells kritik af ensretning og totalitarisme som omdrejningspunkt + perspektivering til nutiden</p> <p>Vi har gennem hele året sideløbende arbejdet med grammatik, skriftlig fremstilling og stilistik. Til dette har holdet brugt:</p> <p><i>Engelsk Grammatik med Synonymer</i></p> <p><i>The English Handbook</i> <a href="https://theenglishhandbook.systeme.dk/">https://theenglishhandbook.systeme.dk/</a></p> <p><i>Engram</i> Minlaering.dk</p>
<b>Væsentligste arbejdsformer</b>	Individuel fordybelse, gruppearbejde, samt klassesamtaler

<b>Titel 5</b>	<b>When Power Corrupts, Poetry Cleanses – William Shakespeare</b>
<b>Indhold</b>	<p><b><u>Kernestof:</u></b></p> <p>Fra: Oxford School Shakespeare, <i>Macbeth</i>, Oxford University Press, 2014, 19-21 <i>Introduction to Macbeth</i>, pp.V-XI <i>Macbeth Act 1, scene 7</i></p>



	<p>Fra: Unsex Me, Lindhardt &amp; Ringhof, 2016, 41-42 <i>Macbeth Act 1, scene 5</i></p> <p>Sonnet 18: <i>Shall I compare thee to a Summer's Day?</i> <a href="http://www.shakespeare-online.com/sonnets/18.html">http://www.shakespeare-online.com/sonnets/18.html</a></p> <p>Sonnet 16: <i>Let me not to the marriage of true minds</i> <a href="http://www.shakespeare-online.com/sonnets/16.html">http://www.shakespeare-online.com/sonnets/16.html</a></p> <p>Sonnet 130: <i>My mistress' eyes are nothing like the sun</i> <a href="http://www.shakespeare-online.com/sonnets/130.html">http://www.shakespeare-online.com/sonnets/130.html</a></p> <p>Fra: Helle Birk: Links- Literature Past and Present, Columbus 2015 pp14-33 The Shakespearean Villain <i>Othello, Act III, Scene III</i> <i>Othello, Act IV, Scene I</i> <i>Othello, Act V, Scene II</i> <i>Richard III, Act 1, Scene I</i> <i>Richard III, Act V, Scene III</i> <i>Richard III, Act V, Scene IV</i></p> <p><b><u>Supplerende materiale</u></b></p> <p>Languages and culture, pp.16-17, Worlds of English</p> <p>William Shakespeare, pp.44-48, Fields of Vision 1, Delaney, Ward &amp; Fiorina, Longman 2011</p> <p>Film: Richard III, 1995 instrueret af Richard Loncraine + Macbeth, 2005 instrueret af Justin Kurzel</p> <p>Teaterforestilling: Romeo &amp; Juliet, TNT Théâtre -American Drama Group Europe, Helsingør Teater i den Gamle By i Århus</p>
<b>Omfang</b>	13 moduler a 110 minutter ca.80 sider
<b>Særlige fokus-punkter</b>	Anvende viden om historiske, kulturelle og samfundsmæssige forhold i Storbritannien på Shakespeares tid med perspektivering til evigtgyldige emner. Kendskab til Shakespeares sprog og litterære virkemidler.
<b>Væsentligste arbejdsformer</b>	Indføring i centrale begreber, individuelt arbejde, pararbejde, gruppearbejde og klasserumsdiskussion





<b>Titel 6</b>	<b>British Romanticism (and a bit of Victorian Literature)</b>
<b>Indhold</b>	<p><b><u>Kernestof</u></b></p> <ul style="list-style-type: none"><li>• William Wordsworth, <i>I Wondered Lonely as a Cloud</i></li><li>• Robert Burns, <i>A Red, Red Rose</i></li><li>• Byron, <i>She walks in Beauty</i></li></ul> <p>Alle tekster er fra Fields of Vision 1, Delaney, Ward and Fiorina, Longman 2011</p> <p>Jane Austen, <i>Pride and Prejudice</i>, chapter 1, 19 and 34, Wider Contexts. Basisbog til engelsk A, Engberg-Pedersen m.fl. Gyldendal 2012, s.97-99</p> <p>Writers' Gallery: The Brontë sisters</p> <p>Emily Brontë, <i>Wuthering Heights</i>, chapter 9, fra Fields of Vision 2, Delaney, Ward and Fiorina, Longman 2009</p> <p><b><u>Supplerende materiale</u></b></p> <p>Den første og sidste episode fra BBCs tv-serie "Pride and Prejudice" fra 1995</p> <p>Artikel: Why Does Jane Austen Still Appeal To Young Women Like Us Even After 200 Years? <a href="https://www.womensweb.in/2017/11/jane-austen-still-appeals-to-young-women-after-200-years/">https://www.womensweb.in/2017/11/jane-austen-still-appeals-to-young-women-after-200-years/</a></p> <p>Artikel: Heathcliff and literature's greatest love story are toxic <a href="http://www.bbc.com/culture/story/20180725-heathcliff-and-literatures-greatest-love-story-are-toxic">http://www.bbc.com/culture/story/20180725-heathcliff-and-literatures-greatest-love-story-are-toxic</a></p> <p>Film: Wuthering Heights, 2010 instrueret af Andrea Arnold</p> <p>History Channel – Biography – Lord Byron <a href="https://www.youtube.com/watch?v=MURpeBujd9M">https://www.youtube.com/watch?v=MURpeBujd9M</a></p>
<b>Omfang</b>	13 moduler a 110 minutter Ca. 70 sider
<b>Særlige fokus-punkter</b>	Anvende en grundviden om historiske, kulturelle og samfundsmæssige forhold i Storbritannien til analyse af digte og skønlitteratur. Indblik i væsentlige historiske, kulturelle og samfundsmæssige forhold i Storbritannien
<b>Væsentligste arbejdsformer</b>	Indføring i centrale begreber, individuelt arbejde, pararbejde, gruppearbejde og klasserumsdiskussion□

Herudover er der brugt tid på terminsprøve og eksamensorientering