



MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

## **WORLD LITERATURE**

**5–9<sup>th</sup> grades**

**Curriculum**

**for comprehensive schools**

## 5<sup>th</sup> grade

**Total – 70 hours;**

**textual analysis of works – 56 hours;**

**speech development – 4 hours;**

**home reading – 4 hours;**

**Reserve of time – 6 hours.**

Content of study materials
<b>1. Introduction (2 hours)</b>
Fiction writing is the spiritual treasure of humanity. Role of the book in modern life. Folklore and its characteristic features. Different genres of folklore (proverbs, sayings, riddles, songs). Humanistic values embodied in folk works of different peoples. Literature and folklore.
<b>2. Fairy tales from around the world (18 hours)</b>
Genre characteristics of folk and literary fairy tales. Types of fairy tales (about animals, magic, social, etc.) and their characteristic features. <b><i>The Painted Jackal, Indian folk tale. Panchatantra is the world's first folk collection about the basics of practical wisdom.</i></b> Exposure of negative human qualities in animal images. Instructive content of fairy tale. <b><i>Issun Boshi: The One-Inch Boy, Momotaro, or the Story of the Son of a Peach, Japanese folk tales.</i></b> Reflection of love of labor, ingenuity, courage, and attitude towards nature in the images of Issun Boshi and Momotaro. National identity of Japanese fairy tales. <b><i>The Magic Paintbrush, Chinese folk tale.</i></b> Poetization of art and glorification of artist's image. Meaning of fantastic elements. <b><i>Sinbad the Sailor (third journey), Arabic folk tale.</i></b> Assertion of love of discovery of the world, courage and humanity. Embodiment of faith in the victory of man over circumstances in the image of Sinbad the Sailor. <b><i>Mother Holle, Town Musicians of Bremen (1 fairy tale at teacher's choice) by the Brothers Grimm.</i></b> Contribution of the Brothers Grimm to collection and preservation of folklore. Moral values in fairy tales. Characteristics of characters in fairy tale. Antithesis. <b>Introduction to poem <i>Ruslan and Ludmila, The Tale of the Fisherman and the Fish, The Tale of the Dead Princess (1 fairy tale at teacher's choice) by Alexander Pushkin (1799-1837).</i></b> Synthesis of folk and literary elements in the works of Alexander Pushkin. System of images. Author. <b><i>The Nightingale, The Steadfast Tin Soldier, The Wild Swans, The Snow Queen (1 fairy tale at teacher's choice) by Hans Christian Andersen (1805-1875).</i></b> Contrasting "real" and "artificial" in <i>The Nightingale</i> ; nightingale as embodiment of the power of nature and art. Assertion of the power of love and devotion in <i>The Steadfast Tin Soldier</i> . Battle between good and evil in <i>The Wild Swans</i> . Confrontation of sincere human relations with the fantastic world of evil in <i>The Snow Queen</i> .

***The Star-Child* by Oscar Wilde (1854-1900).** Fairy-tale characters and their characteristics. Main conflict. Symbolic meaning of the story title. Evolution of image of the title character.

### 3. Nature and man (8 hours)

***On the Grasshopper and Cricket* by John Keats (1795-1821).** Poetization of the image of nature in the poem and its idea (The poetry of earth is never dead ...).

***Night Song of the Traveler* by Johann Wolfgang von Goethe (1749-1832).** Description of relationship between different spheres of nature and man.

***Leise zieht durch mein Gemüt (A Sweet Sound of Bells)* by Heinrich Heine (1797-1856).** Embodiment of the beauty of spring nature. Connection with folklore (song).

***Snap, Lobo, The King of Currumpaw, The Biography of a Silver-Fox* by Ernest Thompson Seton (1860-1946).** Author's observations of the natural world. Assertion of love for all living things. Artistic images and their representation in the events of the work.

### 4. World of childhood (10 hours)

***The Adventures of Tom Sawyer* by Mark Twain (1835-1910).** World of adults and world of children in the novel. Tom Sawyer and Huckleberry Finn. Author's attitude to his characters. Leading ideas of the novel (friendship, love, humanity, etc.).

***Pollyanna* by Eleanor H. Porter (1868-1920).** Sincerity, courage and optimism of the title character, her influence on the life of city. Pollyanna and her friends. Artistic means of revealing Pollyanna's character. Idea of joy of life and discovery of the world.

### 5. Power of creative imagination (8 hours)

***Alice In Wonderland* by Lewis Carroll (1832-1898).** Creative history of the book, its connection with biography of the writer and life of Victorian England. Image of Alice, world of her imagination and exciting adventures. Characters surrounding the title character. Features of the artistic language of the novel. Organizing fairy tale as a game (playing with time and space, playing with words (names), playing with rules).

***Red-bound books* by Marina Tsvetaeva (1892-1941).** Magical world of literature and art in Marina Tsvetaeva's poem. Familiar characters from well-known books (Tom Sawyer, Huckleberry Finn, etc.). Image of lyrical female hero who loves to read. Role of literary and musical associations in the poem.

### 6. Modern literature. Along with good characters (8 hours)

(1-2 novels at students' and teacher's choice)

***Charlie and the Chocolate Factory* by Roald Dahl (1916-1990).** Interesting adventures of Charlie and his friends at Willy Wonka's fabulous chocolate factory. Kindness and sincerity of the title character.

***Comet in Moominland, The Magician's Hat, and Moominland Midwinter* (1 book at own choice) by Tove Jansson (1914–2001).** Charm of the artistic world of the novel. Characters and embodiment of ideas of kindness, sincerity, and family values in them.

***Am Samstag kam das Sams zurück (Sams returns on Saturday)* by Paul Maar (born in 1937).** Brightness of the artistic world of the novel. Optimistic image of Sams, his belief in the power of

thought and imagination. Real and fantastic images in the novel. Elements of folklore (fairy tales) and their significance for revealing the leading idea – realization of dreams, desires and aspirations of the person.

## **7. Conclusions (2 hours)**

## 6<sup>th</sup> grade

**Total – 70 hours;**

**textual analysis of works – 56 hours;**

**speech development – 4 hours;**

**home reading – 4 hours;**

**Reserve of time – 6 hours.**

Content of study materials
<b>1. Introduction (2 hours)</b>
Literature as an art form. Imagery.
<b>2. Myths from around the world (7 hours)</b>
Concept of myth. Main thematic groups of myths (about creation and structure of the world, about heroes, calendar myths, etc.). Reflection of the unity of man and nature in myths from around the world. Popular mythological images, plots, and motifs of different peoples. <b>Greek myths.</b> The Myth of Prometheus. Myths about Hercules (1-2 myths). The Myth of Daedalus and Icarus. The Myth of Narcissus. The Myth of Pygmalion and Galatea. The Myth of Orpheus and Eurydice. The Myth of Demeter and Persephone ( <b>3-4 myths at teacher's choice</b> ). <b>Indian myths.</b> Creation. About creation of night. About the flood. About golden age ( <b>2-3 myths at teacher's choice</b> ). <b>Egyptian myths.</b> The Myth of Ra and Apep. The Myth of how Tefnut left Egypt ( <b>1-2 myths at teacher's choice</b> ).
Fable as literary genre, its characteristics, features of artistic structure, and instructive content. <b>Aesop's Fables. <i>The Fox and the Grapes, The Wolf and the Lamb, The Fox and the Crow, The Ant and the Grasshopper</i> (2-3 fables at teacher's choice).</b> Combination of specific and general in Aesop's Fables. Embodiment of human qualities (hard work, intelligence, cunning, stupidity, cruelty, laziness, etc.) in allegorical images. Moral of Aesop's Fables. <b><i>The Quartet, The Dragonfly and the Ants, The Wolf and the Lamb</i> (1-2 fables at teacher's choice) by Ivan Krylov (1769-1844).</b> Moral of Ivan Krylov's fables. Bright allegorical images.
<b>4. Adventure and fantasy (16 hours)</b>
<b><i>Dick Sand, A Captain at Fifteen</i> by Jules Verne, <i>Treasure Island</i> (1 novel at students' choice) by Robert Louis Stevenson</b> <b><i>Dick Sand, A Captain at Fifteen</i> by Jules Verne (1828-1905).</b> Theme of spiritual test of person. Image of Dick Sand, moral qualities, courage and humanity of the title character. Dick Sand and his friends. Dick Sand and Negro. Problem of slavery in the novel. Descriptions of nature. <b><i>Treasure Island</i> by Robert Louis Stevenson (1850-1894).</b> Features of adventure plot development in the novel. System of images (Jim Hawkins and his comrades), John Silver, etc.). Moral values.

**A Christmas Carol by Charles Dickens (1812-1870).** Scrooge's journey through time and space. Dynamic image of Scrooge, reasons for his spiritual rebirth. Plot and composition of the novella. Meaning of Christmas in the novella. Elements of folklore (fairy tales, songs).

**Christmas Eve by Nikolai Gogol (1809-1852).** Folk traditions and customs. Theme of love. Images of Oksana and Vakula. Role of fantasy in the story. Elements of folklore (traditional images – witch, devil, moon, etc.; Christmas symbols; fairy tale elements).

#### 5. Human relations (12 hours)

**The Chameleon, Fat And Thin by Anton Chekhov (1860-1904).** Exposure of adaptability and adulation in Anton Chekhov's short stories. Dialogue as the main form of storytelling. Writer's skill in description of characters. Role of artistic detail. Subtext. Symbolism of the short story title.

**Love of Life by Jack London (1876-1916).** Problems of life and death, friendship and betrayal. Characteristics of characters of the short story. Descriptions of nature and their role in the text. Meaning of story title.

**Uncle Tom's Cabin by Harriet Beecher Stowe, The Blind Musician by Vladimir Korolenko (1 novel at teacher's choice)**

**Uncle Tom's Cabin by Harriet Beecher Stowe (1811-1896).** Problem of slavery and attitude towards people of different races and nationalities. Images of Uncle Tom, Eliza, George Harris, George Shelby, Evangeline (Eva). Ideas of kindness, respect for person, courage, and tolerance. Exposure of cruelty and racial hostility.

**The Blind Musician by Vladimir Korolenko (1853-1921).** Desire of the title character (Petro Popelsky) to find his place in the world. Theme of art. Petro Popelsky and Evelina. Image of Maksym Yatsenko, firmness of his beliefs, attention and respect for other people. Ukrainian nature, folk images and traditions.

#### 6. Poetic vision of the world (6 hours)

**Haiku by Matsuo Bashō (1644-1694).** Reflection of Japanese ideas about beauty in the artist's poetry. Laconism of form and breadth of haiku artistic content. Description of states of nature. Role of artistic detail. Subtext.

**My Heart's in the Highlands by Robert Burns (1759-1796).** Idea of love for the motherland. Antithesis (native land – foreign land). Elements of folklore (traditional images, constant epithets, repetitions, etc.).

**The Song of Hiawatha by Henry Wadsworth Longfellow (1 section at teacher's choice) or Postcards of cities by Gianni Rodari (1 poem at teacher's choice).**

**The Song of Hiawatha (1 section at teacher's choice) by Henry Wadsworth Longfellow (1807-1882).** Myths of the North American Indians and their embodiment in the epic poem *The Song of Hiawatha*. Elements of folklore (songs, fairy tales, legends, etc.). Image of Hiawatha. Ideas of peace, national unity, and service to the people.

**Postcards of cities by Gianni Rodari (1920-1980).** Width of the world and its perception by lyrical hero of the poem. Postcards as a symbol of width of the world and desire to discover it.

#### 7. Picture of future in literature (4 hours)

***The Smile* by Ray Douglas Bradbury (1920-2012).** Anxiety due to destruction of spiritual values. Image of Tom and his dynamics. Meaning of image of Mona Lisa for revealing the leading idea of the short story.

***The Odor of Thought* by Robert Sheckley (1928-2005).** Assertion of the power of human thought. Clivy's spiritual and physical test. Author's thoughts on the future of man and humanity. Humanistic content of the short story – belief in the victory of human mind.

#### **8. Modern Literature. Growth and relations with the world (4 hours)**

(1-2 stories at students' and teachers' choice)

***Mio, My Son* by Astrid Lindgren (1907-2002).** Basic information about life and work of the writer, popularity of her works in different countries. Moral values in the works of Astrid Lindgren. Images of the title characters. Victory of good over evil.

***Jim Button and Luke the Engine Driver* by Michael Ende (1929-1995).** Fantastic country Morrowland and its inhabitants (King, Lucas, Mr. Sleeve, Mrs. Whaat, etc.). Moral values in the novel (friendship, love, family, respect for other people, love for the motherland).

***Conrad: The Factory-Made Boy* by Christine Nöstlinger (born in 1936).** Unusual image of Conrad, features of his character. Conrad and his development.

Generalization and systematization of study materials.

## 7<sup>th</sup> grade

**Total – 70 hours;**

**textual analysis of works – 56 hours;**

**speech development – 4 hours;**

**home reading – 4 hours;**

**Reserve of time – 6 hours.**

Content of study material
<b>1. Introduction (2 hours)</b>
Original text and translation. Types of translations, specifics of literary translation. Translation and rehash.
<b>2. Byliny (epic poems) and ballads (10 hours)</b>
Bylina as a genre. Poetic reflection of history of Kyivan Rus'. Main cycles of byliny (Kyivan, Novgorodian). <b><i>Ilya Muromets and Nightingale the Robber.</i></b> Reality (history, everyday life, customs) and fiction in bylina. Ideal of warrior-defender in bylina <i>Ilya Muromets and Nightingale the Robber</i> . Embodiment of human virtues in the images of heroes of byliny. Elements of folklore. Ballad as a genre of folklore and literature. Characteristic features of the ballad. Folk ballads <b><i>King Lear and His Three Daughters</i></b> <b><i>How Robin Hood became a robber or Robin Hood and Guy of Gisborne (1 ballad at teacher's choice).</i></b> <b><i>King Lear and His Three Daughters.</i></b> Moral of the ballad. King Lear as an eternal image. <b><i>How Robin Hood became a robber or Robin Hood and Guy of Gisborne.</i></b> Ideas of freedom and service to the people. Image of people's defender Robin Hood. Literary ballads <b><i>The Glove by Friedrich Schiller (1759-1805).</i></b> Test of the title character. Image of a true knight, his courage, bravery, and human dignity. <b><i>Svityaz by Adam Mickiewicz (1798-1855).</i></b> Assertion of love for the motherland and heroism. Symbolic images, elements of folklore in the ballad. <b><i>Heather Ale: A Galloway Legend by Robert Louis Stevenson (1850-1894).</i></b> Main conflict of the ballad (father and son – King, freedom – slavery). Assertion of the spiritual power of the Picts, their heroism in defending national values. Symbolism of the ballad.
<b>3. Historical past in literature (10 hours)</b>
<b><i>Ivanhoe by Walter Scott (1771-1832). (review, 3-4 chapters at teacher's choice).</i></b> Walter Scott is the founder of historical novel. History and artistic fiction in the novel <i>Ivanhoe</i> . Embodiment of the knight's code in the image of Ivanhoe, artistic means of creating the character image. Clash of

goodness, beauty and justice with cruelty and treachery. Images of Brian de Bois-Guilbert, Prince John, Front-de-Boeuf, Maurice de Bracy, Rowena, and Rebecca. Historical identity of the novel and means of its creation. Plot dynamics and humor.

World War II in European poetry (*The Letter of the Prisoner*, *A Song of the Soldiers of Westerplatte* by **Konstanty Gałczyński**, *About the name of the Buchenwald* by **A. Margul-Shperber**, *Goodbye boys* by **Bulat Okudzhava** and others – 2-3 poems at students' and teacher's choice).

Description of tragedy of World War II from different parts of Europe.

***The Alpine Ballad* by Vasil Bykaŭ (1924-2003)**. Features of the plot and composition of the short novel. Images of Ivan Tereshko and Julia. Opposition between the power of friendship and love and the world of violence. Humanistic content of the short novel. Symbolism of the short novel title and features of ballad therein.

#### 4. Spiritual test of man (6 hours)

***The Last Inch* by James Aldridge (born in 1918)**. Problem of parent/child relationships. Symbolism of the short story title. Images of Ben and Davy and artistic means of creating their characters. Faith in the inner strength of person, overcoming life's challenges, and the ability to understand. Affirmation of family values.

***The Ballad of East and West, If ...* by Rudyard Kipling (1865-1936)**.

Confrontation and reconciliation of East and West in the poem *The Ballad of East and West*. Antitheses in the poem. Ideas of peace and friendship. Dynamics of images of the title characters (Kamal, Colonel's son).

Problem of spiritual test of person and their moral stability in the poem *If ...* Plot and composition of the poem. Artistic features of the poem and its leading idea (person should remain true to themselves in various life testing and adhere to moral principles).

#### 5. Friendship and love (9 hours)

***October 19* by Alexander Pushkin (1799-1837)**.

Childhood and youth of Alexander Pushkin. Glorification of lyceum friendship and loyalty to ideals in the poem *October 19*. Author's memories and reflections in the poem.

***Song Over Songs* by Sholom Aleichem, *Scarlet Sails* by Alexander Grin (1 novel at teacher's and students' choice)**

***Song Over Songs* by Sholom Aleichem (1859-1916)**. Milestones in the writer's life and creative work. Description of culture and fate of the Jewish people in his works. Theme of love in Sholom Aleichem's novel *Song Over Songs*. Time evolution of characters (Shimek and Buzie). Biblical motifs in the novel. Affirmation of ethical values.

***Scarlet Sails* by Alexander Grin (1880-1932)**. Combination of reality and fantasy in the novel. Main conflict of the novel (Caperna – dream). Assol and Gray. Symbolism of scarlet sails.

Poems of foreign poets about friendship and love (*Love* by **Robert Burns**, *In the Wonderful Month of May* by **Heinrich Heine**, *Wait for Me* by **Konstantin Simonov** and others – 2-3 poems at students' and teacher's choice). Poetization of lofty sentiments and revealing its essence.

#### 6. Detective fiction (5 hours)

Detective fiction as a literary genre, characteristic features of the genre. Genre diversity of detective stories.

***The Gold Bug* by Edgar Allan Poe, *The Adventure of the Speckled Band*, *The Red-Headed League* by Arthur Conan Doyle (1-2 short stories at teacher's and students' choice).**

***The Gold Bug* by Edgar Allan Poe (1809-1849).** Edgar Allan Poe is the inventor of the detective fiction genre. Fascinating plot of the short story *The Gold Bug*. Features of composition of the short story – "story within a story", its artistic meaning (combination of different points of view, creation of emotional tension, mysterious atmosphere, etc.). Images of William Legrand, Jupiter, narrator.

***The Adventure of the Speckled Band*, *The Red-Headed League* (Sherlock Holmes story) by Arthur Conan Doyle (1859-1930).**

Arthur Conan Doyle is a well-known author of detective stories, popularity of his characters in different countries. Features of the plot and composition of Sherlock Holmes stories. Sherlock Holmes as a direct participant in the family conflict resolution in the short story *The Adventure of the Speckled Band*. Ironic description of a person's passion for easy enrichment in the short story *The Red-Headed League*. The essence of Sherlock Holmes' deductive reasoning, assertion of the power of intelligence and moral qualities in his image. Dr. John Watson as the narrator. Different points of view on events as an artistic method of creating the mysterious atmosphere.

Novella as a literary genre, its characteristic features, types (2-3 novellas at teacher's choice).

***The Gift of the Magi*, *The Last Leaf* by O. Henry (1862-1910).** O. Henry is a master of short stories. Moral values in the novella *The Gift of the Magi*. Biblical motifs, artistic details. Novella *The Last Leaf* is a hymn to a person who is ready to sacrifice themselves for the sake of a fellow person. Specific features of image of Behrman (inconspicuous in appearance, loser, the best "masterpiece" of the artist). Images of girls, their dynamics (Sue, Johnsy). Features of the artistic language of the novella, narrator.

***The Magic Shop* by Herbert George Wells (1866-1946).** H.G. Wells is a well-known English science fiction writer. Point of view of an adult and a child in the novella *The Magic Shop*. "Miracles" and their perception by characters. Narrator of the story (Father). Features of the children's world. Role of elements of science fiction.

***The Spider's Thread* by Ryūnosuke Akutagawa (1892-1927).** Ryūnosuke Akutagawa is the master of Japanese short stories. Implementation of the idea of moral justice in the novella *The Spider's Thread*. Philosophical content of the story. Subtext. Artistic images of the novella (Buddha, Kandata).

## 8. Modern literature. Me and the world (6 hours)

(1-2 novels at students' and teacher's choice)

***Profession* by Isaac Asimov (1920-1992).** Thoughts of the future of man and humanity. Image of George Platen. Problem of spiritual realization of a person. Understanding the essence of culture and education, destiny of human in the modern world. Assertion of the power of human intelligence, independence of thought, creative imagination, and moral values.

***Howl's Moving Castle* by Diana Wynne Jones (1934-2011).** Combination of fairy tale and detective elements in the novel. Image of Sophie, world of her dreams, desires, and horrors. Meaning of such an artistic technique in the novel as witchcraft.

***Inkheart* by Cornelia Funke (born in 1958).** Theme of the novel is "animation" of the book. Image of Meggie – a girl who loves to read. Her adventures and spiritual test. Combination of imaginary and real worlds.

**9. Conclusions (2 hours)**

Generalization and systematization of study materials.

## 8<sup>th</sup> grade

**Total – 70 hours;**

**textual analysis of works – 56 hours;**

**speech development – 4 hours;**

**home reading – 4 hours;**

**Reserve of time – 6 hours.**

Content of study materials
<b>1. Introduction (2 hours)</b>
Literature and culture. Types of literature (epic poetry, lyrics, drama) and their characteristic features. Literary process. Main literary periods, schools, trends, and specifics of their development in different countries.
<b>2. Sacred Books of humanity as cultural monuments and source of literature (7 hours)</b>
General cultural significance of different Sacred Books, the most famous of them. Sacred Books as the basis of world religions, ethical ideas, and the art of different nations. <b>The Vedas (review).</b> The Vedas are literary monument of the Indo-European literature of the II-I millennium BC. Images of Vedic mythology (gods, demigods, heroes, enemy forces, symbols, etc.). Cosmogonic myths of the Vedas. <b>The Bible. The Old Testament (Creation of the world. Cain and Abel. Ten Commandments). The New Testament (Gospel – 2-3 chapters at teacher's choice).</b> The Bible as the basis of two religions – Jewish and Christian. Connection of the Bible with history and mythology. Structure of the Bible and its components. Key ideas and images of the Old and the New Testaments. Moral and philosophical content of biblical stories and images. <b>The Quran (review).</b> The Quran is the central religious text of Islam. Structure of the Quran, coverage of various spheres of human life.
<b>3. Classical antiquity (11 hours)</b>
Concept of classical antiquity, its chronological framework. Main periods and genres of ancient literature. Specifics of literature development in Ancient Greece and Ancient Rome. Concept of man and the world in ancient literature (idea of harmony of body and spirit, love of life in all of its aspects, discovery of the world, heroic service, catharsis, combination of reality and mythology, etc.). Ancient Greek mythology. Main cycles of ancient Greek myths. Mythological basis of the heroic epic. <b>Myths of the Trojan War. Troy. Paris abducts Helen. Siege of Troy. Death of Achilles. Trojan Horse (2-3 myths at teacher's choice).</b> Description of historical events in Myths of the Trojan War. Key images of myths and their humanistic content. Mythological symbols (apple of discord, Trojan Horse, etc.). <b>Iliad by Homer (review). Duel between Achilles and Hector (book 22, lines 140-410), Priam and Achilles (book 24, lines 470-670).</b> Homer and his contribution to the history of development of

European literatures. Mythological basis of the Homeric epic. Images of Achilles and Hector. Humanistic meaning of the *Iliad*. Catharsis.

Features of the development and types of lyrics in Ancient Greece.

***For 'tis a fair thing for a good man to fall and die...* by Tirtheus (VII century BC).** Idea of protecting the motherland. Ancient ideal of hero. Author's position.

***The Ode to Aphrodite* by Sappho (VII–VI centuries BC).** Appeal to the goddess of love Aphrodite. Image of lyrical female character, depth of her feelings and experiences.

Ancient Greek theater, its characteristic features, role in the ancient society. Main genres of ancient Greek drama are tragedy and comedy.

***Prometheus Bound* by Aeschylus (c. 525 - c. 456 BC).** Contribution of Aeschylus to the development of European drama and theater. Embodiment of *The Myth of Prometheus* in the tragedy *Prometheus Bound*. Main conflict of the tragedy. Prometheus "gifts" to humans. Ideas of service, self-sacrifice, and freedom.

The Golden Age of ancient Roman literature.

***Aeneid* (review, 1-2 passages at teacher's choice) by Virgil (70-19 BC).** Connection of epic poem with the Homeric epic, mythology. Idea of public service, assertion of greatness of the state. Image of Aeneas and its significance in the composition of epic poem.

***Ad Melpomenen (I have builded a monument more lasting than bronze...)* by Horace (65-8 BC).** Theme of art and purpose of the artist. Monument as a symbol of eternity of poetry. Author's understanding of significance of his work.

***Tristia (Poet's Autobiography IV, 10)* by Ovid (43 BC – c. 18 AD).** Poet's life and work. Mythological and philosophical content of the poem *Metamorphoses* (review). Poet's conflict with the authorities, tragedy of exile and homesickness in *Tristia*. Image of the rejected poet. Love for the motherland as the leading idea of the work (within the collection *Tristia*).

Influence of classical antiquity on the development of world literature and culture.

#### 4. Middle Ages (8 hours)

The Middle Ages, its chronological framework and specific features in the history of literature of Europe and Central Asia. Influence of religion and philosophy on literature and culture in the Middle Ages. Main genres of medieval literature in the West and East.

Features of the development of Chinese lyrics of the Tang Dynasty.

***A Sigh from a Staircase of Jade, Setting Sun Evokes Thoughts of Mountains, Pine Near the South Gallery* (1-2 poems at teacher's choice) by Li Bai (701-762).** Main themes and motifs of the poet's lyrics. Influence of Taoism on his worldview. Uniqueness of Li Bai's landscapes, embodiment of the beauty of nature and spiritual life in them.

***Song of Bread and Silk, Advent Of Spring, Thoughts While Travelling at Night* (1-2 poems at teacher's choice) by Du Fu (712-770).** Connection of Du Fu's poetry with historical reality. Influence of Confucianism on his worldview. National images and symbols in the poet's lyrics. Image of lyrical character, his perception of life and nature, feelings, dreams, ideals, thoughts about the motherland.

The Golden Age of Persian-Tajik lyrics, its characteristic features, well-known representatives.

***Rubaiyat* by Omar Khayyam (c. 1048 - after 1122).** Laconism and spaciousness of Rubai genre. Main themes and motifs of Omar Khayyam's work.

Literature of medieval Europe: main trends, and genre and thematic diversity.

***The Song of Roland* (X century) (2-3 sections at teacher's choice).** Historical basis of the epic poem and poetic reinterpretation of real events. Patriotic ideas in *The Song of Roland*. System of images (Roland, Ganelon, Charles, etc.). Elements of folklore. Features of poetic language of the work.

**Sonnet *My Lady* by Alighieri Dante (1265-1321).** Dante as a key figure of the Italian Middle Ages and transition to the Renaissance. General characteristics of his work. Embodiment of the beauty of love in sonnet *My Lady*.

## 5. Renaissance (12 hours)

Renaissance in Europe. Humanism. Cult of antiquity. Characteristic features of Renaissance culture and literature.

**Sonnets 61, 132 by Francesco Petrarca (1304-1374).** Love story in Petrarch's sonnets. Image of lyrical hero and female hero. Embodiment of humanistic ideals in the artist's poetry. Structure of Petrarch's sonnets.

**Sonnets 66, 116, 130 by William Shakespeare (1564-1616).** Exceptional role of William Shakespeare in the development of British literature and world art. Main themes of sonnets are love for Dark Lady, friendship. Reflection of the inner world of renaissance man (descriptions of nature, power of feelings, etc.). Artistic features of William Shakespeare's sonnets.

***Romeo and Juliet* by William Shakespeare.** History of creation. Conflict of true feelings and prejudices. Glorification of pure passionate love of Romeo and Juliet, influence of love on human person (changes in the characters of the title characters, their evolution). Problem of life and death. Interpretation of the ending. Humanistic value of Shakespeare's tragedy, its popularity among different generations.

***Don Quixote* (Part 1) (review, 2-3 chapters at teacher's choice) by Miguel de Cervantes Saavedra (1547-1616).** History of creation, its connection with chivalric romances, and its parody nature. Features of the plot and composition. Conflict between Don Quixote's high aspirations and everyday reality, impossibility of realizing ideals of the hero. Don Quixote and Sancho Panza are paired images that embody lofty dream and pragmatism. Lifestyle of Don Quixote. Synthesis of various genre features in the novel (heroic epic, chivalric, adventure, philosophical romance, parody). Breadth of philosophical content of the novel, possibility of its various interpretations. Popularity of eternal images.

## 6. Baroque and classicism (8 hours)

Baroque as period and cultural movement in European literature and art. The well-known representatives of the Baroque in Europe and their achievements (review).

**Baroque lyrics. *Amarrado Al Duro Banco* by Luis de Gongora y Argote or *To Torture Me* by John Donne (1 poem at teacher's choice)**

***Amarrado Al Duro Banco* by Luis de Gongora (1561-1627).** Embodiment of the main themes of Baroque literature: man and fate, man's wanderings in the universe, dependence on supreme forces, drama of spiritual life. Symbolism of the poem. Image of lyrical hero.

***Holy Sonnets (To Torture Me)* John Donne (1572-1631).** Tension of feelings of lyrical hero. Symbolism. Poetic language.

Historical conditions, philosophical and aesthetic foundations of classicism. Characteristic features of classicism as art movement.

***The Bourgeois Gentleman* by Molière (1622-1673).** Molière is a master of classical comedy. Molière's artistic innovation in drama, influence of his discoveries on world theater. History of creation of the comedy *The Bourgeois Gentleman*. Themes and problems of the work, its universal significance. Main images of the comedy (Mr. Jourdain, Madame Jourdain, Count Dorante, Marchioness Dorimène, Cleont, etc.). Comic styles (humor, irony, satire, sarcasm).

## 7. Literature of the XX–XXI centuries

### Looking for myself and high flight (6 hours)

***The Little Prince* by Antoine de Saint-Exupéry (1900-1944).** Human relationships and moral values in the novella *The Little Prince*. Philosophical content of the novella. Artistic images.

#### 1-2 modern works at students' and teacher's choice

***Jonathan Livingston Seagull* by Richard Bach (born in 1936).** Plot of the novella as philosophical metaphor for human existence. Allegorical images of the novella. Embodiment of the desire for lofty goal in the image of Jonathan Seagull. Artistic conflict and possibility of its resolution. Signs of fable in the novella

***Buba, Buba: Off-Season* by Barbara Kosmowska (born in 1958).** Artistic world of Barbara Kosmowska. Parents – children, grandparents – grandchildren. Idea of respect and love for a person. Family values in the story.

***When the Angels Rest* by Marina Aromshtam (born 1960).** Teacher (Marsem) and her students: two views on the same world. Moral problems (family dramas, first love, parent/child conflicts, finding a way in life, etc.) and their understanding.

Generalization and systematization of study materials.

## 9<sup>th</sup> grade

**Total – 70 hours;**

**textual analysis of works – 58 hours;**

**speech development – 4 hours;**

**home reading – 4 hours;**

**Reserve of time – 4 hours.**

Content of study materials
<b>1. Introduction (2 hours)</b>
Literary genres and writing styles. Transitional phenomena in literature.
<b>2. Enlightenment (9 hours)</b>
<p>Historical conditions and leading ideas of the Enlightenment. Influence of philosophy on literature and culture of the Age of Enlightenment. Art movements (classicism of the Age of Enlightenment, realism of the Age of Enlightenment, sentimentalism).</p> <p><b><i>Gulliver's Travels (Part 1)</i> by Jonathan Swift (1667-1745).</b> History of writing. Enlightenment ideas in the novel. Gulliver's image as embodiment of a new person. Genre identity of the novel (combination of realistic elements and social fiction). Comic styles (humor, irony, satire, and sarcasm). Aesopian language.</p> <p><b><i>The Erlking, May Song, and Prometheus</i> by Johann Wolfgang von Goethe (1749-1832).</b> J.W. von Goethe's role in history of the Enlightenment. New understanding of nature in J. W. von Goethe's lyrics. Mythological content of images in the poem <i>The Erlking</i>. Idea of love and happiness in the poem <i>May Song</i>, signs of folklore. Freedom-loving motifs and opposition of characters in the poem <i>Prometheus</i>. Image of Prometheus.</p> <p><b><i>Ode to Joy</i> by Johann Christoph Friedrich von Schiller (1759-1805).</b> Enlightenment idea of uniting humanity in <i>Ode to Joy</i> by F. Schiller. Pathos of the work, which became the national anthem of the European Union.</p>
<b>3. Romanticism (18 hours)</b>
<p>Historical, aesthetic, and philosophical factors in the development of romanticism. Main features of romanticism as literary and art movement. Romanticism in different countries.</p> <p><b><i>The Book of Songs (A pine tree standeth lonely..., The Lorelei, When Two Are Parted)</i> by Heinrich Heine (1797-1856).</b> Specifics of German Romanticism and the work of Heinrich Heine. <i>The Book of Songs</i>: features of the collection's composition, image of lyrical hero, elements of folklore (images, motifs, symbols, genre features of the song, etc.). Embodiment of feelings of love in the poems. Features of poetic language of the works.</p> <p><b><i>I Would I Were a Careless Child, My Soul Is Dark</i> by George Noel Gordon Byron (1788-1824).</b> Poem <i>Mazepa or Childe Harold's Pilgrimage</i>. Influence of G.G. Byron on the development of romanticism in Europe. Contrasting dream and reality in the poet's lyrics. Folklore and biblical motifs in the poems of G.G. Byron.</p>

Ukrainian theme in the poem *Mazeppa*. Specifics of the image of the Hetman (monologue of the hero, romantic landscape as a means of expressing the image, dynamics of the image, etc.).

Description of spiritual life of person and society, history and culture of Europe in the poem *Childe Harold's Pilgrimage*. Hero and author: similarity and differences. Features of poetic organization of the poem (Spenserian stanza).

#### INTERACTION OF ROMANTICISM AND REALISM

**Lyrics (*I Remember A Wonderful Moment, I Loved You, My Monument*). Eugene Onegin by Alexander Pushkin (1799-1837).**

Importance of Alexander Pushkin's work for the development of Russian and world literature. Leading motifs of his lyrics. Theme of love and purpose of art.

Interaction of romanticism and realism in Alexander Pushkin's novel *Eugene Onegin*. Realistic description of romantic themes (love, social alienation, life and death, discrepancy between dreams and reality, etc.) and images (Onegin – Tatiana, Lensky – Olga). Traditions of world literature and culture (influence of G.G. Byron). Mirror composition (Tatiana's letter – Onegin's answer – duel – Onegin's letter – Tatiana's answer). Description of various spheres of life (history and modernity, capitals and provinces, folk customs and cultural interests of society, etc.). Artistic innovation of Alexander Pushkin (in genre, language, author's position, approach to depiction of reality). Image of the author.

**Lyrics (*The Pine Tree, Bored And Sad, I Go Out On The Road Alone*). A Hero of Our Time (review, 3-4 fragments at teacher's choice) by Mikhail Lermontov (1814-1841).**

Motifs of world grief in Mikhail Lermontov's lyrics. Connection of the artist's work with traditions of European romanticism (G.G. Byron, Heinrich Heine, etc.).

Features of the development of the plot and composition in the novel *A Hero of Our Time*. Connection of the work with historical and spiritual atmosphere of that period. Complex image of Pechorin, his spiritual tragedy. Innovation of Mikhail Lermontov in the genre of novel.

#### 4. Realism (13 hours)

Concept of realism and history of its formation. Characteristic features of realism as literary genre (connection with reality, analyticism, typical images and situations, revelation of the influence of social environment on a person, critical pathos, study of social life, psychologism, etc.). Interaction of realism with other movement of the XIX century (romanticism, naturalism).

**Gobseck by Honoré de Balzac (1799-1850).** Milestones of creativity and features of the writer's worldview. *The Human Comedy*: history of writing, structure, themes and problems, images. Novella *Gobseck* as part of *The Human Comedy*. Plot and compositional features of the novella ("story within a story"). Protean image of Gobseck (as a social type of the era, as a philosopher, etc.), means of its creation (portrait, psychological detail, monologue, actions, philosophical attitude towards life, etc.).

**Nikolai Gogol (1809-1852).** St. Petersburg period of the writer's life and work.

**The Government Inspector.** Creative history of the play. Images of the officials. Image of Khlestakov and its dynamics. Comic styles. Specific features of artistic conflict and genre of the play.

**The Overcoat.** Series of St. Petersburg short stories: main themes and problems. Everyday, psychological and philosophical plans of the short story *The Overcoat*. Features of the plot and composition. Image of Bashmachkin and means of its creation. Image of the capital (as foreign and hostile space for a person). Interpretation of the ending, meaning of elements of science fiction in a realistic work. Theme of the "Little Man".

## 5. New trends in drama of the late XIX–early XX centuries (7 hours)

«Old» and «new drama». Changes in drama of the late XIX–early XX centuries.

***A Doll's House* by Henrik Ibsen, *Pygmalion* by Bernard Shaw (1-2 plays at teacher's choice)**

***A Doll's House* by Henrik Ibsen (1828-1906).** Role of Henrik Ibsen in the development of world drama, his innovation. *A Doll's House* as social and psychological drama. Features of dramatic conflict and development of stage action (external and internal). Composition of the play. System of images. Subtext. Symbolism. Open ending.

***Pygmalion* by Bernard Shaw (1856-1950).** Features of Bernard Shaw's worldview. Specific features of embodiment of the ancient myth in the play *Pygmalion*. Dynamics of the image of Eliza Doolittle. Ideas of "spiritualization" of a person and life by means of art, preservation of national culture, and development of language.

## 6. Literature of the XX–XXI centuries. Life, history, culture (7 hours)

**(1-2 novels at students' and teacher choice)**

***Teve the Milkman* by Sholem Aleichem (1859-1916).** Theme of historical break passing through the fate of man and people at the turn of the XIX–XX centuries. System of images of the novel. Philosophical problems. Folk humor. Modern interpretations of the novel in theater, cinema and other arts.

***Heart of a Dog* by Mikhail Bulgakov (1891-1940).** Ukrainian pages of Mikhail Bulgakov's life and work. Mikhail Bulgakov and the authorities, tragedy of the artist. *Heart of a Dog* as metaphor for social experiments of revolutionary era. Conflict of crowd, mass consciousness and intelligence, culture. Characters – "twins" (Sharikov-Schwonder).

***Fahrenheit 451* by Ray Douglas Bradbury (1920-2012).** Fear of the future of society in dystopian novel *Fahrenheit 451*. Theme of cultural devaluation. Leading motifs of the novel – books (reading), fire, total control, dissent, etc. Crowd and authorities. Hard moment of clarity of a person in totalitarian society.

***To Kill a Mockingbird* by Harper Lee (1926-2016).** Problem of young people entering the adult world, facing cruelty. Moral ideals in the novel.

***Love Story* by Erich Wolf Segal (1937-2010).** Story about touching and tragic love of students: son of a millionaire and daughter of a poor Italian emigrant. Problems of life and death, love and devotion in the novel.

## 7. Conclusions (2 hours)

Generalization and systematization of study materials.