

Unit 10 The Sad Young Men



Learning objectives

- Know more about the 1920s in American history
- Get a better understanding of some terms: “the lost generation” (the Sad young men), “Puritanism”, “babbitry”, “bohemian”, “Greenwich village”
- Know more about some writers: F. S. Fitzgerald, E. Hemingway, Sinclair Lewis

Background Information

1. **F. Scott Fitzgerald and *The Sad Young Men***
2. **Puritanism and puritans**
3. **Jazz Age or Roaring Twenties**
4. **Victorian Age (Victorian gentility)**
5. **Bohemianism**
6. **Prohibition**
7. **Greenwich Village**
8. **John Dos Passos**
9. **Sinclair Lewis and *Babbitt* (*Babbittry*)**
10. **Ernest Hemingway and his *The Sun Also Rises***

Pre-reading questions

- ❖ Can you name some synonyms of “sad”?
- ❖ What do you know about “the sad young men” or “the lost generation”?
- ❖ What type of writing do you think this text belongs to?


- ❖ **The Sad Young Men or the Lost generation** :refers to the same group of people.
- ❖ The name was first created by **F. Scott Fitzgerald** in his book *All the Sad Young Men* and second by **Gertrude Stein**.

❖ **These names were applied to the disillusioned intellectuals and aesthetes of the years following the First World War, who rebelled against former ideals and values, but could replace only by despair or a cynical hedonism.**

❖ The remark of Gertrude Stein , ‘You are all a lost generation’, addressed to **Hemingway**, was used as a preface to the latter’s novel, ***The Sun Also Rises***, which brilliantly describes an expatriate group typical of the ‘Lost generation’.


Beat generation:

- ❖ **This term was applied to certain American artists and writers who were popular during the 1950s.**
- ❖ **Members of the beat generation rejected traditional and artistic forms.**



They sought immediate expression in multiple intense experiences and beatific illusion like that of some Eastern religions.

In literature they adopted rhythms of simple American speech and of so-called progressive jazz.



❖ **During the 1960s, “beat” idea and attitudes were absorbed by other cultural movements, and those who practiced the “beat” life style were called “Hippies”.**

Angry Young Men:

- ❖ This term was applied to a group of **English writers of the 1950s** whose heroes shared certain rebellious and critical attitudes towards society.

Type of Writing

- ❖ narration: dealing with events and experiences, to **narrate**
- ❖ description: dealing with appearances and feelings, to **impress**
- ❖ argumentation: dealing with viewpoints and evidence, to **convince**
- ❖ exposition: dealing with processes and relationships, to **inform**

Exposition

- ❖ most frequently used by a student, a scientist or a professional
- ❖ **writing patterns:** by illustration, process, classification and division, comparison and contrast, an analysis of their causes and effects, or definition
- ❖ **the most important quality: clarity**
- ❖ **To achieve this, you have to:**
- ❖ limit the scope of discussion
- ❖ prepare enough examples
- ❖ present the facts in proper order

Illustration

- ❖ **the use of example to explain or illustrate a point**
- ❖ **the most common, and often the most efficient pattern of exposition**
- ❖ **to select sufficient, specific, typical, interesting and relevant examples**
- ❖ **to arrange examples logically and climactically**

Division and Classification

- ❖ two different ways of sorting things out
- ❖ division: to separate the whole thing into parts, stressing the differences between things
- ❖ classification: to group similar things systematically, emphasizing the similarities
- ❖ to choose an appropriate principle of division/classification suited to your purpose
- ❖ to apply your principle consistently and thoroughly, avoiding overlapping

Comparison and Contrast

- ❖ to present information about something unfamiliar by comparing it with something familiar
- ❖ to show the similarities and differences of things to help evaluating
- ❖ to balance the comparison /contrast; try to give the items being compared /contrasted equal treatment

Definition

- ❖ two main types of definition: 1) logical or formal (dictionary; rigid) 2) extended or informal (personal; flexible)
- ❖ to discuss abstract terms such as *liberty*, *beauty*, *socialism*, having different connotative meanings to different people
- ❖ to answer fully ,though often implicitly, the question “What is...?”

Cause and Effect

- ❖ to make a causal analysis: 1)What is the cause...? 2) What effect will follow...?
- ❖ to avoid over-simplifying causes; try to explore fully
- ❖ to distinguish between direct and indirect, major and minor causes and effects, laying stress on the more important ones
- ❖ to be objective and support the analysis with solid, factual evidence
- ❖ to be dialectical; try to avoid one-sidedness
- ❖ “The benevolent see benevolence and the wise see wisdom.”

Macrostructure of the text

- ❖ **Part I: (para.1) introduction**
- ❖ **Part II:(para.2—9)
development**
- ❖ **Part III: (para. 10-11)
conclusion**

Detailed Study of the text

Para.1.

1. What's the function of the first para?
2. What does the Twenties mean to the middle-aged and the young people respectively?
3. What do you know about “puritan” and “Puritanism”?
4. What do the present young students ask their parents?
6. What answers they got?
7. Explain the last sentence in this Para.

❖ **puritan:**

- ❖ 1. someone who has very strict moral or religious principles, and does not approve of pleasure, for example in sexual activity, entertainment, or eating and drinking
- ❖ 2. (Puritan) a member of a strict English religious group of the 16th and 17th centuries who wanted worship to be more simple. Many Puritans moved to America in the 17th century.
- ❖ **Puritanism:** the beliefs or behaviors that follow puritan principles

Para.2.

- 1. What is the main idea of this para.?**
- 2. How is this para. developed?**

Para.3.

- 1. What is the main idea of this para.?**
- 2. How do you understand “Victorian gentility”?**
- What do you know about the Victorian Age?**
- 3. How do the authors support the main idea?**
- 4. What are the characteristics of prosperous American industry?**
- 5. What is the role of WWI in the collapse of the Victorian social structure? Why?**

Victorian gentility

- ❖ **gentility----** the quality of being genteel ; polite way of behaving typical of people belonging to a high social class
- ❖ **Here this phrase refers to the excessive or affected refinement and elegance attributed to Victorian England(1837-1901).**

4. Victorian Age

Victoria (1819-1901) was queen of the United Kingdom of Great Britain and Northern Ireland from 1837-1901.

Her 63-year reign was the longest in British history. Great Britain reached their height of its power during this period. It built a great colonial empire and enjoyed tremendous industrial expansion at home.

As a result, the time of Victoria's reign is often called **the Victorian Age**.

Queen Victoria (1819—1901)

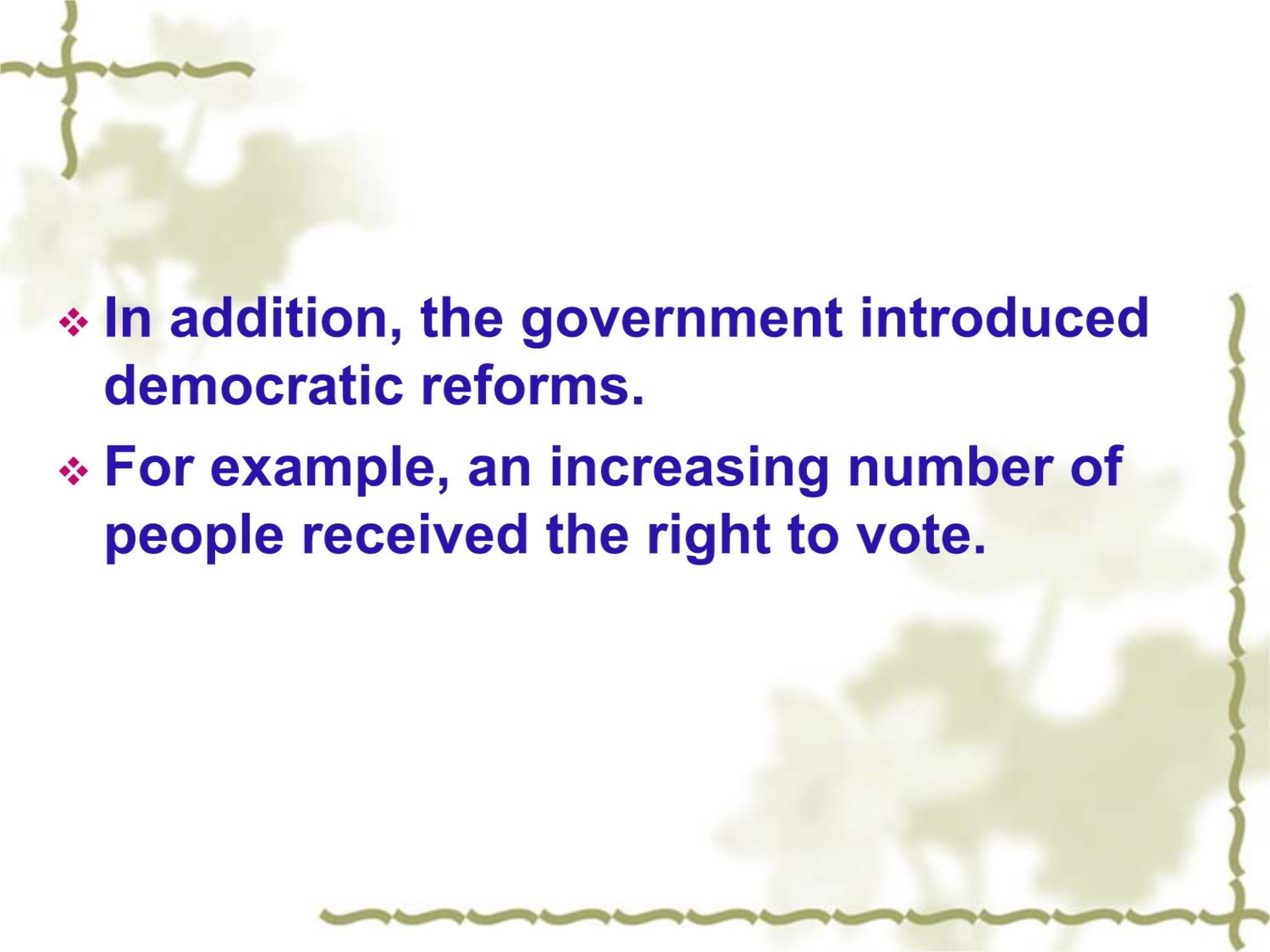


*H.M. Queen Victoria 1842
By Cassin after Winterhalter
From the miniature at Buckingham Palace*



Queen Victoria at the age of 23 — **Queen Victoria at the age of 66**

- ❖ **During the Victoria Age, great economic, social, and political changes occurred in Britain.**
- ❖ **The British Empire reaches its height and covered about a fourth of the world's land. Industry and trade expanded rapidly, and railroads and lands crisscrossed the country. Science and technology made great advances. The size of the middle-class grew enormously. By the 1850s, more and more people were getting an education.**

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- ❖ **In addition, the government introduced democratic reforms.**
 - ❖ **For example, an increasing number of people received the right to vote.**

- ❖ **In spite of the prosperity of the Victorian Age, factory and farm workers lived in terrible poverty.**
- ❖ **The writers in Victorian Age criticized the courts, the clergy, and the neglect of the poor. England was two nations, one rich and one poor.**

❖ **Charles Dickens' *Oliver Twist*, William Thackeray's *Vanity Fair* the three Bronte Sisters---*Jane Eyre*, all these writers attacked the greed and hypocrisy they saw in society and discussed the relationship between society and the individual.**

Victorian society was also philistine and pretentious. Nowadays ,the term “Victorian”, refers to : old-fashioned and with very strict moral attitudes, esp. relating to sex, thought to be typical of the Victorian period

Para.4

- 1. What challenge did the youth of the Twenties face?**
- 2. What mode of life did they actually adopt?**
- 3. What's a Bohemian?**
- 4. What are the specific behaviors of the young people?**

Bohemian

- ❖ **Bohemia** is a region of Czech Republic; the Gypsies or Romanies are called “bohemians” in French.
- ❖ **Bohemian** : adj. &n.
- ❖ Living or behaving in an informal way typical of artists or writers
- ❖ a person ,esp. an artist, poet, etc. who lives in an unconventional, nonconforming way. 生活豪放不羈的人

Difficult words

- ❖ **sophistication: the quality of knowing a lot about things such as culture, fashion and the modern world 老练**
- ❖ **air: a feeling or attitude someone has**
- ❖ **Alcoholic: affected by alcoholism 嗜酒的**
- ❖ **Pose: a pretended, unnatural behavior**

- 5. What made their 'escape' possible?**
- 6. Why were they tired with politics?**
- 7. What does 'international responsibilities' refer to?**
- 8. What offered the young people an extra opportunity of making their pleasures illicit?**
- 9. Who provided them philosophic defense?**
- 10. What event stopped this frolic (a happy lively game狂欢) ?**
- 11. Sum up the main idea of this para.**
- 12. Do you consider para. 2,3, 4 as one unit?
How do they relate to one another?**

❖ **Para. 5**

- 1. What is the main idea of this para?**
- 2. Why did so many Americans enlist under foreign flags?**
- 3. What did they think of the war before they joined it?**
- 4. What did the orators preach at the high school assembly?**
- 5. What was the “enlistment craze” like?**

Para. 6

- 1. When did the spirit of enthusiasm disappear?**
- 2. How did they fight at the battle fields?**
- 3. What happened to them after they returned?
Why did they feel bitter?**
- 4. What was the effect of the war on those young men?**
- 5. What were they asked to do after they returned from war? What did they think of Victorian innocence?**
- 6. What else did they have to face back home?**
- 7. How did the angry young men express (outlet) their outrage?**
- 8. Sum up the main idea of this para.**

Para. 7

- 1. What's the figure of speech employed in the first sentence of para. 7 ?**
- 2. What was Greenwich Village known for?**
- 3. Identify the figure in ' their minds and pens inflamed against war... ' .**
- 4. Do you know the allusion to Babbit?**
- 5. What did the writers , artists do in Greenwich Village?**

- ❖ **Babbitry**: derives from **George *Babbit***, the title character of a satirical novel by Sinclair Lewis. Babbit is depicted as a philistine, a smugly conventional person interested chiefly in business and social success and indifferent to cultural values.
- ❖ **Babbitry** soon became synonymous with **conformism** (behaving in a way that most people think is correct or suitable) and unthinking commercialism.
- ❖ Therefore **Babbitry is associated with the shallow belief of materialism.**

❖ **Para.8**

- ❖ **Who imitated these writers and artists?**
- ❖ **2. What was the fashion for the young people at that time?**
- ❖ **3. Explain the metaphor “ to add their own little matchsticks to the conflagration of ‘flaming youth’” ?**
- ❖ **4. What was the function of ‘Greenwich Village’ in this conflagration?**

5. Try to explain the sentence “Each town has its ‘fast’ set...”

6. Who could afford this deliberate unconventional life?

7. What does ‘the movement’ refer to?

8. Who came to accept and recognize the revolt officially? How did they recognize it respectively?

9. What did the brothers and sisters of the war generation begin to do?

10. Explain the metaphor ‘play with the toys of vulgar rebellion’.

11. What does ‘the new gaiety’ mean?

12. By the middle of the decade, how did people

❖ **Para. 9**

- 1. Who were the true intellectuals?**
- 2. Where weren't they happy, pleased by the imitation of their life style?**
- 3. What did the intellectuals want America to be ?**

- 4. How did people treat their ideas?**
- 5. What did these writers write in their works?**
- 6. Paraphrase ‘...was the rallying point of sensitive persons disgusted with America’.**
- 7. What was the main theme of the book “The civilization of U.S.A”?**
- 8. What are the comments on American family life?**
- 9. According to the writers, what could help better American life?**
- 10. Identify the figures of speech in ‘but since the county...dollar’.**

❖ **Para.10**

1. Main idea: the characters under the writers' pens are actually representatives or typical of 'Lost generation'.

2. How do you understand 'critics who tried to find their souls'?

Para. 11

- 1. What definition was given to the ‘Lost generation’?**
- 2. What do the writers think of the intellectuals in 1920s in America?**

F. Scot Fitzgerald and Zelda Sayre



F. Scot Fitzgerald and Ernest Hemingway



ALL THE SAD YOUNG MEN



F·SCOTT FITZGERALD

Francis Scott Fitzgerald(1896-1940)

Education: Fitzgerald was born in Saint Paul, Minnesota. He went to Princeton University, but quit in 1917.

His first novel: In 1920, Fitzgerald published his first novel, *This Side of Paradise*. The novel deals with the post-World War I generation and their disillusioned lives. Later that year, Fitzgerald married Zelda Sayre, the quintessential (perfect example of)1920s flapper.

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