**UNIT OF STUDY**

<table>
<thead>
<tr>
<th>Title: The Tales They Told</th>
<th>Subject/Course: English</th>
<th>Length: 2 weeks</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Stories of the Middle Ages, ballads</td>
<td>Grade: 12</td>
<td>Designer: J. Powers</td>
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**UNIT GOALS AND EXPECTATIONS**

**IMPORTANT CONCEPTS/UNDERSTANDINGS:**
- The Dark Ages (Middle Ages) was not as “dark” as we think; there were pockets of learning in the British empire.
- These pockets of learning helped form the English language, spread Christianity, and keep scholarship alive.
- The stories of the Middle Ages were often in ballad form, continuing the tradition of the ancient world.
- The stories often display syncretism between paganism and Christianity.
- There are archetypes in ballads that are still in use today in modern America.

**ESSENTIAL QUESTIONS:**
- What are ballads?
- What are the conventions and structure of a ballad?
- What are the archetypes in ballads?
- How do the Middle Ages influence our understanding of Western literature and culture today?
- How are the ballads of different cultures different? Are those differences important? What do those differences say about the cultures? (songs vs. poetry)
- How do we view romantic heroes in modern times?
- What effects did the Norman invasion have on the way the English were governed?
- What were the main features of feudalism? How did feudalism change the social structure of Anglo-Saxon England?
- What developments in the fourteenth and fifteenth centuries began to undermine the feudal system?

**STUDENT LEARNING EXPECTATIONS:**

**On-going SLE’s**
- R.9.12.4 - Analyze and evaluate how works of a given period reflect author’s background, historical events, and cultural influences.
- R.9.12.9 - Evaluate the effect of point of view on elements of text (e.g., tone, theme, and purpose, etc.) (Grendel).
- R.10.12.3 - Read a variety of poetry, including free and formal verse and narrative and lyric poetry.
- R.10.12.4 - Evaluate the effectiveness of an author’s use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices.
- R.10.12.6 - Evaluate traditional and contemporary works of poets from many cultures.
- R.10.12.17 - Read a variety of literary and content prose including selections from American, British, and/or world literature.
- R.10.12.18 - Evaluate the influence of historical context on the form, style, and point of view of written works from history or literature.
- R.10.12.19 - Compare and contrast the literary contributions of various cultures.

**R.11.12.2 -** Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences.
- W.5.12.3 - “Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic.”
- W.5.12.7 - Write responses to literature that:
  - articulate the significant ideas of literary works
  - support important ideas and viewpoints
  - analyze and evaluate the author’s use of stylistic and literary devices
  - evaluate the impact of ambiguities, nuances, and complexities using evidence from the text
  - evaluate conflicts (character dilemmas) as revealed by characters’ motivations and behavior

**SPECIFIC DECLARATIVE KNOWLEDGE – What I know**
- Evaluate the philosophical, political, religious, ethical, and social influences of a historical period.
- Analyze the characteristics of ballads.
- Analyze characterization.
- Analyze characteristics of a frame story.
- Analyze imagery in characterization.
- Analyze verbal and situational irony.

**SPECIFIC PROCEDURAL KNOWLEDGE – What I will do**
- Create a semantic map.
- Demonstrate word knowledge.
- Complete word analogies.
- Compose a ballad.
- Write a prologue to a modern frame story.
- Write a character analysis.
- Combine sentences using coordinating and subordinating...
- analyze the characteristics of a narrator
- analyze couplets and the use of rhymes
- understand the characteristics of frame stories
- compare frame stories from different cultures and literary periods
- analyze the characteristics of fables
- compare frame stories
- analyze the characteristics of an archetype
- analyze style using key details
- interpret character
- evaluate historical context
- compare influences of different historical periods
- understand etymologies and multiple-meaning words
- analyze the archetype of the romance hero
- compare and contrast works of a major literary periods
- analyze the Arthurian archetype (romance hero) and the romance motif

**UNIT ASSESSMENTS**

(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

<table>
<thead>
<tr>
<th>Traditional Assessments:</th>
<th>Other Evidence of Learning:</th>
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<tbody>
<tr>
<td>Quiz over Middle Ages history</td>
<td>- Semantic map, word analogies</td>
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<tr>
<td>Quiz over ballad terminology</td>
<td>- Compose an original ballad based on a news story</td>
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<tr>
<td>Quiz over “Lord Randall” and “Get Up”</td>
<td>- Write a prologue to a modern frame story, echoing C.T.</td>
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<tr>
<td>Test over <em>The Canterbury Tales</em></td>
<td>- Write a character analysis of one from C.T.</td>
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<tr>
<td>Skills test over ballads</td>
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**ACTIVITIES AND LEARNING EXPERIENCES**

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<tr>
<th>- Bellringer- Why is this period called the “Middle Ages”?</th>
<th>Resources</th>
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<tbody>
<tr>
<td>- do Interactive cloze for Middle Ages Power Point</td>
<td>Holt</td>
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<tr>
<td>- show Power Point</td>
<td><em>Elements of Literature</em></td>
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<tr>
<td>- View Power Points: “The Middle Ages”; “Ballads”</td>
<td>Audio CD Library</td>
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<td>- quiz over Middle Ages</td>
<td>Power Notes</td>
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<td>Website</td>
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<td></td>
<td>Personal photos</td>
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<tr>
<td></td>
<td>(Canterbury)</td>
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<td></td>
<td>AP guide to archetype</td>
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<tr>
<td>- Bellringer – List as many tragic and/or sensational news events as possible.</td>
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<td>- “Lord Randall” (1:28)</td>
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<td>- “Lord Randall” active reading organizer - mystery</td>
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<td>- “Get Up and Bar the Door” (1:59)</td>
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<td>- Bellringer – A pilgrimage is a journey to a shrine or other holy place or a journey or long search made for sentimental reasons. Where do people take pilgrimages today? Why do they go there?</td>
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<tr>
<td>- Read “The Language of Geoffrey Chaucer”</td>
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<tr>
<td>- Listen to on CD from <em>The Canterbury Tales</em></td>
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<td>- Prologue (2:08)(1:52)</td>
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<td>- The Pardoner’s Tale (13:05)</td>
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<td>- Bellringer – In the Wife of Bath’s tale, a knight must find the answer to the question, “What is the thing that women most desire?” How would you answer this question?</td>
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<tr>
<td>- The Wife of Bath’s Tale (21:30)</td>
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<td>- Read scholarly article on the Prioress’ Tale</td>
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<tr>
<td>- Write a character analysis of a character from <em>Canterbury Tales</em> like that in the scholarly article about the Prioress</td>
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<tr>
<td>- Bellringer – Today, if we want to teach someone a moral or practical lesson about life, how</td>
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- write a literary research paper
- write about how *Le Morte d’Arthur* fits the romance motif

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do we go about it? Talk to them directly or have them watch or read something?
-Panchantantra (8:21)
-Compare and contrast the characterization, use of frame story, and use of moral lessons to the Canterbury Tales

-Bellringer – Think of monsters you might find in popular stories and movies today. What qualities do these monsters usually have? What does a typical monster or villain look like? What are his or her habits? How does he or she feel about other people? Where do these monsters live – that is, what settings are associated with them?
-The Thousand and One Nights - the voyages of Sinbad (9:27)

-Bellringer - Have you or anyone you know fallen in love with someone who doesn’t love you back?
-Decameron – “Federigo’s Falcon” (14:52) (may substitute a different story from the Decameron)
-compare and contrast the social class, attitudes toward men, and attitudes toward love and marriage of Monna Giovanna with those of the Wife of Bath

-Bellringer – A romance hero is a larger-than-life figure, usually of mysterious origins, who performs extraordinary deeds with the aid of magic. Who are some modern romance heroes you can think of from movies, novels, and/or comic books?
-Le Morte d’Arthur (12:59)
-Use a graphic organizer to see how Le Morte d’Arthur fits the romance motif (p. 201). Write a paragraph of analysis.

Career Connections