

## UNIT OF STUDY

<b>Title:</b> The Tales They Told	<b>Subject/Course:</b> English	<b>Length:</b> 2 weeks
<b>Topic:</b> Stories of the Middle Ages, ballads	<b>Grade:</b> 12	<b>Designer:</b> J. Powers
<b>UNIT GOALS AND EXPECTATIONS</b>		
<p><b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>-The Dark Ages (Middle Ages) was not as "dark" as we think; there were pockets of learning in the British empire.</li> <li>-These pockets of learning helped form the English language, spread Christianity, and keep scholarship alive.</li> <li>-The stories of the Middle Ages were often in ballad form, continuing the tradition of the ancient world.</li> <li>-The stories often display syncretism between paganism and Christianity</li> <li>-There are archetypes in ballads that are still in use today in modern America</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>-What are ballads?</li> <li>-What are the conventions and structure of a ballad?</li> <li>-What are the archetypes in ballads?</li> <li>-How do the Middle Ages influence our understanding of Western literature and culture today?</li> <li>-How are the ballads of different cultures different? Are those differences important? What do those differences say about the cultures? (songs vs. poetry)</li> <li>-How do we view romantic heroes in modern times?</li> <li>-What effects did the Norman invasion have on the way the English were governed?</li> <li>-What were the main features of feudalism? How did feudalism change the social structure of Anglo-Saxon England?</li> <li>-What developments in the fourteenth and fifteenth centuries began to undermine the feudal system?</li> </ul>	
<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p>On-going SLE's</p> <p>R.9.12.4 - Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences</p> <p>R.9.12.9 - Evaluate the effect of point of view on elements of text (e.g., tone, theme, and purpose, etc.) (Grendel)</p> <p>R.10.12.3 - Read a variety of poetry, including free and formal verse and narrative and lyric poetry</p> <p>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</p> <p>R.10.12.6 - Evaluate traditional and contemporary works of poets from many cultures</p> <p>R.10.12.17 - Read a variety of literary and content prose including selections from American, British, and/or world literature.</p> <p>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</p> <p>R.10.12.19 - Compare and contrast the literary contributions of various cultures</p>	<p>R.11.12.2 - Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences</p> <p>W.5.12.3 - *Write using rhetorical strategies with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic</p> <p>W.5.12.7 - Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas and viewpoints</li> <li>• analyze and evaluate the author's use of stylistic and literary devices</li> <li>• evaluate the impact of ambiguities, nuances, and complexities using evidence from the text</li> </ul> <p>evaluate conflicts (character dilemmas) as revealed by characters' motivations and behavior</p>	
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b></p> <ul style="list-style-type: none"> <li>-Evaluate the philosophical, political, religious, ethical, and social influences of a historical period</li> <li>-analyze the characteristics of ballads</li> <li>-analyze characterization</li> <li>-analyze characteristics of a frame story</li> <li>-analyze imagery in characterization</li> <li>-analyze verbal and situational irony</li> </ul>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE – What I will do</b></p> <ul style="list-style-type: none"> <li>-create a semantic map</li> <li>-demonstrate word knowledge</li> <li>-complete word analogies</li> <li>-compose a ballad</li> <li>-write a prologue to a modern frame story</li> <li>-write a character analysis</li> <li>-combine sentences using coordinating and subordinating</li> </ul>	

<ul style="list-style-type: none"> <li>-analyze the characteristics of a narrator</li> <li>-analyze couplets and the use of rhymes</li> <li>-understand the characteristics of frame stories</li> <li>-compare frame stories from different cultures and literary periods</li> <li>-analyze the characteristics of fables</li> <li>-compare frame stories</li> <li>-analyze the characteristics of an archetype</li> <li>-analyze style using key details</li> <li>-interpret character</li> <li>-evaluate historical context</li> <li>-compare influences of different historical periods</li> <li>-understand etymologies and multiple-meaning words</li> <li>-analyze the archetype of the romance hero</li> <li>-compare and contrast works of a major literary periods</li> <li>-analyze the Arthurian archetype (romance hero) and the romance motif</li> </ul>	<p>conjunctions</p> <ul style="list-style-type: none"> <li>-write a literary research paper</li> <li>-write about how <i>Le Morte d'Arthur</i> fits the romance motif</li> </ul>
<b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<b>Traditional Assessments:</b> Quiz over Middle Ages history Quiz over ballad terminology Quiz over "Lord Randall" and "Get Up" Test over <i>The Canterbury Tales</i> Skills test over ballads	<b>Other Evidence of Learning:</b> -Semantic map, word analogies -Compose an original ballad based on a news story -Write a prologue to a modern frame story, echoing <i>C.T.</i> -Write a character analysis of one from <i>C.T.</i>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> <li>-Bellringer- Why is this period called the "Middle Ages"?</li> <li>-do Interactive cloze for Middle Ages Power Point</li> <li>-show Power Point</li> <li>-View Power Points: "The Middle Ages"; "Ballads"</li> <li>-quiz over Middle Ages</li>   <li>-Bellringer – List as many tragic and/or sensational news events as possible.</li> <li>-"Lord Randall" (1:28)</li> <li>-"Lord Randall" active reading organizer - mystery</li> <li>-"Get Up and Bar the Door" (1:59)</li>   <li>-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?</li> <li>-Read "The Language of Geoffrey Chaucer"</li> <li>-Listen to on CD from <i>The Canterbury Tales</i></li> <li>-Prologue (2:08)(1:52)</li> <li>-The Pardoner's Tale (13:05)</li>   <li>-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 <i>you</i> answer this question?</li> <li>-The Wife of Bath's Tale (21:30)</li> <li>-Read scholarly article on the Prioress' Tale</li> <li>-Write a character analysis of a character from <i>Canterbury Tales</i> like that in the scholarly article about the Prioress</li>   <li>-Bellringer – Today, if we want to teach someone a moral or practical lesson about life, how</li> </ul>	<p>Holt  <i>Elements of Literature</i>          Audio CD Library          Power Notes          Website</p> <p>Personal photos          (Canterbury)</p> <p>AP guide to archetype</p>

do we go about it? Talk to them directly or have them watch or read something?  
 -*Panchatantra* (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**