

UNIT OF STUDY

Title: A Flourishing of Genius Subject/Course: English Length: 4 weeks	
Topic: Literature in the English Renaissance Grade: 12 Designer: J. Powers	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS/UNDERSTANDINGS: -The Renaissance was the turning point in British literature and was influenced by the Italian Renaissance. -Humanism is the main philosophical idea of the Ren. -The cavalier and metaphysical poets espoused romantic love and humanistic ideas. -The poetic style of the Renaissance is different.	ESSENTIAL QUESTIONS: -How has the idea of romantic love changed since the Renaissance? -In what formats do modern Americans see love stories? How do those compare to Renaissance poetry? -Why did poets need a new format to express their ideas? -How are the poetic conventions and structures different from those we've already studied? -What questions interested the humanist thinker? -What social and economic developments during the Ren. fostered a growing interest in reading and learning? -What forces led people to challenge the power fo the Roman Catholic church in England and on the Continent? -What was the place and importance of education in the Renaissance?
STUDENT LEARNING EXPECTATIONS: Ongoing SLE's W.6.12.2 - Apply usage rules appropriately in all formal writing W.5.12.3 - Write using rhetorical strategies with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic W.5.12.6 - Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets W.5.12.7 - Write responses to literature that: <ul style="list-style-type: none"> • 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 W.5.12.4 - *Write persuasive compositions that use logic to: <ul style="list-style-type: none"> • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific rhetorical devices to support assertions address readers' concerns, counterclaims, biases, and expectations	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.) 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
SPECIFIC DECLARATIVE KNOWLEDGE – What I know -Evaluate the philosophical, political, religious, ethical, and social influences of a historical period -Analyze the characteristics of pastoral poems	SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do -Write a response to a <i>carpe diem</i> poem according to the characteristics of the pastoral poem -Write an imitation of a metaphysical poem using

<ul style="list-style-type: none"> -Analyze <i>carpe diem</i> poem -Analyze the characteristics of Shakespearean sonnets -Analyze the characteristics of dramatic songs -Analyze the uses of monologue and soliloquy in drama -Analyze the characteristics of metaphysical poetry -Analyze metaphysical conceits -Analyze the use of tone -Analyze the use of paradox -Analyze the characteristics of epigrams -Analyze and compare political points of view on a topic -Analyze the use of parallelism -Analyze the characteristics of parables -Analyze the use of style -Analyze epic similes, irregular syntax, and blank verse -Analyze the use of allusion -Analyze the use of allegory -Compare and contrast works from different literary periods -Visualize poems -Understand adjectives and adverbs -Analyze persuasive prose 	<ul style="list-style-type: none"> metaphysical conceit -Write an epigram -Write a comparison/contrast essay -Annotate poetry -Write a response to poetry -Draw/visualize "The Passionate Shepherd" -Compare and contrast Renaissance poets -Write a persuasive essay
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UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Traditional Assessments: Quiz over Renaissance Quiz over poems Skills test over metaphysical and pastoral poetry	Other Evidence of Learning: -Compose a response to a <i>carpe diem</i> poem -Compose an imitation of a metaphysical poem -Write a comparison/contrast essay -Write a literary analysis of a poem -Write a persuasive essay -Write a comparison/contrast essay

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Listen to many poems on CD's -"The Renaissance" PowerPoint -Discuss cavalier/pastoral poetry -Fill in a graphic organizer of characteristics of cavalier poetry -Bellringer – What are some songs, letters, emails, etc. that are "invitations to love"? -Read Marlowe's "The Passionate Shepherd" -Draw the visualization of the poem -Read Raleigh's "The Nymph's Reply to the Shepherd" -Read Donne's "The Bait" -Compose own reply to "The Passionate Shepherd" -Bellringer – <i>Carpe diem</i> means "seize the day" in Latin. What are some movies, books, plays whose message is "seize the day"? -Discuss <i>carpe diem</i> -Watch an excerpt from <i>Dead Poets' Society</i> -Read Herrick's "To the Virgins" -Read Marvell's "To His Coy Mistress" -Read informational text "Give Us This Day" to show how the other half lived -Compose a "bucket list" -Write a comparison and contrast piece about any 2 <i>carpe diem</i> poems using the graphic organizer on p. 271 as prewriting	Holt <i>Elements of Literature</i> Audio CD Library Power Notes website Read, Write, Think website British Museum website Personal photos (Chester, Shakespeare's house, St. Paul's) Smartboard Excerpt from <i>Dead Poets' Society</i> APSI Cassette tape of music from Shakespeare's time

-Bellringer- What is it that makes us happy, that lets us look back over years receding into the past, and ahead to the inevitable conclusion, without sorrow or despair?
-Quickly review structure of sonnets
-Read a couple of Shakespeare's sonnets
-Read Louise Labe's "Sonnet 23" and another Petrarchan sonnet and a Miltonian sonnet p. 380
-Compare and contrast Shakespearean sonnets with Petrarchan sonnets using the graphic organizer on p. 285

-Bellringer- Shakespeare also wrote songs, many included in his plays. Think of the ways songs and instrumental music are used in films, TV show, and plays today. What various purposes – dramatic and otherwise – do such songs serve in the context of the larger work?
-Give assignment to memorize Hamlet's "To be, or not to be" speech on p. 293. Not due until we're doing Hamlet (next)

Bellringer – Imagine a lover who has fallen hard for the "perfect woman" once too often – and now has a cynical view of love. Can you think of any man, real or fictional, who is like this?

-Read Donne's poems "Song," "A Valediction: Forbidding Morning," "The Flea"
-Read Donne's prose piece "Meditation 17"
-Write about how Donne's style is different in his poetry and prose

-Bellringer – Write the labels "Defeat" and "Triumph." Under each label, list ways in which you think death can be seen as either a triumph or a defeat.

-Read Donne's "Death be not proud"
-Read excerpt from Edson's play *W;t*
-Compare and contrast the attitudes toward of death in both of these pieces, the Renaissance and the contemporary

-Do Grammar Link for noun, adjective, and adverb clauses p. 311
-See how these clauses are employed in Renaissance poetry and prose

-Bellringer – Sir Francis Bacon coined the phrase "Knowledge is power," but others are of the opinion that "It's not what you know but who you know." What is your view of the value of reading and learning? Why? What or who has influenced your views?

-Read Bacon's "Of Studies"
-Track his arguments and evidence as we're reading
-Review writing a comparison and contrast essay
-Write a comparison and contrast essay, disagreeing with Bacon on at least one point

Bellringer – What troubling events in modern history might inspire people to seek the comforting presence of God or religion?

-Read about the King James Bible
-Read an excerpt of the Bible
-To compare Christian wisdom with world wisdom, have groups each take one of the following excerpts: the Koran, the Bhagavad-Gita, Zen Parables, The Analects of Confucius, Tao Te Ching, and Taoist Anecdotes, the Sayings of Saadi, and African Proverbs

Bellringer- Why does evil exist? What is the source of its power to fascinate?

-Read John Milton's background
-Read an excerpt from *Paradise Lost*
-Discuss the poetic devices, focusing on epic simile
-Write about whether or not Satan is the hero of *P.L.* p. 375
-Compare and contrast it to the Biblical account of Eden

-Focus on scientific and mathematical words derived from Greek and Latin in the

Renaissance

- Bellringer – The journey is often used as a metaphor for life. Why?
- Discuss allegory
- Read an excerpt from *The Pilgrim's Progress*
- If you were to write your own allegory, what would the characters be called?

- Write a literary analysis of a poem from the Renaissance
- Model prewriting, writing
- Write the literary analysis
- Model revising and editing

Career Connections