Unit 2: Middle Ages: From the feudal spirit to the gothic

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **October**
Length: **5 weeks**
Status: **Published**

Enduring Understandings

The many aspects of love—courtly, romantic, earthly—provide a major theme in art

Poets and other artists use characters, such as Paolo and Francesca, to offer interpretations of love

Artists use aesthetics and symbolic values, as noted in Gothic/ Medieval light and color , to convey meaning to audience

Synergy between current teachings and the classical past imbues context, as in the ideas of Petrarch and Christine de Pisan.

Essential Questions

How can analysis of structure reveal insight into the allegorical method?

Is it fair for someone to be punished for ignorance?

What rules seem to govern love in today's romantic relationships? Are these rules related to medieval traditions?

What evidence of reconciliation between pagan and Christian can be seen in Late Medieval/ Gothic art?

Content

Potential Works of Study: Dante's *Inferno*, Christine de Pisan, Hildegard of Bingen, Notre Dame, Giotto

Vocabulary: Monastic ideal, Romanesque, mysticism, nominalism, conceptualism. Gothic, polyphony, organum, ars nova, pietá

Skills

Support, modify, or refute a position (in small or large-group discussions)

Assume leadership roles (in student-directed discussions, projects, and forums)

Sketch (writer's written descriptions) to transcribe genre

Identify, assess, and apply personal reading strategies that are most effective

Use text, font, color, and any other graphic art ideas to convey meaning

Identify form, function, craftsmanship, and originality when creating a work

Interpret (how literary devices affect reading emotions and understanding)

Resources

Standards

CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.11-12.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.11-12.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CCSS.ELA-Literacy.W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
VPA.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.