Unit 4: Reformation and the late Renaissance: Rise of Secular

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **December**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

Institutions with which one affiliates can be measured against ones values.

Utopian societies reveal a culture's fundamental beliefs about the nature of the divine, the nature of human beings, and their relationship with each other

Creativity can exist within a formal structure.

Essential Questions

In what ways does *The Praise of Folly* reflect Erasmus's views on the state of his culture?

In today's society, who ought to be responsible for the moral regulation of community life?

From what sources and principles should we derive laws that govern moral behavior?

How does the artist create dramatic action within the context of a given situation?

Content

Potential Works of Study: Erasmus (*The Praise of Folly*); Martin Luther ; Ulrich Zwingli ; John Calvin; and Henry VIII, Jan van Eyck, El Greco, Elizabethan music, contemporary madrigals, from composers such as Franz Biebl,, Benjamin Britten

Vocabulary: madrigal polyphony, predestination, Protestant ethic, skepticism, Counter-Reformation, polychoral, cadence, mannerism

Skills

Compare and contrast (works of art that communicate significant cultural meanings).

Apply (qualitative terms when responding to works of art.)

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

Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.

Summarize (the beliefs that led Protestantism to separate from the Roman Catholic Faith)

Create characterizations in context through manipulation of vocal and physical qualities and circumstances.

Resources

Standards

CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.