Unit 3: Literary Characters from Pages into Pop Culture

Content Area: **Social Studies**
Course(s): **Rogues and Reformers**
Time Period: **November**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Within historical context and literary interpretation there is a fine line between good and evil.

The societal concept of heroism present in the literature of a society changes over time

Essential Questions

Why are people intrigued by the myth of vampires?

What is the attraction to the noble criminal?

Content

Vampire, Impalement, Boyar, Norman, Saxon, Crusades, *Ivanhoe,* Tabloid Newspapers, Victorian Era

Important People

People

Vlad Dracula, Bram Stoker, Catherine Bathroy, Max Shreck, Bela Lugosi, Robin Hood, Maid Marian, Richard the Lionheart, Sir Walter Scott, Errol Flynn, Lizzie Borden

Skills

Examine ideas surrounding good and evil and will recognize that there are often complexities in life that make choices more challenging.

Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs.

Analyze how film and media transform historical myths to reality.

Resources

Dracula

Batman Returns

The Merry Adventures of Robin Hood

The Adventures of Robin Hood

Prince of Thieves

Waverly

The Bride of Lammermoor

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Standards

LA.RL.11-12	Reading Literature
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.