

The English Renaissance

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy IV**
Time Period: **3 weeks**
Length: **3 weeks**
Status: **Published**

Unit Overview

Read and analyze a selection of poems, essays, and stories from The English Renaissance. Fervent love poetry, depictions of madness, and the idea that one should "seize the day"—all of these are explored in the unit on The English Renaissance. Students will learn more about the cultural energy burning through England in the 16th and 17th centuries.

Transfer

Students will be able to independently use their learning to...

- read and analyze a selection of poems from an important time period.
- identify and utilize literary devices in relation to thematic context in a selection of poems.
- recognize the elements of chivalry and courtly love during both the Renaissance time period and in modern society.
- integrate knowledge from the study of Renaissance poetry into critical thinking and analysis of literary components.

Meaning

Understandings

Students will understand that...

- that people seek to express ideas about the concepts of love, death and time in a variety of artistic formats.
- the political, religious, moral, and academic climate of an historical period influences the type of literature it produces.
- humanity expresses a basic competitive nature by reading poems relating to the theme.
- the components of Renaissance poetry by reading a selection of poems from the time period.
- the components of the sonnet by reading and analyzing several examples of the form.
- courtly love and chivalry are key components of the Renaissance time period.

Essential Questions

Students will keep considering...

- How do people express ideas about the concepts of love, death, and time in a variety of artistic formats?
- How does literature reflect the historical period in which it is produced?
- How does humanity express a basic competitive nature?
- What does it mean to love and why is poetry a unique vehicle to express love?

Application of Knowledge and Skill

Students will know...

Students will know...

- how to critically analyze a selection of literature.
- how the English Renaissance impacted literary development.
- why the English Renaissance is an important period of literature.
- the contributions of a variety of writers during the English Renaissance.

Students will be skilled at...

Students will be skilled at...

- reading with fluency and comprehension a selection of works from the English Renaissance.
- recalling literary devices such as alliteration, rhyme scheme, hyperbole, etc. while reading a selection of works from the English Renaissance.
- applying a thematic connection between a work of literature and a modern equivalent.

Academic Vocabulary

Key terms to know...

- rhyme scheme
- pastoral
- sonnet
- Spenserian Sonnet
- Shakespearean Sonnet
- Italian Sonnet
- figurative language
- repetition
- extended metaphor
- epitaph
- hyperbole
- theme
- metaphor
- allusion
- diction
- argumentation
- essay

Learning Goal 1

Students will understand...

- How to analyze the development of two or more themes or central ideas over the course of the study of the English Renaissance, including how they interact and build on one another.

Objective 1-- Levels 3 and 4

SWBAT:

- Recognize themes from a selection of poems, essays, and stories from the English Renaissance.
- Investigate how different ideas are explored throughout the unit in a variety of written responses and class discussions

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|-----------------|---|
| 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.11-12.6 | 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). |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

Learning Goal 2

Students will understand...

- how to cite textual evidence to support analysis of what a selection of literature from the English Renaissance says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain.

Objective 3-- Levels 3 and 4

SWBAT:

- Define unknown vocabulary words to apply to text.
- Interpret quotations from various works of the English Renaissance and analyze them for contextual and thematic meaning.
- Connect analytical points with text evidence from various works of the English Renaissance.

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| 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).

LA.RI.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.2

Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Summative Assessment

- End of Unit Test
- Extended written response
- Formal written assignments
- Group Presentation
- Performance Assessment
- Portfolios
- Research Project

Career Ready Practice and Awareness Standards

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

- Class discussion
- Exit slips
- Learning/Response Logs
- Observations
- Peer/Self Assessments
- Practice Presentations
- Questions
- Quizzes
- Reading Check Quiz
- Think Pair Share
- Visual Presentations

Accommodations/Modifications

- Audio Story Version
- Film Version of text
- Modify length of written work
- Reading aids/notes summaries
- Study Guides
- Visual/Graphic Organizers

Interdisciplinary Connections

- Development of the English Language
- Elizabethan Cultural Development
- Intellectual and Religious Revolution
- Life of William Shakespeare
- Renaissance English Society

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| SOC.6.2.12.D.2.c | Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance. |
| SOC.6.2.12.D.2.d | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. |
| SOC.6.2.12.D.2.e | Assess the impact of the printing press and other technologies developed on the dissemination of ideas. |
| SOC.6.2.12.CS2 | Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |

Unit Resources

- audio readings
- informational powerpoints
- journal entries
- study guides
- tests
- textbook

Informational Text/Non-Fiction

[The History of Early-Modern English](#) (from the "Great Vowel Shift," through Latin/Greek influence, the introduction of dictionaries and the printed word [fixed spellings, word-order, etc), the influence of Shakespeare, and international trade)

[Renaissance Art](#)

Recommended Texts

- Marlowe: The Passionate Shepherd to his Love
- Raleigh: The Nymph's Reply to the Shepherd
- Shakespeare: Sonnet 106
- Shakespeare: Sonnet 116
- Shakespeare: Sonnet 130
- Shakespeare: Sonnet 29
- Spenser: Sonnet 1
- Spenser: Sonnet 35