

Honors English II - Unit I - Anglo-Saxon & Medieval Literatures

Content Area: **English**
Course(s):
Time Period: **Marking Period 1**
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

ANGLO-SAXON AND MEDIEVAL LITERATURE

Learning Objectives

- Analyze how Chaucer uses structure and time manipulation in "The Pardoner's Tale" to create effects such as mystery, tension, or surprise.
- Authorial Choices: Analyzing specific choices made by the author, such as the use of particular sentences and paragraphs to develop claims.
- Evaluate and analyze how key points in the Epic Journey are supported by textual evidence and the Anglo-Saxon conventions.
- Evidence-Based Analysis: Using textual evidence to support claims about the author's structural choices.
- Highlight and annotate note-worthy text for future analysis use.
- Identify key points in Beowulf that correlate with the Epic Journey
- Impact on Meaning: Evaluating how the structure affects the overall message and tone of the text.
- In addition, there may assigned secondary, informational readings, short videos / documentaries, musical selections, and visual arts to support primary text.
- Provide evidence to connect the relevant conventions that support Anglo-Saxon and Medieval Literature's societal purpose
- Review key elements of Anglo-Saxon and Medieval Literature
- Several weekly, short (150-200 word) literary response writing pieces will be used to assess comprehension, inferencing skills, and literary analysis. There will be required response to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and the use of figurative language and its implied purpose. Textual evidence, annotation, and proper MLA citation usage will be used in support of all analysis of text, both fiction and nonfiction.
- Students will complete a text analysis worksheet where they will identify and analyze the author's structural choices in a selected passage. They will provide examples from the text and explain how those

choices impact the overall meaning and effectiveness of the writing.

- Text Structure: Understanding how the arrangement of ideas influences the reader's comprehension and engagement.
- The importance of inferential thinking in understanding literature, especially Chaucer's "The Pardoner's Tale"
- The primary focus of this unit is the reliance on appropriate and well-organized textual evidence and oral analysis of a given text.
- The relationship between text structure and reader response in Chaucer's "The Pardoner's Prologue and Tale"
- To support the primary focus of this unit, critical textual annotation will be taught in addition to syntax variety, figurative language, and phraseology (narrative technique). The writing process will include scaffolding concepts throughout the year and will develop writing techniques, which include, but are not limited to: Mastery of Thesis Construction MLA Process The Narrative Task The Argumentative Essay The Research Simulation Analytical Responses to Literary Criticism
- Vocabulary - Analyze connotation and denotation of words.
- Vocabulary - Recognize how word placement can influence meaning.
- Vocabulary - Understand the definitions of connotation and denotation.

Essential Skills

Writing Skills

- Determine and address the audience appropriately (W.9-10.4)
- Develop and use appropriate planning templates (W.9-10.5)
- Identify and understand the writing purpose (W.9-10.4)
- Understand and utilize revision techniques (W.9-10.5)
- Use relevant and sufficient facts, definitions, details, and quotes (W.9-10.2)
- Use sources that are appropriate to task, audience, and purpose (W.9-10.2)
- Use technology proficiently for production, publication, and collaboration (W.9-10.6)

Language Skills

- Apply knowledge of language to make effective choices to shape the meaning and style (L.9-10.3)
- Identify and use various types of phrases and clauses (L.9-10.1)
- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively (L.9-10.1)
- Use a colon to introduce a list or quotation (L.9-10.2)
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses (L.9-10.2)
- Use context clues to derive word meaning (connotation, denotation, word function and position) (L.9-10.4)

- Vary sentence structure to convey specific meaning and interest in writing and presentation (L.9-10.1)

Reading Skills

- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text (RL.9-10.3; RI.9-10.3)
- Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text (RL.9-10.1; RI.9-10.1)
- Analyze the text for inferred and literal meanings (RL.9-10.1; RI.9-10.1)
- Determine a theme and central idea (RL.9-10.2; RI.9-10.2)
- Determine how the theme/central idea emerges and is refined or strengthened by key details (RL.9-10.2; RI.9-10.2)
- Identify explicit and implicit textual evidence (RL.9-10.1; RI.9-10.1)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RI.9-10.6)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RL.9-10.6; RI.9-10.6)
- Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States (RL.9-10.6)
- Understand how word choice impacts meaning (figurative, connotative, technical meaning) (RL.9-10.4; RI.9-10.4)

Standards

ELA.L	Language
ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in

word meanings, including connotative meanings.

ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
ELA.R	Reading
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.W	Writing
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
ELA.W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

ELA.W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
ELA.W.IW.9–10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.9–10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.W.SE.9–10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
ELA.SL	Speaking and Listening
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.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.
ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
ELA.SL.ES.9–10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
ELA.SL.PI.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Instructional Tasks/Activities

- Academic Modeling / Note-taking and Analysis
- Academic Reading Purpose / Literary Elements, Conventions, and Critical Plot Points
- Academic Reading Skill / Highlight and Annotate text
- Class Discussion
- Collaborative Activity
- Constructing, writing, and editing drafts
- Essay / MLA Essay
- Jigsaw Activity
- Powerful Task Design Concept (Antonetti)
- Reading Comprehension
- Research Process
- Short Quiz Assessment
- Short Written Response in response to reading(s) and viewing(s)
- Teacher Observation
- Test Assessment (Multiple Choice, Quotation Analysis, and Open-ended Response)

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Faster paced class where the focus is the development of college level study habits. Modified quiz / test questions, which will include depth of analysis and synthesizing of literary information. This class will stress independent preparation and require more responsibility on the artist, which includes pacing of reading, intensity of curriculum, and ability to orally debate and discuss in class. Unit assessments measure not only an artist's recall of basic literary / historical facts, but also measures their ability to think critically, analyze information, both independently and as a cohort, and to apply and use historical knowledge to assist in deepening their understanding of literary content. Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials

- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

- Faster paced class where the focus is the development of college level study habits. Modified quiz / test questions, which will include depth of analysis and synthesizing of literary information. This class will stress independent preparation and require more responsibility on the artist, which includes pacing of reading, intensity of curriculum, and ability to orally debate and discuss in class. Unit assessments measure not only an artist's recall of basic literary / historical facts, but also measures their ability to think critically, analyze information, both independently and as a cohort, and to apply and use historical knowledge to assist in deepening their understanding of literary content. Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Resources

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- “Medieval Graffiti” excerpt of Medieval Graffiti: The Lost Voices of England’s Churches by Matthew Champion
- Introduction to Literary Analysis & Writing to Learn Concepts
- Paganism vs Christianity / Grendel vs Cain (#7)
- The Black Plague
- The Canterbury Tales Analysis Packet: “The Pardoner’s Tale” and “The Wife of Bath” –Includes analysis of primogeniture, feudal society and its role in Chaucer’s tales, codes of chivalry, exemplum’s and morality tales, frame stories and its use in The Canterbury Tales, and the usage of physiognomy as a characterization tool.
- "The Wife of Bath" - What do Women most want (according to Chaucer)?
- "The Wife of Bath" Text Interpretations & Direct Evidence
- “Hybrid Mix of the Mother Tongue” - Danes, Jutes, Angles, Saxons, and Celts / Timeline 2000 BC - 1066 AD (#2)
- “Lessons in Manliness” - The Art of Manliness in Beowulf (#12)
- “The Dark Ages” Documentary (The History Channel)
- “The Medieval Sensors were transmitters as much as receivers” by Chris Woolgar
- Anglo-Saxon Conventions (#3)
- Beowulf (2007) Film by Robert Zemeckis
- Beowulf Packet (#9) - (Includes analysis of mythological elements, epic poetry conventions, kenning (metaphor) and alliterative verse usage, characterization of a Beowulf as a heroic figure, all including proper MLA citations and using textual evidence).
- Beowulf Text (#10) - translated by Crossley-Holland / collegiate) / Teacher's modeled annotations re: Grendel vs Beowulf scene
- Beowulf Text (#8) - Textbook version
- Chart Notes: Geoffrey Chaucer as the “Father of the English Language” and his literary conventions: exemplum, frame story, sermon, and morality tale
- Chaucer's Writing Conventions
- Disney’s Sword in the Stone (1963) Film by Wolfgang Reitherman
- Final Test: Beowulf
- Final Test: The Canterbury Tales: “The Prologue”, “The Pardoner’s Tale”, and “The Wife of Bath”
- Freud’s Ego, ID, and the Superego
- Geoffrey Chaucer’s Twitter Blog: (<http://houseoffame.blogspot.com>)
- Grendel Text (#11) - by John Gardner / Grendel's perspective of #10
- History of the English People (#4)
- Honors Literary Elements and Figurative Language (#1)
- Maslow’s Theory of Hierarchy
- Medieval Literature
- Medieval Packet / Note-taking: History of the Christian Regime and its effects on literature
- Parts of Speech, Denoted Definitions, and Derivative Language (Latin and Old English)

- Quiz Assessment: Vocabulary Selections re: “Hybrid Mix of the Mother Tongue”
- Quiz Assessment: Vocabulary Selections re: “Middle English”
- Robin Hood (2010) Film by Ridley Scott
- Seven Deadly Sins
- Shield Project / Presentation: Visual Art Project on Personal Medieval Shield
- Skills Assessment Test (Applying knowledge of reading and annotating skills on unknown, foreign text).
Instructions include - (1) Highlight sentence that is the evidence to support your answer, and (2) Explain why this is your answer (JIGSAW LATER).
- The Canterbury Prologue Conventions
- The Descriptive Essay: Modern Characterization of a Personal Hero (citing 3 qualities and traits to personal hero as a parallel to Beowulf’s Mythological Heroic qualities/traits).
- The Epic Tradition (#5)
- The Monarchy vs The Pope (effects on society and literature)
- Thomas Becket (Christian Martyr)
- What Makes an Epic - PDF (#6)