

Unit 02: Medieval Period

Content Area: **English**
Course(s): **English 4**
Time Period: **Semester 1**
Length: **6 weeks**
Status: **Published**

Unit Introduction

Our study of the Medieval Period will be enhanced when students consider that literature reflects changing political and social structures and technological progress. Students will consider how the English language becomes standardized and more reflective of modern English and its ideals.

Progress Indicators For Reading Literature

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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.11-12.6 | 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). |

Progress Indicators For Reading Informational Text

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|---------------|---|
| 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. |

Progress Indicators For Writing

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| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | 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.

LA.W.11-12.1.E

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.W.11-12.7

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.

LA.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Progress Indicators For Speaking and Listening

LA.SL.11-12.4

Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Progress Indicators For Language

LA.L.11-12.4.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.

LA.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

LA.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LA.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Essential Questions

How do ballads reflect gender and class structure?

How can inferences about social and cultural change be made from Arthurian legends?

How is the political environment reflected in Chaucer's frame stories?

How does Chaucer's skill in characterization reveal universal character traits?

Content / Skills

Adventure Story: Text Pages 190–201 from *Le Morte D'Arthur* (Anonymous)

Adventure Story: Text Pages 204–209 “Robin Hood and Allen a Dale” (Anonymous)

Ballad/Song Lyrics: Text Pages 107-109 "A Hard Rain's A-Gonna Fall" (Bob Dylan)

Ballad: Text Page 102 "Bonny Barbara Allan" (Anonymous)

Ballad: Text Page 104 “Get Up and Bar the Door” (Anonymous)

Ballad: Text Page 106 "Lord Randall" (Anonymous)

Ballad: Text Page 157 "Sir Patrick Spens" (Anonymous)

Drama-One Act/Morality Play: Text Pages 162–174 from *Everyman* (Anonymous)

Frame Tale/Narrative Poem: Text Pages 113-132 "The Prologue" from *The Canterbury Tales* (Geoffrey Chaucer)

Informational Text: Text Pages 151–154 “Simply Divine” from *The Guardian* (Stephen Cook)

Informational Text: Text Pages 199-200 from *The Art of Courtly Love* (Andreas Cappellanus)

Frame Story: Text Pages 137–142 “The Pardoner’s Tale” (Geoffrey Chaucer)

Frame Story: "The Wife of Bath's Tale" (Geoffrey Chaucer)

Frame Story: "The Nun's Priest's Tale" (Geoffrey Chaucer)

Frame Story: "The Merchant's Tale" (Geoffrey Chaucer)

Frame Story: "The Franklin's Tale" (Geoffrey Chaucer)

Supplementary Materials

DVD: *The Canterbury Tales* 2000 Director: Schlessinger Media (3 volumes)

DVD: *First Knight* 2006 Director: Jerry Zucker

DVD: *Excalibur* 2010 John Boorman (2 copies SMP JJB)

DVD: *Sir Gawain and The Green Knight* 2004 Director: Films Media Group (2 copies)

DVD: *Sir Gawain and the Green Knight* 2002 Director: Schlessinger Media

DVD: *The Lion In Winter* 1968 Director: Anthony Harvey

DVD: *The Lion In Winter* 2004 Director: Andrei Konchalovsky

DVD: *Beckett* 1964 Director: Peter Glenville

DVD: *A&E Biographies King Arthur His Life and Legends* 1995 (4 copies)

DVD: *The Canterbury Tales* 2004 Films Media Group

Audio Cassettes: *The Canterbury Tales Penguin Classics* 1987

Audio CDs: *Adventures In Early Music History of Period Performance Practice in Pictures and Words* 1997(SMP)

Audio Cds *The History of English Literature* by Perry Keenlyside 2001 (SMP)

Audio CD: *Gregorian Chants* 1966 Conrad Ruhland

Audio CD *The English Lute Song* 1988 Dorian Recordings (SMP)

DVD: *King Arthur* Director Jerry Bruckheimer

DVD *Connecticut Yankee in King Arthur's Court* 2003 Delta Entertainment

DVD: *Camelot* 1967 Directed by Joshua Logan

DVD: *Monty Python and Holy Grail* 1974 Directed By Terry Gilliam (Selected Scenes)