



Unit Name: Reading Literature -- Medieval /Writing Literary Essays

Duration: Unit 2

Essential Questions:

How was the Medieval Society flawed?

What is the hierarchy of modern society?

What role did the Catholic Church play in Medieval Society?

What is the difference between what is stated and implied?

How is true martyrdom defined?

Who was Thomas a Becket

What values are revealed about Medieval Society in both genres?

Enduring Understandings:

Readers will understand Medieval society and culture

Readers will recognize structure of frame story, allegory, ribald, fabliau, legend, and morality play

Readers will use tactics to uncover viable research via the internet

Readers will explain the literary significance of Geoffrey Chaucer

Readers will orally and independently read *Murder in the Cathedral*



Readers will complete an examination of satire in works

Readers will discuss structure of morality plays

Readers will make comparison and contrast of different genres and themes

Writers will compose essay on the notion of hero vs. anti-hero

Relevant Standards: RL11.12.1, RL11.12.2, RL11.12.4, RL11.12.6, RL11.12.7, W11.12.1, W11.12.2, W11.12.4, W11.12.5, W11.12.6, W11.12.7, W11.12.8, W11.12.9, W.11.12.10, SL11.12.1, SL11.12.2, SL 1.12.3, SL11.12.4, SL11.12..5, SL11.12.6, L11.12.1, L11.12.2, L11.12.3, L11.12.4, L11.12.5, L11.12.6

Core Instruction: Teachers will blend reading, writing, and grammar into *Canterbury Tales*, Arthur legends, *Everyman*

Reading: Genre Literature/Medieval

- Use the texts to evaluate their message regarding the nature of Medieval life
- Evaluate the role of religion in Medieval society and its literature
- Evaluate the battle between good and evil as internalized during the Medieval period
- Uncover and articulate examples of satire as used by Chaucer
- Recognize the elements of a frame story, allegory, ribald, fabliau, legend, and morality play
- Utilize library resources to research the Knights of the round table and apply knowledge to the legends
- Detect hypocrisy in characters
- Analyze themes and point of view

Writing: Developing a thesis, writing an analytical literary essay

Elements of an Essay



Students write a literary essay in response to *Murder in the Cathedral*

- Formulate a clear thesis statement
- Brainstorm to develop ideas
- Demonstrate understanding of thesis and be able to prove the statement
- Develop clear topic sentences
- Develop strong body paragraphs
- Determine clear and strong sources
- Develop clear introductions and conclusions
- Understand the function of parallel structure
- Identify and repair fragmented and run-on sentences
- Utilize information and develop a strong essay
- Become familiar with many new words for vocabulary building
- Compare personal knowledge of legends to written legends
- Draw connections between multiple texts for comparison/contrast of themes, characters, etc

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work with history teachers in order to connect literature to the Medieval period when developing essays



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| <p>Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition</p> | |
| <p>Tier 3 Vocabulary: frame story, allegory, ribald, fabliaux, legend, morality play, satire</p> | |
| <p>Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)</p> <p>Textbook: <i>Canterbury Tales, Le Morte de Arthur</i> Novel: <i>Murder in the Cathedral</i></p> | |
| <p>21st Century Themes and Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.d</p> | <p>Students will work in groups to use Chromebooks to research and understand middle English and the role of Catholicism in Medieval England.</p> |



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| <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> | |
| <p>8.1 Educational Technology 8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p> | <p>Understand and use technology systems.</p> |
| <p>Assessments and Performance Tasks:</p> | <p>Students will write literary essay on <i>Murder in the Cathedral</i> that discusses the theme of hero vs. antihero Students will take two tests on <i>The Canterbury Tales</i></p> |



Students will take essay test on Arthur legends

Students will complete group project based on *Canterbury Tales*

Differentiation/Accommodations/Modifications

| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of School Failure |
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| <p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>Provide opportunities where students are in charge of their learning.</p> | <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> | <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> | <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> |



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| <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p> | <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p> | <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> | <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> |
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| | | <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> | <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> |
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| | | <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p> | <p>Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p> |
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