English IV
Unit 2: The Medieval Period:
England During the Age of Chivalry and Feudalism

Time Frame: Approximately four weeks

Unit Description

This unit focuses on reading and responding to works of the medieval period in English literature. Application of a variety of reading and comprehension strategies will be required. The evolution of the English language and the relationship between Old, Middle, and modern English will be noted as students compare and contrast works. Genre study will lead to discussion and writing, which will result in analysis of literature, experience, grammar skill, and vocabulary. Ongoing activities include oral and written responses to a variety of prompts; grammar instruction differentiated for students' specific needs; independent reading instruction and monitoring; definition of vocabulary words within the context of the literature; and appropriate use of the words in self-generated sentences.

Student Understandings

The essential goals of this unit are to read, comprehend, interpret, and analyze the literature of the medieval period. Students will recognize that England is evolving into a country during this time rather than functioning as tribal groups without a common unity. Students should also see that the literature is a reflection of the medieval people and their feudalistic world. Other critical goals are to express supported responses to the texts and to focus on analyzing the effects of the literary elements and devices, particularly characterization and humor.

Guiding Questions

1. Can students complete a college or job application and effectively promote themselves?
2. Can students identify the primary characteristics of the medieval period and explain how they are reflected in the literature of the period?
3. Can students explain how Geoffrey Chaucer uses direct and indirect characterization to create the pilgrims in *The Canterbury Tales*?
4. Can students recognize that Chaucer's pilgrims are a reflection of the age?
5. Can students analyze Chaucer's use of humor in his work and evaluate its effectiveness?
6. Can students explain ways in which the genres and the themes of Chaucer's famous tales reflect the characteristics of the pilgrims who tell them?
7. Can students compare a medieval ballad to the popular music of today?
8. Can students identify character traits of Sir Gawain in themselves, in their friends,

and in Chaucer's famous pilgrims?
9. Can students recognize the importance of legend and myth, both in the world of the Middle Ages and in the world today?

Unit 2 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

GLE #	GLE Text and Benchmarks
**Grade Level Expectations**	
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author's word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09b.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including evaluating the credibility of arguments in nonfiction works (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author's use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09e.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, comparing and contrasting major periods, themes, styles, and trends within and across texts (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
09g.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including critiquing the strengths and weaknesses of ideas and information (ELA-7-H1)
09h.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, synthesizing (ELA-7-H1)
14a.	Develop complex compositions, essays, and reports that include the following: a clearly stated central idea/thesis statement (ELA-2-H1)

14b.	Develop complex compositions, essays, and reports that include the following: a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include the following: supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
15c.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: information/ideas selected to engage the interest of the reader (ELA-2-H2)
15d.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include clear voice (individual personality) (ELA-2-H2)
16a.	Develop complex compositions using writing processes such as the following: selecting topic and form (e.g., determining a purpose and audience)
16b.	Develop complex compositions using writing processes such as the following: prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
16c.	Develop complex compositions using writing processes such as drafting (ELA-2-H3)
16d.	Develop complex compositions using writing processes such as conferencing with peers and teachers (ELA-2-H3)
16e.	Develop complex compositions using writing processes such as revising for content and structure based on feedback (ELA-2-H3)
16f.	Develop complex compositions using writing processes such as the following: proofreading/editing to improve conventions of language (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as the following: publishing using available technology (ELA-2-H3)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
21.	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoiding split infinitives (ELA-3-H2)

22b.	Apply standard rules of usage, for example: using the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation for parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation for brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation for dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation for commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation for internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
29a.	Deliver presentations that include language, diction, and syntax selected to suit a purpose and impact an audience (ELA-4-H3)
32d.	Give oral and written analyses of media information, including critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)
34a.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) (ELA-5-H1)
34b.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
35a.	Locate, analyze, and synthesize information from a variety of complex resources, including multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, periodicals) (ELA-5-H2)
35b.	Locate, analyze, and synthesize information from a variety of complex resources, including electronic sources (e.g., Web sites, databases) (ELA-5-H2)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
38d.	Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include complete

	documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with specified style guide (ELA-5-H3)
39c.	Use word processing and/or technology to draft, revise, and publish various works, including research reports on high-interest and literary topics (ELA-5-H4)
ELA CCSS	
CCSS#	**CCSS Text**
Reading Standards for Literature	
RL.11-12.1	Cite strong and thorough textual evidence 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.
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. (Include Shakespeare as well as other authors.)
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band proficiently.
Reading Standards for Informational Texts	
RI.11-12.1	Cite strong and thorough textual evidence 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.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
RI.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards	
W.11-12.2b, d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately, through the effective selection, organization, and analysis of content. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use precise language, domain-specific vocabulary, and techniques such

	as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11-12 Reading standards to literature*.
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, and audiences.
Language Standards	
L.11-12.4a, c, d	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. 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. 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or in a dictionary).
L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: <u>09a</u>, <u>09b</u>, <u>09c</u>, <u>09f</u>, <u>09g</u>; CCSS: <u>RL.11-12.1</u>, <u>RL.11-12.10</u>, <u>RI.11-12.1</u>)

Materials List: pen; paper; teacher-provided, high-interest, multi-level readings of fiction, nonfiction, and technical variation; Skills Index BLM (see Unit 1, Activity 1)

Encourage growth in independent reading skills, and motivate students to read by providing time and skill instruction through selected readings. Design an independent reading program, and approve selections from the literature study to foster this development. By the end of grade 12, students will read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 11-CCR text complexity band independently and proficiently. Student choice of reading material should be allowed to insure student interest and engagement. Class time should be dedicated to teaching strategies that allow students to grow as independent readers, both silently and orally. In addition, the teacher should emphasize the thought process involved in the act of reading and should lead students to think and reason about their selections through various activities. Monitor this reading, making sure to incorporate both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters, informal discussions at the end of the reading focus time, and book talks. Written responses should be entered in a reading log, citing strong and thorough textual evidence to support ideas, questions, reactions, evaluations, and reflections relative to the texts students have read. Regardless of the selected strategy, students should be able to demonstrate comprehension, interpretation, and analysis of their readings upon request; acquisition of such skills should be charted on a skills index. Assess student engagement in this program by accessing the student log of readings, their responses, and the skills index provided. (If needed, please distribute a copy of the Skills Index BLM to each student to chart skills as they are acquired through various readings.)

Examples of possible activities:
- If students have selected a nonfiction book, the teacher might have them interpret and evaluate the way the author presents events and information and/or evaluate the credibility of the author's argument presented within the text. This skill might apply to a written log, maintained as students read their selections, or in a response or essay written at the end of their reading.
- The teacher might also ask students to make predictions prior to reading a selection, and then have them assess their own predictions after reading is completed. Students should note the reasons for both: accurate predictions and inaccurate ones.
- Additionally, the teacher might have students trace the theme of a story or a novel as they read, citing strong and thorough textual evidence to support theme development and comments and reflections within their reading logs.

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Activity 2: Ongoing Independent Reading (GLEs: <u>09a</u>, <u>09b</u>, <u>09c</u>, <u>09f</u>, <u>09g</u>; CCSS: <u>RL.11-12.1</u>, <u>RL.11-12.10</u>, <u>RI.11-12.1</u>, <u>RI.11-12.10</u>)

Activity 1 should be extended to include literary nonfiction at the high end of the grade 11-CCR text complexity band. For example, students may read essays and biographies pertinent to each unit, either thematically or historically. By the end of grade 12, students should be able to read and comprehend these texts both independently and proficiently, demonstrating their comprehension in a variety of tasks: reading checks, written responses, connective assignments. Monitor and review students' reading logs to verify that the range of texts, both by genre and by complexity, are met. Written responses entered in reading logs must cite strong and thorough textual evidence to support ideas, questions, reactions, evaluations, and reflections relative to the texts students read. Ultimately, students will be able to handle all text presented to them, no matter the genre or complexity, and will know how to read and comprehend the text as well as how to interpret and analyze it to draw meaning and value.

Activity 3: Expanding Vocabulary (Ongoing) (GLEs: <u>01a</u>, <u>01b</u>, <u>01c</u>, <u>21</u>)

Materials list: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:
- the definition
- the part of speech
- the sentence from the text or activity in which the word is used
- a student-composed sentence using the word in context appropriately

Student-composed sentences should contain appropriate context and enough detail to convey the meaning of the word and apply standard rules of sentence formation, including parallel structure.

The following is an example of a mini-lesson for vocabulary development appropriate for this unit:

Chaucer writes for the common man while elevating the language to that usually reserved for the noble class. One of the notable distinctions in Chaucer's language is his use of romance words of French and Gallic derivation. Some critics claim that the French influence came in two ways: the translation of many French works into English and in Chaucer's "borrowing" of them for his own writings. From Chaucer's borrowing, though, he often developed new and different English words with various roots and stems that combine both the English influence and the French. An interesting study for students is to have them note romance words such as the following as they study Chaucer:

List of words: *tendre*, *chambres*, *aventure*, *seson*, *hostelrye*, *chivalrie*, *conseil*, *parfit*, *nones*, *manere*

As you introduce words such as the ones listed, ask students if any of the words seem familiar, either in pronunciation or in spelling. Encourage students to see that these words are much like those used today. This recognition will lead students to see that the development of language was not reserved simply for the Middle Ages; rather, new words are formed constantly, and language evolves continuously. Some ways that new words are developed include the following:

- borrowing: using or adapting words from another culture
- affixation: the use of prefixes and suffixes with various roots
- coinage: the creation of new words
- blending: words created by using elements from two different words

Once students grasp the evolution of language in Chaucer's time, provide the opportunity for students to see the evolution of language today by having students access a dictionary that identifies new words, such as Merriam Webster's Online Dictionary, which can be found at: http://www.m-w.com/info/new_words.htm. *If accessible, the online Oxford English Dictionary is the most exhaustive source for such information; however, this site requires a subscription. The site address is: http://www.oed.com/. Direct students to locate five words that have been added to the English language, to trace their etymology, and to explain how these words entered the language. As a culminating activity, have students create a visual of their new words for class display on a word wall, and then encourage students to add words to the word wall as they encounter them throughout the year. An interesting note would be to talk with students about their own language development and how common activities such as email, text messaging, and online chats are changing our language.

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Activity 4: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c; CCSS: RL.11-12.4, RI.11-12.4, L.11-12.4a, L.11-12.4c, L.11-12.4d, L.11-12.5a, L.11-12.6)

In 2013-14, Activity 4 will replace Activity 3.

Materials List: a list of teacher-driven words relevant to the Medieval Period and the assignments of the unit

To extend general academic and content-specific vocabulary, students will create *vocabulary self-awareness charts* (view literacy strategy descriptions) at the beginning of each unit. These charts will help students identify what vocabulary words they know as well as what vocabulary words they need to learn in order to comprehend each reading fully. These charts should also help students determine the meaning of words or phrases as they are used in the text, including figurative, connotative, and technical meanings. Students will then use their charts to analyze the following: 1) the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful; 2) how an author uses and refines the meaning of a key term or terms over the course of a text; 3) figures of speech (e.g., hyperbole, paradox) in context and their role in the text.

Over the course of the unit, students should revisit their self-awareness charts to add new information and update their growing knowledge about key vocabulary. Students may use these charts at the end of each unit to prepare for assessments or as a resource when writing for various purposes.

Teaching Process:
1. Provide students with a list of important words at the beginning of the reading or unit, and have students write them in a vocabulary self-assessment chart (see example below). These words should come from the various types of language for the course, i.e., genre study, writing processes, survey terminology, literary selections. Vocabulary selections should aid students in analyzing author's word choice, in analyzing analogous statements, and in understanding the use of related word forms.
2. Ask students to complete the chart before the lesson begins by rating each vocabulary word according to their level of familiarity and understanding. A check mark (√) indicates a high degree of comfort and knowledge, a question mark (?) indicates uncertainty, and a minus sign (-) indicates the word is brand new to them.
3. Ask students to attempt writing a definition and an example for each word. For words with question marks or minus signs, students may have to make guesses about definitions and examples.
4. Over the course of the reading or unit, allow time for students to revisit their self-awareness charts. The goal is to bring all students to a comfortable level with the unit's key content terminology. Have students continually revisit their vocabulary charts to revise their entries. This will give them multiple opportunities to practice and extend their growing understanding of the words.

In addition to the teacher-selected/teacher-driven vocabulary, students should continue maintaining individual vocabulary lists/records to demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, both in their independent reading selections and in those assigned for whole class instruction.

Example:

Word	√	?	-	Example	Definition
chivalry					
sundry					
hallowed					
satire					

Activity 5: Writing to Connect and to Understand Texts (Ongoing) (GLEs: <u>09a</u>, <u>09c</u>, <u>09d</u>, <u>09f</u>; CCSS: <u>RL.11-12.1</u>, <u>RI.11-12.1</u>, <u>W.11-12.10</u>)

Materials List: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Students should write routinely over both extended time frames and shorter time frames for a range of tasks, purposes, and audiences. Ongoing writing prompts should be used as initiation, discussion, or closure activities. Prompts may assume any format, but all should address comprehension and higher-order thinking skills as well as lead students to connect ideas in British or world texts with real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. Regardless of the prompt, whether text specific or analyzing texts across an entire unit, responses must utilize strong and specific textual evidence to support analysis and interpretation. Students should be encouraged, through all methods of writing, to make connections within and across all texts as well as to themselves and to the world around them.

The teacher can use the following strategies to guide students as they generate multi-paragraph compositions:

Additionally, utilize the *QtC* (view literacy strategy descriptions) technique for development of prompts to encourage thoughtful responses to texts. This reading activity reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion. While the questions identified are general in nature so as to apply to any reading material, responses must be supported with strong and thorough textual evidence at all times.

Goal	Query
Initiate discussion.	What is the author trying to say? What is the author's message? What is the author talking about?
Focus on author's message.	That's what the author says, but what does it mean? Why did the author choose this word?
Link information.	How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?
Identify difficulties with the way the author has presented information or ideas.	Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.	Did the author tell us that? Did the author give us the answer to that?

Use Admit Slips as a lesson-initiation activity and Exit Slips as a lesson-closure activity, which allow students to address learning for the day and to present their thoughts and questions to the teacher so he/she might address these needs in future lessons. Students should either submit the response for formative assessment or discuss the response with the whole class as an initiation, comprehension, or closure activity.

Utilize reader's response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:
- What is the predominant effect of this piece on you, the reader?
- What creates this effect within the text?
- What is the significance or importance of this effect on you?

Responses must be text-specific and utilize textual evidence to support analysis and interpretation

Finally, ask that students write analytically to demonstrate solid understanding of presented materials, whether literary or informational texts. This type of writing can be informal, as in a one- page/one-side response, or it can be a formal personal or literary analysis essay. In formal literary analysis essays, as well as shorter responses to literature, students should cite strong and thorough textual evidence from relevant texts to support analysis of what the text says explicitly as well as when making inferences, including determining where the text leaves the matters uncertain.

Sample prompts for this unit:
- Is Sir Gawain chivalric, or not? Explain, using specific textual references as support.
- Discuss the idea of courtly love as presented in a text from this unit. Then, draw a connection to your own life experience. Ultimately, make a case for this ideal and its place, both in the world of literature and in the world today.
- Select three characters from the Prologue whom Chaucer seems to be satirizing (i.e., the Wife of Bath, the Summoner, the Prioress). Explain the satire, using specific textual evidence as support.

Activity 6: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g)

Materials list: samples taken from student writings, sample ACT/SAT questions, teacher-developed diacritic markings and stylistic tools handout (*refer to Elements of Grammar and Style Guide BLM for Unit 1, Activity 4, if needed), Sentence Variety Chart BLM

Conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. Over the entire course, these mini-lessons should focus on specific grammatical and composition issues, such as sentence-formation problems (e.g., parallel structure), standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood), standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form), or individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer). Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Students will refer to the Elements of Grammar and Style Guide BLM as needed. Mini-lessons should be ongoing and skill-specific.

The following is an example of a mini-lesson for varying syntax that may be used in conjunction with Activity 7 in which students will write a college or career-readiness essay:

Have students prepare a rough draft of their college and career-readiness essay and bring it to class for peer conferencing. While students will engage in a full writing process in the writing of this essay, and essays will be assessed using a standardized rubric, this activity will focus only on sentence type and variety. Assign peer groups based upon teacher knowledge of student needs. Distribute a copy of the Sentence Variety Chart BLM for each student, and direct peers to read the draft and label each sentence according to type: simple, compound, complex, and compound-complex; students will write the label for each sentence on the essay itself. Next, the peers will complete the chart by filling in each sentence that fits into each category, and then returning the chart and the draft to its owner. Assess the chart for accuracy. Based upon peer feedback and the evidence from the chart,

have students revise their drafts to vary syntax for the final draft. Once this activity has been completed, incorporate assessment for sentence variety in the teacher-developed rubric for this essay or use the General Writing Rubric BLM from Activity 7.

Activity 7: Writing for College and Beyond (GLEs: <u>14a</u>, <u>14b</u>, <u>14c</u>, <u>15c</u>, 16d, 16g; CCSS: RL.11-12.1, W.11-12.6, <u>W.11-12.10</u>)

Materials List: paper, pen, Internet access, writing textbooks, sample college and career readiness materials/ applications, General Writing Rubric BLM

In preparation for the future, students will use writing processes to create a résumé and an autobiographical essay appropriate for college admissions or career preparation and readiness. Lead students to determine their overall purpose: to enter a college or university or to be better prepared to enter the work force. Differentiate guidance according to students' choices. Have students first develop goals and objectives and accumulate résumé data, including contact information, education, experience, honors and activities, and references. Next, have them write the résumé. Direct students to Purdue's Online Writing Lab's help guide for writing résumés at:
http://owl.english.purdue.edu/workshops/hypertext/ResumeW/. Provide time in a computer lab, if possible, for the access of the site and the development of the résumé. Have students publish this résumé for assessment and for placement in the final application or portfolio. Develop a rubric for scoring, or access the General Writing Rubric BLM, which is provided.

Upon completion of their résumés, lead students to write an essay appropriate for their specific purpose. For those students seeking guidance and information on careers, lead them to write an autobiographic statement or profile essay in which they assess their own strengths and weaknesses in a way that will apply to the career of their choosing, or define their personality, abilities, and aptitudes in a manner that would allow future employers to identify them as career ready. You could also have them respond to one of the following:

- Read the following quote. Then, write an essay in which you assess your competencies in the identified three major skill areas. Based upon your assessment, what must you do to prepare yourself better to step into the career world?

  "While there is no debate that a rigorous level of academic proficiency, especially in math and literacy, is essential for any post-high school endeavor, the reality is that it takes much more to be truly considered ready for a career," the paper reads. "Career readiness involved three major skill areas: core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employable skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway." Source:
  http://www.insidehighered.com/news/2010/04/14/definition#ixzz1wzED5WJ2
  Inside Higher Ed

- Research the career of your choice, and then write an essay in which you give an overview of the career selection and discuss what it will require for you to step into that career, personally, academically, and professionally.

For the college application, lead students to respond to a prompt from their selected college or university's application or from the list below:

- Evaluate a significant experience and its impact on you.
- Describe a person who has had a significant influence on you and the person's influence on you.
- When someone tells you to think outside of the box, how do you do it? Give an example, and explain the situation and its impact on you.
- Select a literary character that has changed your life in some way. Describe the character and explain his or her influence on you, being sure to note specific textual evidence to support your opinion.

Lead all students through a writing process in the development of these essays. After peer and teacher conferencing to edit and revise, have students publish their essays, using available technology.

2013-2014 Extension to Activity 7 (Add CCSS: W.11-12.6)

To extend this activity in 2013-2014, have students use an online shared documents site to peer edit and review such as googledocs.com. This will engage students in an interactive process that will provide them with immediate feedback and allow them to participate in an ongoing discussion with peers throughout the development of their essays.

Following is a list of resource links for teachers and students to use in this process:

- The College Board: http://www.collegeboard.com/student/apply/index.html
- U. C. Berkeley: http://students.berkeley.edu/apa/personalstatement/index.htm
- OWL at Purdue: http://owl.english.purdue.edu/owl/resource/642/01/
- The Common App: https://www.commonapp.org/CommonApp/default.aspx

Activity 8: Travels: Now and Then (GLEs: 15c, 16c)

Materials List: learning logs, pen

After reading the prologue to *The Canterbury Tales*, have students read the quote by William Blake and then write a *learning log* (view literacy strategy descriptions) response to the given prompt.

As William Blake said,

> The characters of Chaucer's pilgrims are the characters which compose all ages and nations: as one age falls, another rises, different to mortal sight, but to immortals only the same; for we see the same characters repeated again and again, in animals, in vegetables, minerals, and in man: nothing new occurs in identical existence; Accident ever varies, Substance can never change or decay. Of Chaucer's characters, as described in his Canterbury Tales, some of the names or titles are altered by time, but the characters themselves for ever remain unaltered, and consequently they are the physiognomies or lineaments of universal human life, beyond which Nature

never steps. Names alter, things never alter. I have known multitudes of those who could have been monks in the age of monkery, who in this deistical age are deists. As Newton numbered the stars, and as Linneus numbered the planets, so Chaucer numbered the classes of men…Every age is a Canterbury pilgrimage; we all pass on, each sustaining one or other of these characters.

Prompt:

Agree or disagree with Blake's premise. If you see similarities in Chaucer's types to types of people you know, give several examples. If you had to classify yourself as one of Chaucer's pilgrims, which one are you most reflective of, and how does your character reflect that type? Chaucer's people journeyed, ostensibly, for religious reasons. What purposes propel your "journey?" If you disagree with Blake, make the case for the differences time has made in the types of people, their purposes, and their journeys, using evidence from both your life and Chaucer's prologue to prove your point.

Activity 9: A Descriptive Profile (GLEs: <u>15c</u>, 16a, 16b, 16c, 16d, 16e, 16f, 16g,<u>19a</u>, <u>19b</u>, <u>19c</u>, <u>19d</u>; CCSS: <u>W.11-12.2b</u>, <u>W.11-12.2d</u>)

Materials List: paper, pen

After reading the Prologue and discussing the pilgrims and the types of "characters" along for Chaucer's journey to Canterbury, have students identify the pilgrim (character) they would deem the ideal traveling buddy. Based upon their understanding of Chaucer's character, have students write a descriptive profile of the perfect traveling companion, noting ideas both from their life experience and their experience with the prologue. This will require that they write an explanatory text to examine and convey complex information through selection, organization, and analysis of relevant content. Have them use writing processes to develop the profile and focus on extending the development of individual style by following these ideas:

- avoiding overused words, clichés, and jargon
- using a variety of sentence structures and patterns
- selecting diction that sets tone and mood
- choosing vocabulary and phrasing to reflect the character and temperament or voice of the writer
- selecting significant and relevant facts and details to convey the "character" to the intended audience
- using precise language and domain-specific vocabulary and techniques (e.g., metaphor, simile, analogy) to manage the complexity of the topic

Encourage students to develop distinctive characterizations by including a physical description that hints of the inner person and specific details that reveal character through action, thought, or deed. Mannerisms, body language, tones, and physical, mental, or emotional quirks are all fair game for consideration. The ultimate goal is to present a character that both outwardly and inwardly reveals himself as a person easily judged through a close perusal of the written profile. Have students participate in peer-editing

conferences that focus on assessing the use of the required stylistic techniques. Next, have them revise and publish their profiles using available technology, such as a word-processing program.

Activity 10: A Look at the World of the Middle Ages (GLEs: 09a, 09c, 29a, 34a, 34b, 37d, 39c; CCSS: W.11-12.7)

Materials List: list of research topics, print and non-print resources for research, paper, pen, Middle Ages Project Rubric BLM, Middle Ages Presentation Rubric BLM

Facilitate an introduction to the Middle Ages by guiding students through a sustained research project. Direct students to write a response to a prompt such as this: Select one topic about the world of the Middle Ages for research, brainstorm a list of questions about the selected topic to guide the research, compile a list of interesting facts, record all bibliographic information for each source used, and report to the class on the topic in an interesting manner.

Student Prompt:

Imagine that you are about to join Geoffrey Chaucer on a pilgrimage to Canterbury. To prepare for the trip, you are to research a topic related to Chaucer's world. Each of you has one topic that, in some way, shapes the world of the Middle Ages. Some of your topics are historical; others are religious and societal. A study of all the topics will provide you with knowledge of England in the Middle Ages. You will have a chance to see how the historical documents and records comment on life as it was in the Middle Ages. Also, you will have a chance to review and practice your research skills. Good luck, my fellow travelers. May your quest be blessed with both information and insight.
Direct students to select ONE topic from a list that may include the following:

- Medieval Ballads
- The Norman Conquest
- The Archbishop of Canterbury
- The Power of the Pope
- The Four Humors
- The Major Themes of the Arthurian Legend
- Canterbury Cathedral
- Thomas à Becket
- Henry II, IV
- Richard II
- Medicine in the Middle Ages
- The Corruption of the Catholic Church
- Peasants' Revolt of 1381
- Rights of Women in the Middle Ages
- Feudalism
- Chivalry

- The Vows of the Monastery
- The Black Plague
- The 100 Years War
- The Birth of the Middle Class
- The Crusades

In this task, student research of an individual topic should include the following:
- use of organizational features in print and electronic texts to locate information
- use of standards set by the teacher (MLA format, minimum of four sources used, etc.)
- a student-generated list of research questions
- inferences and conclusions based on research findings
- a compiled list of facts pertinent to the study of the Middle Ages, gathered and synthesized from multiple and various sources
- a Works Cited page for source acknowledgement
- a visual and a presentation from the list of facts

Student presentations should be brief and concise reviews of the topic. As individual class members record the information for further reference by using *split-page notetaking* (view literacy strategy descriptions), presenters demonstrate understanding of their topics/subjects under investigation/questioning by their classmates. The split-page notetaking strategy requires that students summarize the main points of their peers' presentations on the right side and on the left record the topic being discussed, questions to be asked, and ideas being considered.

Following is an example of what students might record in this *split-page notetaking* exercise:

Gothic Architecture	Qualities: light and unity of design; characteristics: pointed arches,
	ribbed vaults, buttresses; often use stained glass windows and
	gargoyles; two notable structures: Canterbury Cathedral and Notre Dame
The Black Plague	Also called the bubonic plague; 25-50% of Europe fell victim to this
	pestilence; spread by fleas from infected rats; caused a labor shortage
	which ultimately led to the end of feudalism
Thomas à Becket	A Norman who rose to great power under his friend King Henry II;
	was first chancellor then archbishop of Canterbury; Henry planned to
	use his friendship with Thomas to gain strength over the Church;
*What impact does this have on the Medieval Church and Chaucer?	however, Thomas often sided with the Pope, which led to his
	"accidental" death by Henry's knights; became a saint
	*Setback for the monarchy which ultimately leads, in part, to the
	corruption of the Catholic Church (Chaucer writes of this in his
	Canterbury Tales)

Assess the research projects using the Middle Ages Project Rubric BLM and the

presentations using the Middle Ages Presentation Rubric BLM. These presentations will serve as the foundation for your introduction to the Middle Ages and Geoffrey Chaucer's *Canterbury Tales*.

Activity 11: The Middle Ages in Action: Viewing *Becket* (GLEs: <u>32d</u>; CCSS: <u>RL.11-12.7</u>)

Materials List: 1964 film *Becket*, Internet access, LCD projector, paper, pen

Introduce this film by reinforcing information learned in research and presentations. Then, direct students to record notes and points of interest in their *learning logs* ([view literacy strategy descriptions](#)) as they view the 1964 film *Becket* (directed by Peter Glenville and starring both Richard Burton and Peter O'Toole). This source will give students a feel for the political and religious turmoil of the Middle Ages, particularly that of the struggle between King Henry II and Thomas à Becket. Once viewing is complete, use the following websites to project historical information on both King Henry II and Thomas a Becket:

- http://www.britainexpress.com/History/Henry_II_and_Thomas_a_Becket.htm
- http://www.bbc.co.uk/history/british/middle_ages/becket_01.shtml
- http://www.middle-ages.org.uk/timeline-of-king-henry-ii.htm
- http://www.historylearningsite.co.uk/thomas_becket.htm

Have students return to their notes from the film to make revisions based upon their comparing the film to the historically accurate facts. Some items of note should be:

- the friendship between Henry and Becket
- Henry's power as king
- Becket's becoming Archbishop of Canterbury
- the religious turmoil of the period
- Becket's murder
- Becket's martyrdom

Discuss the comparison with students, evaluating how the film version interprets the source text, or historical fact and documentation. Then, have students write either a film review or a film critique in which they apply analytical skills to a media presentation. Their reviews or critiques should include information gathered in their notes and address the presentation of facts in both the film and in their research. Students will present their interpretations of the film in a whole-class discussion, which will serve as an introduction into the study of Chaucer's *Canterbury Tales.*

*If time and resources permit, have students read the play on which this movie is based, Jean Anouilh's *Becket*. While rather lengthy for a play (144 pages), the selection offers a straightforward approach to the conflict between these two best friends and would provide another comparison between a primary text and an adaptation. If time is limited, pull only a key scene, and have students compare the film, the history, and the scene in the effectiveness of their presentation (e.g. Act IV, scene 3: Henry's conversation with his knights where he says, "will no one rid me of this turbulent priest?").

Note: *Becket* was remastered in 2004 and is readily available in DVD format. However, if

resources do not permit the acquisition of the film, access Fordham University's list of medieval movies available at: http://www.fordham.edu/halsall/medfilms.html.

Activity 12: Medieval Ballads and the Music of Today: A Comparison (GLEs: 09a, 09c, 09d, 09e)

Materials List: background information on the ballad, various medieval ballads for reading, paper, and pen

After reading several medieval ballads, have students generate a list of common characteristics they see among the ballads and compare this list to a teacher-provided or textbook list of characteristics. Next, have students compare selected medieval ballads to present-day pop and/or country music, recording notes in a learning log, and then using their notes for class discussion. In discussion, have students draw conclusions, based upon evidence in both the ballads and the present-day songs and about the ballad genre, its characteristics and themes, as well as its continuing significance. The goal is that students recognize the lasting value of depicting experiences as stories set to rhyme.

Activity 13: Chaucer's Pilgrims: Slices of Medieval Society/ Applying Cicero's Attributes (GLEs: 09a, 09c, 09d, 16d; CCSS: RL.11-12.1, RL.11-12.6, W.11-12.10)

Materials List: background information on Geoffrey Chaucer and *The Canterbury Tales*, audio version of the introduction to "The Prologue," paper, pen, Cicero's Attributes BLM, Peer Attribute BLM

Provide an introduction to "The Prologue" of *The Canterbury Tales* by explaining the frame-tale format, and then reading aloud the first forty-two lines of the narrative. You may access an audio version of these lines in Middle English so students can understand the change in language and its pronunciation. As you discuss the prologue with the class, provide background information on Geoffrey Chaucer and the world in which he lived by building upon information gained in the research presentations and in the viewing of the film *Becket*. Make sure to note the various facets of medieval society as they pertain to each of the characters Chaucer develops in "The Prologue" and as they pertain to the study of Chaucer's works.

After assessing student understanding of Chaucer's introduction and the purpose of this pilgrimage, move to Chaucer's characterization of those along for the journey: the pilgrims. Remind students of the structure of medieval society (the mix of the feudal system and the estate system) and model the characterization of the first pilgrim, the Knight, to expose the techniques Chaucer employs. You may first ask students to note such distinctions of character as these:
- profession—where and how someone works
- physical appearance—how someone looks
- dress—how someone presents him or herself with clothing and accessories
- personality—how someone acts/behaves

- morals—what someone believes as right and wrong and how he or she displays this belief.

To examine further Chaucer's methods of characterization, introduce students to Cicero's "Attributes of Persons," and have students apply them to the pilgrims in "The Prologue." Lead students toward understanding that Cicero was a Roman statesman, orator, and philosopher who developed the eleven attributes to define and describe people and their personality traits. Chaucer, a reader of Cicero, might have used these attributes himself; certainly, the structure of his rhetoric implies it. Use the Cicero's Attributes BLM to project information for the students at the beginning of this activity. This blackline master is a *graphic organizer* (view literacy strategy descriptions) that labels and identifies each attribute in a table format. Distribute a copy of this *graphic organizer* to students so they can record the information from the class discussion and have a model to follow in their own close reading.

Explain Cicero's attributes by giving the definition of each attribute and a model from the text; for example, have students work through an entire pilgrim (continuation of examination of the Knight) as a class to ensure the understanding of the material. To make sure students acquire an understanding of the depth of Chaucer's intricate and purposeful use of language to create a certain effect or to deliver a certain message, review with students the terms *satire* and *irony* and ask students to pay attention to such techniques in their analysis of character. This skill is required to draw conclusions about Chaucer's overall impression of each character, noted on the Cicero's Attributes BLM, and for students to understand the subtleties and nuances both of what Chaucer writes and what he purposefully doesn't write. Then, have students work in pairs and select one of the longer character sketches in "The Prologue," analyze it for the attributes, create a visual representation of the character, and prepare a presentation of their work. Individually, students will compose a unified character sketch of their pilgrim. This sketch will demonstrate understanding and interpretation of the selected character and will cite strong and thorough textual evidence to support the analysis and interpretation, both in what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

As a culminating activity, students will write in a short time frame for a discipline-specific task, purpose, and audience. They will develop a peer character sketch based on Cicero's attributes. Students will use the Peer Attribute BLM to gather information about a classmate in an interview. With accumulated data, they will write a character sketch in the style of Chaucer, including all eleven attributes, eight or more rhymed couplets, and humor (irony, but no sarcasm).

Activity 14: Chaucer's Tales (GLEs: 09a, 09c, 09d, 09f; CCSS: RL.11-12.1)

Materials List: background information on literary tales and Chaucer's *Canterbury Tales*, student logs, pen

Provide an overview of Chaucer's tales, their types, and their themes. Then, have the class read one of the most frequently read tales (e.g., "The Pardoner's Tale"). To aid in student understanding of Chaucer, utilize *reciprocal teaching* (view literacy strategy descriptions), a

strategy in which students use four categories of comprehension processes: summarization, questioning, clarifying, and prediction to help or teach each other to understand text. Prior to reading the tale, the teacher or the class should identify specific places in the text where students, in groups of four, should stop and have their *reciprocal teaching* conversation. In this conversation, have students work through all categories; have students move to a different category after each round of speaking, so each student has practice with all four components.

For example:
If the class were reading "The Pardoner's Tale," you might choose the following places in the tale as cut-points for groups to stop and complete a reciprocal teaching conversation. For each stop-point, groups should rotate from one category to the next, including the following points:
- summarizing: write a summary statement (or statements) for the section; share with the group
- questioning: write questions or pose questions to the group while reading the section
- clarifying: point to the text for clarification of the questions asked/for help in solving a particular issue
- predicting: make predictions about the next section; check predictions after reading each section

Cut-Points (Sections) of "The Pardoner's Tale"
1. Lines 1-35: Drunkenness
2. Lines 36-86: Gluttony
3. Lines 87-126: Wine/Drunkenness
4. Lines 127-166: Gambling
5. Lines 167-198: Swearing/False and Great Oaths
6. Lines 199-305: First Part of the Tale
7. Lines 304-374: Second Part of the Tale
8. Lines 375-440: Third Part of the Tale
9. Lines 441-506: The Pardoner talks to the Group

*Most of Chaucer's tales are available online as e-texts. Following are links for "The Pardoner's Tale":
- http://classiclit.about.com/library/bl-etexts/gchaucer/bl-gchau-can-pard.htm (without pagination/line numbering)
- http://www.canterburytales.org/canterbury_tales.html (with pagination/line numbering)

Following the *reciprocal teaching* activity, direct students to analyze the tale by answering evaluative and reasoning questions such as the following. As students record their answers in their learning logs, make sure they cite strong and thorough textual evidence for support of each of their responses.
- What type (genre) is the tale?
- How would the pilgrims react to this tale?
- Why does the pilgrim tell the particular tale he tells?

- How does the match between teller and tale make Chaucer's accomplishment more significant?
- What is the most distinguishing literary (or other) trait in this tale?
- What is the moral of the tale?

After a class discussion of the answers, have students write log entries that respond to questions of personal relevance, such as the following:
- What was the predominant emotion this story evoked in you?
- What details from the story created this feeling?
- What might this feeling prompt you to do differently in life?

Activity 15: Chaucer's Morals: A Morsel for Everyone (GLEs: 09a, 09d, 09h, 29a, 35a, 35b, 37c, 38d; CCSS: RL.11-12.1, W.11-12.9a, W.11-12.10)

Materials List: Chaucer's Tales BLM, paper, pen, research materials, copies of selected tales for study

Working in pairs or threes, have students select another of Chaucer's tales to read and analyze from a list such as the following:
- *The Pardoner's Tale* (if not used in model lesson)
- *The Nun's Priest Tale*
- *The Knight's Tale*
- *The Wife of Bath's Tale*
- *The Franklin's Tale*
- *The Summoner's Tale*
- *The Miller's Tale*

Lead students (in collaborative groups) through the following process in studying their selected tales:
- Read and annotate the selected tale from the list above; all members of one group read the same tale.
- Meet with group to discuss the tale, ensure comprehension, make note of the particular type of tale and its characteristics, and analyze particular elements for study. *Groups may choose to share in a *reciprocal teaching (*view literacy strategy descriptions) conversation as modeled in Activity 11.
- Retell the story for the class (groups may elect a spokesperson or share in the retelling).
  - After each group retells a tale, have class complete the Chaucer's Tales BLM (graphic organizer) that identifies primary characters, summarizes the key points of the action, identifies the type of tale, and analyzes its moral or message.
- Research a critical article on the tale (as a group).
- Summarize the article and include bibliographic information.
- Reconvene with group, and apply research to analysis by pointing out key ideas brought forth in the critical articles and discussing how those ideas connect to the

group's thoughts about the tale.
- Offer insight from research and analysis in class discussion.
  - In class discussion, groups should give the relationship between the teller of the tale and the tale itself, pointing to specific textual references from both the tale and the critical article to support their opinion and analysis.
- Individually, students are to compose and publish a multi-paragraph documented analysis of the tale.
  - This step will involve writing a multi-paragraph literary analysis that includes documented critical information drawn from literary and/or informational texts to support analysis, reflection, and research as well as strong and thorough textual evidence to support student analysis and interpretation. Students will write over an extended time frame to provide time for research, reflection, and revision.
  - Resources for helping students with writing literary analysis with documentation:
    - http://www.gmc.edu/students/arc/documents/Literary%20analysis.pdf
    - http://classfolios.org/learningresource/ConventionsofaLiteraryAnalysisJuly08_000.pdf
    - http://owl.english.purdue.edu/owl/resource/618/01/

Activity 16: Knighthood, Chivalry, and Courtly Love/ Arthurian Legends (GLEs: 15d, 16c, 16d, 16e; CCSS: RL.11-12.1)

Materials List: background information on the Arthurian legend, copies of excerpts from Thomas Malory's *Le Morte d'Arthur*, paper, pen, art materials

Have students research and define words associated with knighthood; for example, *chivalry, feudalism, courtly love, the Crusades, Charlemagne, The Arthurian Legend, truth,* and *gentilesse*. Then, pose the following question: Based upon your perception, texts you have studied, and experiences you have had, do concepts, such as chivalry and courtly love, exist today? Briefly discuss their responses.

Then, lead students as they read an excerpt from an exemplary Arthurian piece where they will see the ideas of chivalry and courtly love portrayed: Thomas Malory's *Le Morte d'Arthur*. Direct students to use their *learning logs* (view literacy strategy descriptions) to identify and list the main story elements (hero, character, setting, theme, symbol, and motif) as they read for usage in both a class discussion and an analytical response. Lead a discussion of the similarities and differences between King Arthur and his legends and Beowulf (which they studied in Unit 1) and his legendary fame. Have students view film clips from films (e.g., *Excalibur*) that chronicle legendary figures. Then, have students write a brief analytical response about an element of Malory's work. Responses should include strong and thorough textual evidence for support of student analysis and interpretation.

Activity 17: The Romance in Medieval Literature (GLEs: <u>09e</u>; CCSS: <u>RL 11-12.10</u>)

Materials List: background information on the literary romance, copies of selected romance for study, paper, pen, Romance Analysis Rubric BLM

Provide information about the characteristics of the literary romance. Have students use the background knowledge about knighthood in the Middle Ages as they read a selected Arthurian romance (or the Breton lais) such as *The Wife of Bath's Tale*, *Sir Gawain and the Green Knight*, *Idylls of the King*, *Lanval*, or *Brut*. Have them analyze and discuss the selected romance in terms of its characteristics, theme, and points of contrast with earlier literature of Britain. Analysis and discussion should be substantiated with cited textual evidence. This analysis and discussion should lead to a greater awareness of the texts by students and to the subtleties and complexities therein.

After students have an understanding of the literary romance, lead them to make connections with a modern romance, either through discussion, viewing a film, or reading cuts from various selections. Lead students through an *SQPL* ([view literacy strategy descriptions](#)) exercise to facilitate this connection. This strategy (student questions for purposeful learning) is designed to gain and hold students' interest in the material by having them ask and answer their own questions. To begin this exercise, post the following statement on the board: *The literary romance never really changes.*
Have students pair up and generate two questions, based on the statement, they would like answered. Have pairs present their questions to the class as you record the questions for the class, noting particularly those that repeat. Have students record all questions for response as they cover their material. If needed, add other questions to the list, and then direct pairs to their selections for further study. (Make assignments from the list below, or allow pairs to generate ideas.)

Have pairs view their selected films or read their selections; as they view or read, instruct them to attempt to answer those questions that were generated by the class based on the *SQPL* statement. Have pairs report to the class and share how their particular modern romance answered the class questions. From this point, record any information that seems to be a common thread or idea across the class and close the discussion with students' appreciation of the modern romance. The resulting activity should lead students to see the lasting value of the adventure story known as the "romance" as well as demonstrate students' abilities to read and comprehend literature at a high level of complexity, both independently and proficiently.

Suggestions for connections:
- *The Lord of the Rings* by J. R. R. Tolkien
- *Star Wars* by George Lucas
- *Harry Potter* by J. K. Rowling
- *The Princess Bride* by William Goldman
- *The Once and Future King* by T. H. White
- *Possession* by A. S. Byatt

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are samples of assessments that could be used with this unit.

General Assessments

- Students will deliver oral presentations on research topics pertinent to the study of the Middle Ages.
- Students will produce a list of research facts. The teacher will develop a rubric for scoring this list that addresses both content and research skills; for example:
  - ➢ inclusion of facts
  - ➢ accuracy and clarity of facts
  - ➢ bibliographic information for all sources included
  - ➢ bibliographic information in MLA format
- Students will retell a Chaucerian tale in their own words in a selected format. The teacher will develop an activity rubric that encompasses both the composition of the rewritten text and the overall creativity involved in the retelling.
- Students will respond to journal prompts that call for analysis of character, theme, humor, setting, romance, and style.
- Students will participate in collaborative activities that further their understanding of the literature studied and direct their abilities to make meaning from their readings.

Activity-Specific Assessments

- Activity 7: Students will write an autobiographical essay appropriate for college admissions or career preparation and readiness. Develop a rubric that encompasses organization, content, style, and mechanics. The scoring should emphasize the development of relevant and supporting detail, engagement of audience through a clear voice, and a clear and intentional development of the significance or relevance of the selected topic to the applicant. If needed, use the General Writing Rubric BLM, which is provided.

- Activity 13: Students will write a peer character sketch following Chaucer's model in *The Canterbury Tales*. Develop a rubric for this sketch that encompasses the elements required, such as line length, rhyming couplets, use of humor, and inclusion of Cicero's eleven attributes, or use the Peer Character Sketch Rubric BLM, which is provided.

- Activity 15: Students will write a multi-paragraph literary analysis of one of Chaucer's Canterbury Tales. This essay will include both analysis of the tale and supporting literary criticism from research. Develop a rubric that encompasses the analysis of the tale, use of supporting details, incorporation of criticism, documentation, and works cited, or use the Documented Tale Analysis Rubric BLM, which is provided.

- Activity 17: Students will write a multi-paragraph composition that synthesizes information studied in the romances of the Middle Ages in response to the following prompt:

    Looking Back: The Idea of Romance: Select any two or three works studied thus far; identify one common "romance element" evident in the works. Compare and contrast the development of the romance element, and explain the significance it has to the works and to today's readers.

  For this assignment, develop a rubric that encompasses the analysis of the works studied, the inclusion of romance elements, the comparison drawn, and the significance of the comparison, or use the Romance Analysis Rubric BLM, which is provided.