

**Summit Public Schools
Summit, New Jersey
Grade Level: 11/12 Content Area: English
Length of Course: Full Year**

English Elective: Humanities

Course Description: Humanities examines the development of Western Culture. Units include The Ancient World, Greek Classicism & Rome, The Middle Ages, and The Renaissance & Beyond. Representative examples of art, architecture, philosophy, music, drama, dance, film, photography, history, criticism, ethics, literature and law are examined. This interdisciplinary exploration of Western Culture provides students with many opportunities for speaking, thinking, viewing, interpreting, writing, researching and understanding.

**Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension**

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

1. Read and comprehend complex literary and informational texts independently and proficiently.

**Anchor Standard—Writing:
Text Type and Purposes:**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.

**Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration**

Comprehension and Collaboration:

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Anchor Standard—Language:
Conventions, Effective Use and Vocabulary**

Conventions of Standard English:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

UNIT 1: What is art? / Paleolithic / Neolithic / Ancient Egypt

Unit summary and rationale: After establishing a common vocabulary to discuss, interpret and evaluate art, we begin our study of Western Civilization with a brief survey of paleolithic, neolithic, and Ancient Egyptian cultures. This unit is the foundation for the entire course, as we return again and again to consider the contexts and evaluate the creative products of each culture we study. The interdisciplinary nature of this course connects to many other subjects and students' personal curiosity about human beliefs and creative pursuits makes this unit -- where we go back to very early human history and Ancient Egypt -- especially engaging.

| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> |
|---|---|
| <ul style="list-style-type: none"> • What is art? • What compels people to make art? • How does one analyze and evaluate a work of art? • How are the voices of the artists heard through their work? • How does art represent the values and philosophy of early society? • How does art function as a didactic tool for those in power? | <ul style="list-style-type: none"> • Art is subjective and interpretative and is subject to the perspective of its time. • In defining art, there are several elements to evaluate: artist's voice and purpose, relevant symbols, modality, and techniques. • One of art's functions is to enact a record of the world. • Paleolithic, Neolithic and Egyptian art is recognized by defining artistic characteristics and its applicable value to today's art world. |
| <p>Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)</p> | <p>Unit Learning Activities: <i>Students will...</i></p> |
| <p>READING: RI.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly</p> | <ul style="list-style-type: none"> • View different pieces and decide if they should be considered "art" |

as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI 11-12.10 Read and comprehend complex informational texts independently and proficiently

WRITING:

W 11-12.1 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.6. Use technology, including the Internet, to produce, share, 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 based on focused questions, demonstrating understanding of the subject under investigation

SPEAKING AND LISTENING:

SL 11-12.1 Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL 11-12. 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

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.

LANGUAGE:

L 11-12.6 Acquire and use accurately a range of 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

- Examine graffiti past and present, deciding if it is art or vandalism, then create a piece of "tag" art
- Learn and apply the basic vocabulary terms for examining and evaluating art by carefully observing Hopper's *Nighthawks*, then watching art history scholars discuss the painting on video (smarthistory.org), then practice this skill with peers before an individual assessment
- Read and discuss various informational texts, including textbook sections (Dennis J. Spore's *The Creative Impulse*) for context about Paleolithic, Neolithic and Ancient Egyptian art
- Learn about the Venus of Willendorf and other Venus figurines from the paleolithic era through articles and videos
- Take virtual field trips to see cave paintings at Lascaux and to visit Stonehenge
- Study hieroglyphics and compare them to today's emoji (video and discussion)
- Study mummification and read excerpts from *The Book of the Dead*
- Watch a full-length recent documentary film (PBS Nova) about the building of the Great Pyramid of Giza

| | |
|---|--|
| knowledge when considering a word or phrase important to comprehension or expression. | |
| ASSESSMENTS | |
| Summative: <ul style="list-style-type: none"> Combine what students have learned about evaluating art AND about Ancient Egypt by researching a type of art or architecture, evaluating three pieces, and presenting that information to classmates using slides | Formative: <ul style="list-style-type: none"> Write independent assessment of an art piece using the terms we are learning Write reflection after the virtual field trips Quiz about Ancient Egypt Submit notes on videos Responses to questions about Ancient Egyptian life as revealed by the documentary film |

UNIT 2: Ancient Arts - Greece and Rome

| | |
|---|--|
| Unit summary and rationale: Students are more familiar with Ancient Greece and Ancient Rome than they realize, for the cultures of both civilizations continue to be apparent in their world today. From the style of the pillars on the White House and other prominent buildings to the Olympic Games, we are surrounded by the very best of what these civilizations had to offer. This unit is particularly valuable because it provides students with the context they need to better appreciate a beloved book series like Percy Jackson, references made in pop music, and perhaps even the architecture of their own houses. | |
| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
| <ul style="list-style-type: none"> In what ways do the Ancient Greeks and Ancient Romans continue to shape our world today? | <ul style="list-style-type: none"> The ancient Greeks and Romans continue to be revered and studied for their extensive contributions to philosophy and political thought. Architectural styles pioneered by the ancient Greeks can be found in buildings across the world. Technological advancements discovered by the ancient Romans, such as aqueducts, continue to influence technology today. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Greek and Roman mythology continue to appear in today's popular culture, such as songs and popular book series. • The rich tradition of Greek theater laid the foundation for today's greatest works of drama including Shakespeare and the like. |
| Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>) | Unit Learning Activities: Students will... |
| <p>READING:</p> <p>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.</p> <p>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</p> <p>WRITING:</p> <p>W.11-12.2: 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.</p> <p>SPEAKING AND LISTENING:</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> | <ul style="list-style-type: none"> • Watch and take notes on Crash Course World History #5 for an introduction to the Persians and The Greeks • Work with partners/small groups to take jigsaw notes on the following terms using the <i>Creative Impulse</i> textbook: Minoans, Myceaneans, Dark Centuries and Hellenes, Polis, Olympian gods, Love of Wisdom • Watch and take notes on a video from Newcastle University on red and black figure pottery • Use the concepts learned in the pottery video to create their own Grecian Urn on paper that tells a story or demonstrates a personal value • Watch and take notes on a lecture from Smarthistory on Greek Architectural Orders • Participate in a game called "Guess the Order" in which each team will need to identify the orders on buildings from the United States • Participate in a virtual tour of the Parthenon and reflect on their findings in writing • Complete a webquest on the history of the Olympic Games • Watch and take notes on an overview of Ancient Rome • Use resources from National Geographic to view and describe Roman technological innovations and analyze how technology helped the Romans control a growing empire |

| | |
|---|--|
| <p>LANGUAGE:</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> | <ul style="list-style-type: none"> • Use <i>The Creative Impulse</i> to read and take notes on Roman painting and sculpture terms such as fresco, trompe l'oeil, and funerary art • Make their own Mosaic tile on paper • Watch BBC <i>Pompeii: The Last Day</i> to understand the timeline of the fall of Pompeii • Complete a song analysis activity for "Pompeii" by Bastille and make connections between the song and the events of the explosion |
| <p>ASSESSMENTS</p> | |
| <p>Summative:</p> <ul style="list-style-type: none"> • Exploring Ancient Roman Art and Life: Students will work in groups to research a topic of interest that was not discussed in class, such as Roman fashion, festivals, or theater, and create and present a slideshow for the class. Slideshow will include relevant background information and feature four examples of the item that students will analyze using elements of art/principles of design terms. | <p>Formative:</p> <ul style="list-style-type: none"> • Multiple choice assessment on topics covered on Ancient Greece • Multiple choice assessment on topics covered on Ancient Rome • Exit ticket reflections on videos watched • Participation in small group and whole class discussions on videos watched |

UNIT 3: Middle Ages: Judaism, Early Christian, Islam, Byzantine Empire

| | |
|---|--|
| <p>Unit summary and rationale: Overlapping in time with Unit 2 (Judaism/ Early Christianity), this unit moves into the cultural contributions from the monotheistic religious traditions from the areas of the Roman empire and into the Middle Ages. Today's students have varied experience and background with formal religious knowledge, and this unit attempts to provide contexts for the kinds of art, architecture and music that was created during this time period. Students with some religious training will find the subjects of the art we are studying familiar, and students without that training will come away with at least a basic understanding of its significance for the societies which created these works. Much of the religious iconography and the patternwork of Islamic art are still with us in our current public (and private) spaces, so understanding something about them will help students be more culturally aware.</p> | |
| <p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> |
| <ul style="list-style-type: none"> • How does art, architecture and music represent the values, religion and philosophy of these three world religions? | <ul style="list-style-type: none"> • Religious beliefs and traditions are reflected in the artistic output of the culture that creates them |

| | |
|---|--|
| <ul style="list-style-type: none"> • How does artistic expression function as a tool for those in power in these societies? • How are our current philosophical or religious beliefs reflected (or not) in these works? | <ul style="list-style-type: none"> • Iconography is a kind of shorthand depicting important religious figures in Christianity • In Islam, recurring patterns and motifs reveal the eternity of Allah • Architecture and music of the period encourages visitors to experience awe and reverence in the presence of the divine |
| <p>Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)</p> | <p>Unit Learning Activities: <i>Students will...</i></p> |
| <p>READING: RI 11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RI 11-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RI 11-12. 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. RI 11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>WRITING: W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W 11-12.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SPEAKING AND LISTENING: SL 11-12.1 Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others'</p> | <ul style="list-style-type: none"> • Read and discuss background material from <i>The Creative Impulse</i> to provide context on the belief systems of these three major religions • Watch and discuss Khan Academy videos that provide historical context for this time period and these places • Using teacher-directed websites and videos, read about the architecture of Jewish temples and about the Roman siege of the Second Temple of Jerusalem in 70 AD, including information on the Arch of Titus • Jigsaw reading: students divide, read and discuss articles on Early Christian art and the catacombs • Take notes on Christian iconography with resources provided, then play a game of "Name that Saint," using their notes to determine the people in the paintings shown • Take notes from videos/ textbook on Byzantine history and early art, plus the differences between the Roman and the Byzantine empires • Explore Byzantine architecture with videos/ virtual tour of the Hagia Sophia • Explore Islamic Art and architecture with readings and videos, take notes, reflect, discuss • Watch <i>The Story of Music</i>, part 1 and <i>Music in the Islamic World</i> part 1: take notes. discuss |

| | |
|---|--|
| <p>ideas and expressing their own clearly and persuasively. SL 11-12. 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>LANGUAGE: L 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | |
| ASSESSMENTS | |
| <p>Summative:</p> <ul style="list-style-type: none"> • Illuminated letter project: students design and create their own illuminated letter on cardstock in the style of Islamic calligraphy or the Illuminated letters in Christian Bibles from the Middle Ages | <p>Formative:</p> <ul style="list-style-type: none"> • Notes and reflections on textbook reading and context videos • Completed handouts and discussions: Jewish Architecture, Early Christian Art, Byzantine Art and architecture, Islamic art and architecture, and early music history • Partner assessment - evaluating Byzantine Art |

UNIT 4: Middle Ages - Europe

| | |
|---|--|
| <p>Unit summary and rationale: For many students, the Middle Ages is better known as the “Dark Ages,” a time of little technological progress, jousting, and Monty Python. The goal of this unit is to expand their understanding of the time period with the goal of highlighting the many advancements that were made in the fields of art and architecture. Students will learn the real history behind high-interest topics such as vikings and jousting and have the opportunity to see where popular tv shows like Vikings or “dinner and a show” establishments like Medieval Times embellish on the truth.</p> | |
| <p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> |
| <ul style="list-style-type: none"> • In what ways were the “Dark Ages” not very dark at all? | <ul style="list-style-type: none"> • The Middle Ages were a time of great progress in terms of the arts and the sciences. |

| | |
|---|---|
| <ul style="list-style-type: none"> How do the art and culture of the Middle Ages in Europe appear in our world today? | <ul style="list-style-type: none"> Many of the accomplishments of the Middle Ages laid the groundwork for the achievements of the Renaissance. The rise of Christianity during the Middle Ages played an important role in the flourishing of the religion in Europe. |
| <p>Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)</p> | <p>Unit Learning Activities: <i>Students will...</i></p> |
| <p>READING:</p> <p>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.</p> <p>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</p> <p>WRITING:</p> <p>W.11-12.2: 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.</p> <p>SPEAKING AND LISTENING:</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>LANGUAGE:</p> | <ul style="list-style-type: none"> View and take notes on a video overview of the Middle Ages in Europe by Khan Academy Read p. 211-213, p. 215-217, and p. 213-215 of <i>The Creative Impulse</i> and contribute to a whole-class slidedeck by taking notes on the following concepts: The Medieval Church; Charlemagne's Empire; Monasticism; Mysticism; Feudalism Watch a video on the Viking Age and complete a short comprehension quiz afterwards Watch and answer questions on a BBC documentary on Sutton Hoo Participate in a jigsaw-style group activity in which each member reads an article about Ship Burials, Anglo-Saxon Art, or Viking Art; and teaches their article to the other group members Watch and reflect on the story of Beowulf and its connections to modern-day hero stories through journaling and group discussion Complete a Charlemagne trivia game using an article from Mental Floss |

| | |
|---|---|
| <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> | |
| <p style="text-align: center;">ASSESSMENTS</p> | |
| <p>Summative:</p> <ul style="list-style-type: none"> Students will work in partners or groups to teach the class about a chosen Middle Ages topic, such as Romanesque/Gothic architecture, arms/armor, music and instrumentation, or fashion and create and present a slideshow for the class. Slideshow will include relevant background information and feature four examples of the item that students will analyze using elements of art/principles of design terms. | <p>Formative:</p> <ul style="list-style-type: none"> Exit ticket reflections on videos watched Participation in small group and whole class discussions on videos watched |

UNIT 5: The Renaissance

| | |
|--|--|
| <p>Unit summary and rationale: Following our study of the Middle Ages, this unit moves into the cultural contributions from Italy, Spain and Northern Europe from the 15th and 16th centuries. Students are already familiar with some visual art and architecture from this period whether they know it or not because many of the masterpieces of the Renaissance are still part of our popular culture. Students will engage in inquiry both on their own and with small groups to pursue interests that relate to this time period and share their research with the class. At an age where everything is “all about them” developmentally, students can appreciate the origins of the modern emphasis on the importance of the individual. They will make the connections between this time period and the beginnings of our modern society.</p> | |
| <p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> |
| <ul style="list-style-type: none"> What did the “rebirth” of art mean for the average person? What are the elements of Humanism and how were they demonstrated in the creative pursuits of this time period? | <ul style="list-style-type: none"> Power shifts from religious elite to the individual and individual experience during the Renaissance, and this is represented in various artistic works. |

| | |
|---|---|
| <ul style="list-style-type: none"> • Why were the key artists and art of the Renaissance transcendent? • How are these Renaissance works perceived today? | <ul style="list-style-type: none"> • Classical forms in sculpture inspired the pursuit of an emotional charge, heroic ideal, i.e. Michelangelo's <i>David</i>. • The work of Renaissance inventors and artists would inform the artists, scientists, and industrialists for centuries to come. |
| <p>Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)</p> | <p>Unit Learning Activities: <i>Students will...</i></p> |
| <p>READING: RI 11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RI 11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p>WRITING: W 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W 11-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W 11-12.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>SPEAKING AND LISTENING: SL 11-12.1 Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL 11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> | <ul style="list-style-type: none"> • Find a current event about art/ culture to report to and discuss with the class ("Humanities in the News") Note: students begin presenting during this unit, which will carry into the next unit • Compare/ contrast two paintings on the same subject (Madonna and Child) from the Middle Ages and the Renaissance as an opening activity • Explore the historical and philosophical contexts of the Renaissance with video and mini-research using teacher-directed websites and the textbook. Concepts: Humanism, Individualism, Classicism, Patronage, Secularism, Skepticism and The Renaissance Man • Learn how to identify Italian Renaissance art, observe an "art talk" (Sandro Botticelli's, <i>The Birth of Venus</i>) then research a chosen painting and create an art talk video with their painting • Compare two statues of David (Donatello and Michelangelo) and various versions of a pieta, then take photos of each other enacting various Renaissance sculptures and share them in a slide deck • Explore architecture: Brunelleschi's dome, St. Peter's Basilica, the Sistine Chapel and watch film clips from <i>The Agony and the Ecstasy</i> about the creation of the chapel. • Study the panels of "The Last Judgment" and write creatively from the perspective of one of the figures in this work • Big paper/ gallery walk about the Renaissance and Reformation in Northern Europe <i>The Creative Impulse</i> Posters - |

| | |
|--|---|
| <p>SL 11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience. SL 11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>LANGUAGE: L 11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | <p>Martin Luther, Ulrich Zwingli, John Calvin, Science, Christian Humanism, Utopianism</p> <ul style="list-style-type: none"> • Italian Renaissance vs. Northern Renaissance - two paintings, same subject - depiction of the Crucifixion • Northern Renaissance mini-research and presentations with Sutori |
| <p style="text-align: center;">ASSESSMENTS</p> | |
| <p>Summative:</p> <ul style="list-style-type: none"> • Students in small groups create a Sutori on Northern Europe's cultural contributions to this time period. Students gather materials -- beginning in the textbook and branching out -- about France, Germany, England and the Netherlands. <p>For each country, students gather information on the following topics:</p> <ul style="list-style-type: none"> o Painting o Music o Dance o Literature | <p>Formative:</p> <ul style="list-style-type: none"> • "Humanities in the News" notes and discussion questions (continues into Unit 6) • Contexts - shared slide deck • Art talk on an Italian Renaissance painting • Handout/ discussion from <i>The Agony and the Ecstasy</i> • Creative writing: "The Last Judgment" • Posters/ Gallery walk notes on N. Renaissance concepts • Notes sheet - N. Europe v. Italian Renaissance • Discussion after group Northern Renaissance Sutoris |

UNIT 6: Baroque, Rococo, and the Enlightenment

Unit summary and rationale: At this point in their education, students have spent years learning about different forms of government, particularly democracy, but they may only be somewhat familiar with the figures who questioned the role of government in the first place. The beginning of this unit introduces students to some key figures who played a role in

| | |
|---|---|
| <p>shaping how their government is structured today. Students will become reacquainted with the scientists who discovered the most fundamental truths that explain how we occupy space and why we aren't all floating in the air. The art featured in this unit will remind students that for a long time, art was used as a tool of religious and political control and was just as much (and perhaps more so) a powerful tool as it was something to be admired for its beauty. Lastly, students will be able to identify the composers behind the classical compositions they have played in band or heard in commercials or in the background of dramatic scenes in their favorite TV shows and movies.</p> | |
| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> |
| <ul style="list-style-type: none"> To what extent did the artists, scientists, and composers of the Baroque and Enlightenment eras transform their worlds in ways that can still be observed today? | <ul style="list-style-type: none"> Philosophers such as Hobbes and Locke created political theories that continue to be examined today. The art styles that emerged at this time differed according to religion and region (Protestant North vs. Roman Catholics). Catholic artists painted primarily for the Church while Protestants painted for the middle class. The Rococo style was a style of privilege and frivolity that catered to the elite. |
| <p>Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)</p> | <p>Unit Learning Activities: <i>Students will...</i></p> |
| <p>READING:</p> <p>RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>WRITING:</p> <p>W.11-12.2: 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.</p> | <ul style="list-style-type: none"> Watch and take notes on a Khan Academy video explaining the Social Contract with the goal of being able to define a social contract and explain why it is needed for a society to function Participate in a group jigsaw activity in which each group member watches a short video about a Baroque-era philosopher (Hobbes, Descartes, Locke, or Spinoza) and records notes on the philosopher's beliefs about God/religion, human nature, and the government. Students will take notes on each other's philosophers before discussing, as a group, which philosopher's ideas are most present today and how. Watch and take notes on the BBC series <i>Howard Goodall's Story of Music</i>: Episode 2 - The Age of Invention to be able to |

| | |
|---|--|
| <p>W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>SPEAKING AND LISTENING:</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p>LANGUAGE:</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> | <p>define/explain the following terms and figures: violin, concerto, symphony, Vivaldi, Bach, Handel</p> <ul style="list-style-type: none"> • Watch and take notes on a SmartHistory video that explains the characteristics of Baroque art and architecture • Participate in a speed dating activity in which they will be taking on the persona of a Baroque-era scientist, composer, writer, painter, sculptor, or architect and going on short “dates” to learn about each other’s contributions to society • Watch and take notes on a Crash Course World History video on the Enlightenment • Use <i>The Creative Impulse</i> to take notes on the following Enlightenment-era terms: Rationalism, aesthetics, humanitarianism, classicism, feminism • Given a list of Rococo painting characteristics, participate in a class discussion on Jean-Honoré Fragonard’s <i>The Swing</i> with the goal of identifying Rococo elements in the painting • Participate in a virtual tour of Versailles • Participate in a virtual tour of 21 Neoclassical buildings • Apply their knowledge of Neoclassical paintings to their own hand drawn still-lives • Watch and take notes on the BBC series <i>Howard Goodall’s Story of Music: Episode 3 - The Age of Elegance</i> to be able to define/explain the following terms and figures: Mozart and Haydn |
| <p style="text-align: center;">ASSESSMENTS</p> | |
| <p>Summative:</p> <ul style="list-style-type: none"> • Students will create a children’s book that features a Baroque or Enlightenment era figure or topic. The story must contain ten pages and include original illustrations. The story must be fictional and instructive. | <p>Formative:</p> <ul style="list-style-type: none"> • Exit ticket reflections on videos watched • Participation in small group and whole class • discussions on videos watched • Participation in group activities • Journal reflections |

UNIT 7: Romanticism / Realism

| | |
|---|--|
| <p>Unit summary and rationale: Following the Age of Enlightenment, students will study the cultural shifts and the artistic production in the Romantic Age and in the Age of Realism. Beginning with the word “romantic,” students construct a definition that moves beyond interpersonal relationships. They are of an age where understanding more abstract concepts helps them consider the ways that historical events influence the cultural creations of a time period, and how ideas when pushed “too far” meet resistance and move a society in the other direction. During this period, artists began to explore the inherent value and dignity of the worker and turned their attention toward everyday people at work and play instead of the wealthy and powerful. Most students have seen impressionist paintings and this unit provides them with some context about how these works developed and how they were seen in their own time period. Not as many students are as familiar with dance and opera, two art forms that flourished in this period, and so the overview here will provide them with the chance for more cultural understanding.</p> | |
| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> |
| <ul style="list-style-type: none"> • How and why did artists come to value the “everyday” and how does this focus on the individual reflect on both the Romantic and Realism movements? • How did technological advances change ways of creating visual art? | <ul style="list-style-type: none"> • Ideas in a society influence the cultural creations of that society • Romanticism was a reaction against the Enlightenment Age and Realism was a reaction against Romanticism, yet all of these movements celebrate the individual in their creative products • Technological advances enabled faster production of paintings (plein air) and photography freed painters from trying to paint an exact replica and focus on emotional expression |
| <p>Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)</p> | <p>Unit Learning Activities: <i>Students will...</i></p> |
| <p>READING: RI 11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. RI 11-12.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>WRITING:</p> | <ul style="list-style-type: none"> • Watch video and read <i>The Creative Impulse</i> for contextual information about Romanticism - full class share • Select an artist from this period, research and create an art talk video/ screencast about three of their paintings or sculptures • Learn about the origins of ballet, watch various clips, reflect on modern practices of ballet • Learn about the Romantic age in music, the origins of opera, focusing on this |

| | |
|--|--|
| <p>W 11-12.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W 11-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W 11-12.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>SPEAKING AND LISTENING:</p> <p>SL11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.</p> <p>SL 11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>LANGUAGE:</p> <p>L11-12.6 Acquire and use accurately a range of 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.</p> | <p>golden age, and reflect on its place today using 20th c. film clips</p> <ul style="list-style-type: none"> • Watch video and read <i>The Creative Impulse</i> for contextual information about Realism, and two major thinkers, Nietzsche and Freud - full class discussion after watching • Read selected articles about realism, the Pre-Raphaelites and art, then watch and discuss videos featuring art from these movements • Learn about Impressionism, then choose a favorite painting from this period and explain what aspects make the painting fit this genre • Learn about post-Impressionism and Cubism, then create a Cubist picture using a dice-rolling game • Study a brief history of cameras, photography, daguerreotypes, and silent film, including watching a clip and a post-viewing reflection |
| <p style="text-align: center;">ASSESSMENTS</p> | |
| <p>Summative:</p> <ul style="list-style-type: none"> • “Art talk” video/ screencast evaluating three paintings by one Romantic painter | <p>Formative:</p> <ul style="list-style-type: none"> • Exit ticket reflections on videos watched • Participation in small group and whole class • discussions on videos watched • Participation in group activities • Reflection questions |

UNIT 8: Modernism and Postmodernism

Unit summary and rationale: This unit provides an overview of the visual arts movements that arose between 1900-1980. It also previews the developments made after 1980, but largely leaves the postmodern period open for students to research.

Throughout their schooling, students have learned about both world wars and studied texts by prominent 20th century writers such as F. Scott Fitzgerald. They also likely have some familiarity with artists such as Picasso and Andy Warhol. This unit aims to fill in those gaps and show students the many ways in which the conflicts of the early and mid 20th centuries created seismic shifts in the art world. The period after 1980 is much more familiar to students and this unit aims to give them free reign to explore a favorite contemporary artist from the time period and share their findings with their peers.

| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
|---|---|
| <ul style="list-style-type: none"> How did modernization result in isolation and disillusionment in the early twentieth century, and what impact did these forces have on the visual arts? | <ul style="list-style-type: none"> The modernist approach and perspective challenges previously established artistic traditions. In the wasteland of global conflict, the Lost Generation emerged which utilized art to voice its disillusionment and hopelessness. Contemporary art reflects a world that is diverse and cannot be easily defined through a list of visual characteristics, artistic themes or cultural concerns. |
| Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>) | Unit Learning Activities: <i>Students will...</i> |
| <p>READING:</p> <p>RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>WRITING:</p> <p>W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through</p> | <ul style="list-style-type: none"> Use the <i>Creative Impulse</i> to take notes on the following terms and figures: Pragmatism, aesthetics, intuition, John Dewey, Carl Jung Watch and take notes on a Crash Course Philosophy video on Existentialism Participate in a class discussion on existential philosophy Read and discuss “The Myth of Sisyphus” as a representative existentialist text Debate the merits of abstraction based on the points made in the PBS video “The Case for Abstraction” Use the <i>Creative Impulse</i> to take notes on the following visual arts terms: |

| | |
|---|--|
| <p>the effective selection, organization, and analysis of content.</p> <p>SPEAKING AND LISTENING:</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>LANGUAGE:</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> | <p>expressionism, fauvism, cubism, abstract art, dada, and surrealism</p> <ul style="list-style-type: none"> • Participate in a “Teach the Class Modernism” activity in which students will work in groups to make a lesson, activity, and quiz on a Modernist artist and present them to the class • Watch and take notes on a pop art documentary titled <i>How Pop Art Changed the World</i> • Participate in a “30 Years of Music” activity in which students will randomly choose a year between 1980-2010 and create a short presentation highlighting two popular songs from the year and analyzing their popularity and impact • Create and run an interactive museum exhibit for “Humanities Day” |
| <p style="text-align: center;">ASSESSMENTS</p> | |
| <p>Summative:</p> <ul style="list-style-type: none"> • “Humanities Day Exhibit”: Students will work independently or in small groups to put together a mini museum exhibit on a postmodern topic of their choosing. Students will create materials to inform and entertain others about their topic. On the due date, each group will run their booth for the visiting classes that attend the festival. | <p>Formative:</p> <ul style="list-style-type: none"> • Exit ticket reflections on videos watched • Participation in small group and whole class • discussions on videos watched • Participation in group activities • Journal reflections |