Englewood Public School District
English Language Arts
Grade 11 – College Prep
Third Marking Period

Unit 3: Masters of the Middle Ages

Overview: In this unit, students will be introduced to the social and literary aspects of the middle ages by examining epic poetry and prose of the time period. They will explore the concepts of chivalry and feudalism, and be exposed to examples of Old and Middle English.

Time Frame: 35-45 Days

Enduring Understandings:
Medieval themes regarding social rank and status, the importance of the Church, and personal faith in God are evident in the literature of the period.

Essential Questions:
What makes a hero chivalric?
Have social ranks changed in the past 1000 years?
How can one author influence society's image of the concept of Hell?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **RL.11-12.1. Cite strong and thorough textual evidence and make relevant**	**Topics** Old English Legends and Epic Heroes Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives**	Students will read the article on *Beowulf* and identify the historical and social context of the epic poem. **(6.2.12.D.2.d)** Students will read *Beowulf* and respond to Guided Reading Questions. **(CRP8)** Students will watch "Reading Beowulf in Old English." Then will then	**Texts:** *Beowulf*, Lines 1-1491 translated by Seamus Heaney "Beowulf" (historical and literary context) http://www.meister-z.com/meister_z/BEOBG.htm **Media:** "Reading Beowulf in Old English"	**Formative Assessments:** • Do Nows • Journals • Exit Tickets **Summative Assessment:** Students will be evaluated based upon their responses to the Guided Reading Questions.

connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Students will gain an appreciation for Old English and its cultural legacy. Students will understand the Anglo-Saxon concept of the epic hero.	take passages from the Old English version of *Beowulf* and attempt to translate them into modern English. **(CRP8)** Students will read Beowulf and take notes. **(CRP8)** • https://freeology.com/graphicorgs/note-taking-organizer/	https://www.youtube.com/watch?v=_K13GJkGvDw **Companion Texts:** *Scholastic Magazine*	**Benchmark Assessment:** Common Formative Assessment **Alternative Assessments:** In small groups, students will discuss the historical and social context of the epic poem. Students will discuss how the epic poem characterizes heroism and dark age society. Students will engage in a debate about whether or not Beowulf is a true hero.
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.11-12.4. Determine the meaning of words and**	**Topics** Analytical Writing The Church as a Political Entity Symbolism Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness	Students will conclude their reading of *Beowulf* and respond to Guided Reading Questions. **(CRP8)** Students will analyze how *Beowulf* conveys Christian ideas and symbols in a short analytical essay. **(6.2.12.D.2.d, 9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)**	**Texts:** *Beowulf*, Lines 1491-3182 translated by Seamus Heaney "The Wanderer" http://www.anglo-saxons.net/hwaet/?do=get&type=text&id=wdr **Companion Texts:** *Scholastic Magazine* "The Not So Dark Ages"	**Formative Assessments:** • Do Nows • Journals • Exit Tickets Students will be evaluated based upon their responses to the Guided Reading Questions.

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. (e.g., Shakespeare as well as other authors.) **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.**	**Objectives** Students will understand how Christianity functioned in dark age literature. Students will hone their analytical writing skills.	Students will read "The Wanderer" and create posters which compare and contrast the social values exhibited in the poem to those from *Beowulf*. **(6.2.12.D.2.d, 9.3.12.ED.2, CRP4, CRP8)** • http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf	https://www.readworks.org/article/The-Middle-Ages-in-Europe/f538bb3b-14b2-44ca-bcf1-65013aff2a03#!articleTab:content/contentSection:d36bc822-ff84-4d83-b43a-db59982c7281/	Students will be evaluated on the quality of their posters. Students will be evaluated on the quality of their multimedia presentations. **Summative Assessment:** Students will be evaluated on the quality of their analytical essay. **Alternative Assessments:** Students will engage in a group essay brainstorm about Christian ideas and symbols in *Beowulf*. Students will present and explain their posters to the class. Students will present and explain their multimedia presentations to the class.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in	**Topics** Feudalism Middle English	Students will research feudalism and create a short multimedia presentation on one aspect	**Texts:** "Middle English" http://www.thehistoryofenglish.com/history_middle.html	**Formative Assessments:** • Do Nows • Journals

groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.** **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.** **RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.** **W.11-12.3. Write narratives to develop real or imagined**	Social Mores Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will understand the social classes of the middle ages. Students will gain an appreciation of Middle English. Students will understand how social mores change over time.	of medieval life. **(9.3.12.ED.2, CRP4, CRP7, CRP8, CRP11)** Students will read "Middle English" to understand the history and development of the language during Chaucer's time. Students will read selections from *The Canterbury Tales* and take notes. • https://freeology.com/graphicorgs/note-taking-organizer/ Students will form groups, select another story from the tale, and reenact it for the class. **(CRP4, CRP6)** Students working in pairs will select another story from the tale and translate it into Modern English and update its setting to the modern day, to examine how social mores have changed. **(CRP4, CRP8)**	*The Canterbury Tales* by Geoffrey Chaucer • "The Knight's Tale" • "The Miller's Tale" • "The Wife of Bath" • "The Nun's Tale" **Companion Texts:** *Scholastic Magazine* "The Dark Ages, Middle Ages, or Medieval Times?" https://newsela.com/read/lib-middle-ages-medieval	• Exit Tickets Students will be evaluated on the quality of their reenactments. Students will be evaluated on the quality of their translations. **Summative Assessment:** Students will be evaluated on the quality of their presentations. **Alternative Assessments:** Students will present their multimedia presentations to the class. Students will discuss how people of varying social statuses are depicted in the story. Students will share their translations with the class.

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 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.**				
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **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**	**Topics** Arthurian Legend Chivalry The Quest Imagery Narrative Writing Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will be familiar Arthurian Legend.	Students will read "Sir Gawain and the Green Knight" and analyze the character Sir Gawain to identify what qualities heroes have according to Arthurian Legend. **(CRP4, CRP8)** • https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/unit_characteranalysis_characteranalysis.pdf Students will participate in a Socratic Seminar to examine the question	**Text:** "Sir Gawain and the Green Knight" by the Gawain poet **Companion Texts:** *Scholastic Magazine* "Myths and Legends: King Arthur and the Holy Grail" https://newsela.com/read/myths-legends-king-arthur	**Formative Assessments:** • Do Nows • Journals • Exit Tickets Students will be evaluated on their performance in the Socratic Seminar. **Summative Assessment:** Students will be evaluated on the quality of their narrative writing.

meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) **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.**	Students will understand the concept of chivalry. Students will be able to analyze imagery for deeper meaning.	"What makes a hero chivalric?" **(CRP4, CRP8)** Students will write short narratives about a chivalric quest, demonstrating their understanding of the concepts. **(CRP4, CRP8, CRP11, 9.3.12.ED.2, 8.1.12.A.2)**		**Alternative Assessments:** Students will create PowerPoints that analyze the color green in light of its imagery use in "Sir Gawain and the Green Knight." Students will peer review their narratives using PARCC rubrics. Students will share their narratives with the class.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining**	**Topics** Epic Poetry of Medieval Italy Poetic Meter Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will be introduced to the epic poetry of medieval Italy.	Students will read "Terza Rima" to understand the poetic meter Dante invented for his epic poem. **(CRP8)** Students will read *Inferno* and respond to Guided Reading Questions. **(6.2.12.D.2.d, CRP8)** • http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf Students will read background information on Virgil and discuss his	**Texts:** *The Divine Comedy: Inferno*, Cantos 1-16, by Dante "Terza Rima" http://www.sparknotes.com/poetry/inferno/section14.rhtml "Virgil" http://www.pbs.org/empires/romans/empire/virgil.html **Companion Texts:** *Scholastic Magazine* "The Renaissance-Renaissance Writing"	**Formative Assessments:** • Do Nows • Journals • Exit Tickets Students will be evaluated based upon their responses to the Guided Reading Questions. **Summative Assessment:** Students will be evaluated on the

where the text leaves matters uncertain. **RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**	Students will understand Dante's invented poetic meter: terza rima.	role in *Inferno*, responding to questions, such as, Was Virgil a good guide? Why did Dante choose a Roman poet as his guide in a Christian-themed story? **(6.2.12.D.2.d, CRP8)**	https://www.readworks.org/article/The-Renaissance---Renaissance-Writing/90fdce97-ce6e-4ae7-998d-3c45099fd47f#!articleTab:content/	correctness of their answers on a comprehension test. **Alternative Assessments:** Students will explore "The World of Dante" website to learn more about the author and *Inferno*. http://www.worldofdante.org/gallery_yates_thompson.html Students will write and present their own terza rima poems.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as**	**Topics** Epic Poetry of Medieval Italy, concluded Literary Allusions Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will understand literary allusions.	Students will conclude their reading of *Inferno* and respond to Guided Reading Questions. **(6.2.12.D.2.d, CRP8)** • http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf Design-A-Hell-Project: Student groups will create dioramas of Dante's Nine Circle of Hell. **(6.2.12.D.2.d, CRP6)**	**Text:** *The Divine Comedy: Inferno*, Cantos 17-34, by Dante **Companion Texts:** *Scholastic Magazine* "Mapping Dante's 'Inferno' One Circle of Hell at a Time" http://lisaandherworld-lisah.blogspot.com/2017/07/mapping-dantes-inferno-one-circle-of.html	**Formative Assessments:** • Do Nows • Journals • Exit Tickets Students will be evaluated based upon their responses to the Guided Reading Questions. **Summative Assessment:**

inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**	Students will create visual representations of literary settings.			Students will be evaluated on the quality of their dioramas and presentations. **<u>Alternative Assessments:</u>** Students will present their diorama to the class. Students will debate whether or not the Nine Circles should be rearranged.
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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** **W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting,**	**Topics** PARCC RSTs **Objectives** Students will gain a better understanding of EBSR and TECRs. Students will hone their understanding of argumentative and expository essays. Students will practice completing RSTs.	Instructors will select the reading and writing RST lessons that best meets their students' needs.	**Research Simulation Tasks** <u>Lesson 1: Introduction to the Prose Constructed Response on the Research Simulation Task</u> <u>Lesson 2: Modeling the Prose Constructed Response</u> <u>Lesson 3: Understanding the PCR Prompt and Writing a Thesis Statement</u> <u>Lesson 4: Selecting Textual Evidence to Support Reasons</u> <u>Lesson 5: Drafting the Prose Constructed Response Outline</u>	Reading PARCC RST Lesson 8 Writing PARCC RST Lesson 8

trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. **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.**		Lesson 6: Writing Quality Body Paragraphs Lesson 7: Practice Completing the Prose Constructed Response Lesson 8: Writing Advanced-Proficient Prose Constructed Responses **Research Simulation Tasks** Lesson 1: Introducing the EBSR and TECR Lesson 2: Modeling the EBSR and TECR Lesson 3: Identifying the Main Idea Lesson 4: Identifying Supporting Details Lesson 5: Using Context Clues for the Vocabulary EBSR Lesson 6: The Evidence-Based Selected Response Lesson 7: The Technology-Enhanced Constructed Response Lesson 8: Practice Completing the Research Simulation Task

Accommodations and Modifications:
Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety

precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary	● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons	● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for	● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

		personal space or other behaviors as needed. ● Oral prompts can be given	

Integration of 21st Century Standards NJSLS 9:
9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:
Social Studies:
6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Integration of Technology Standards NJSLS 8:
8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
CRP11. Use technology to enhance productivity.

Key Vocabulary: Old English, Middle English, Chivalry, Feudalism, Allusion, Symbolism