

# MEDIEVAL LITERATURE

## Grade 12

### Levels 1, 2 and 3

The Connecticut English Language Arts Curriculum *Framework Standards* are as follows:

#### Standard 1: Reading and Responding

**Overarching Idea:** Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

**Guiding Question:** *How do we understand what we read?*

**Component Statements:**

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

#### Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Guiding Question:** *How does literature enrich our lives?*

**Component Statements:**

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

#### Standard 3: Communicating with Others

**Overarching Idea:** Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

**Guiding Question:** *How do we write, speak and present effectively?*

**Component Statements:**

- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

#### Standard 4: Applying English Language Conventions

**Overarching Idea:** Students apply the conventions of standard English in oral, written and visual communication.

**Guiding Question:** *How do we use the English language appropriately to speak and write?*

**Component Statements:**

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

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<i>UNIT</i>	<i>LEARNING OBJECTIVES/ PERFORMANCE STANDARDS</i>	<i>SAMPLE ACTIVITES</i>	<i>ASSESSMENT STRATEGIES</i>	<i>RESOURCES</i>
<p style="text-align: center;"><b><u>ARTHURIAN LITERATURE</u></b></p> <ol style="list-style-type: none"> <li>1. Examine the appeal of the stories and how they capture people’s attention.</li> <li>2. Explore how the stories weave plots, paint pictures with language, evoke emotions, present conflicts and introduce memorable characters.</li> <li>3. Practice using the language of literature in ways that deepen an understanding of how the stories work.</li> <li>4. Recognize ways that readers make meaning from a text.</li> <li>5. Reflect on the meaning of a story and extend it to some universal aspect of human life.</li> <li>6. Connect historical context of the Medieval Period to the stories.</li> </ol>	<p><u>The student will demonstrate the ability to:</u></p> <ol style="list-style-type: none"> <li>1. Read medieval romance and interpret literary elements with special emphasis on plot, characters, setting, irony, point of view and theme. <i>1.1, 1.2, 2.1</i></li> <li>2. Chart the plot components of exposition, inciting incident, rising action, climax, falling action and resolution (or denouement) <i>1.2, 2.1</i></li> <li>3. Recognize methods of characterization such as speech, appearance, thoughts and actions and identify indirect and direct methods of characterization. <i>1.2, 2.1</i></li> <li>4. Identify setting and recognize how it reveals character and creates atmosphere. <i>1.2, 2.1</i></li> <li>5. Formulate a statement of theme based on analysis of the literary elements in a work. <i>1.2, 2.1</i></li> <li>6. State the relationship between conflict and theme in selected medieval romance stories. <i>1.2, 2.1</i></li> <li>7. Define and differentiate verbal irony, situational irony and dramatic irony. <i>1.2, 2.1</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Write an essay analyzing a character from a medieval romance.</li> <li>2. Illustrate a knight with captions and/or representative quote.</li> <li>3. Have students create their own legend including a hero and a “Web-Quest” for the hero to complete.</li> <li>4. Create a “code of honor” for the classroom using the “code of chivalry” as their guide.</li> <li>5. Have students research heraldry and create an individual coat of arms.</li> <li>6. Have students prepare a medieval festival using clothing, games, and food from the medieval period.</li> </ol>	 Tests  Quizzes  Projects  Journals  Essays  Class work  Homework  Research paper  School wide Rubrics primarily for reading and writing	<p><i>Le Morte d’Arthur</i> by Sir Thomas Mallory</p> <p><i>King Arthur and His Knights of the Round Table</i> by Roger Lancelyn Green</p> <p><i>The Once and Future King</i> by T. H. White</p> <p><i>Idylls of the King</i> by Alfred, Lord Tennyson</p> <p><i>Camelot</i> - film</p> <p>PowerPoint</p> <p>MS Word</p> <p>Wireless Laptop Computer Lab</p>

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<p><b><u>ARTHURIAN LITERATURE</u></b>            (Continued)</p>	<p>8. Use textual evidence to defend an interpretation of literature, either orally or in writing. <i>1.2, 2.1, 3.2</i></p> <p>9. Identify how the elements of romance are emphasized in each of the selected works. <i>1.1, 1.2</i></p> <p>10. State the relationship between the medieval romance and contemporary literature either orally or in writing. <i>1.2, 2.3, 3.2</i></p>			

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<b><u>DRAMA</u></b>				
<ol style="list-style-type: none"> <li>1. Examine the appeal of the play and how it captures people’s attention.</li> <li>2. Explore how the play weaves plots, paint pictures with language, evoke emotions, present conflicts and introduces allegorical characters.</li> <li>3. Practice using the language of literature in ways that deepen an understanding of how the play works.</li> <li>4. Recognize ways that readers make meaning from a text.</li> <li>5. Reflect on the meaning of a play and extend it to some universal aspect of human life.</li> <li>6. Examine life in the Medieval period and its influences on the writing.</li> <li>7. Explore the author’s purpose in writing the play.</li> </ol>	<p>The student will demonstrate the ability to</p> <ol style="list-style-type: none"> <li>1. Read and interpret drama applying a variety of reading strategies. <i>1.1, 1.2, 2.2, 2.3</i></li> <li>2. Identify the setting and mood and the effect on the play. <i>1.2, 1.4</i></li> <li>3. Demonstrate an understanding of allegory. <i>1.2, 1.4, 2.1, 2.2</i></li> <li>4. Identify characters’ motivations. <i>1.2, 2.1</i></li> <li>5. Interpret literary elements and explain what they contribute to the play. <i>1.2, 1.3, 2.1, 2.2, 3.1, 4.2</i></li> <li>6. Trace the development of the plot and major themes in the play. <i>1.2, 2.1, 2.2</i></li> <li>7. Demonstrate an understanding of the language of medieval drama. <i>1.3, 1.4, 2.3, 4.1</i></li> <li>8. Demonstrate an understanding of the elements of the morality play, mystery play and miracle play. <i>1.2, 1.4, 2.1</i></li> </ol>	<ol style="list-style-type: none"> <li>1. View a performance of a play.</li> <li>2. Perform a scene from a play.</li> <li>3. Rewrite a scene from one of the plays studied in class</li> <li>4. Write an essay comparing and contrasting two characters and/or two plays.</li> <li>5. Write a character analysis of one of the main characters.</li> <li>6. Illustrate a scene or character.</li> <li>7. Memorize a passage from a play</li> <li>8. Create and perform a “contemporary” mystery, miracle or morality play.</li> </ol>	<ul style="list-style-type: none"> <li> Tests</li> <li> Quizzes</li> <li> Projects</li> <li> Journals</li> <li> Essays</li> <li> Class work</li> <li> Homework</li> <li> Research paper</li> <li> School wide Rubrics primarily for reading and writing</li> </ul>	<p><i>Everyman</i></p> <p>Selections of plays from the <i>Wakefield Cycle</i>, the <i>York Cycle</i>, the <i>Chester Cycle</i></p> <p>Selections from <i>Robin Hood</i></p> <p>Medieval Web sites</p> <p>PowerPoint MS Word</p> <p>Wireless Laptop Computer Lab</p>

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<b><u>POETRY</u></b>	<p><u>The student will demonstrate the ability to</u></p> <ol style="list-style-type: none"> <li>1. Read a poem and focus on poetic elements such as theme, imagery, rhythm, and rhyme. <i>1.1,2.1,</i></li> <li>2. Recognize the main features of medieval ballads and the importance of these ballads to ordinary people of the middle ages. <i>1.2, 1.4, 2.3</i></li> <li>3. Use textual evidence to defend an interpretation of literature, either orally or in writing. <i>1.2, 2.2,</i></li> <li>4. Identify setting of a poem and recognize how it reveals character and creates atmosphere. <i>1.2, 2.1</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Using internet resources have students research one of the troubadours and present one of his poems.</li> <li>2. Assign a medieval poem and have students write a paragraph explaining what a reader could infer about the speaker of the poem.</li> <li>3. Have students create their own poem using one of the troubadour forms.</li> <li>4. Have students create their own folk ballad using the newspaper or television for possible topics</li> <li>5. Take one of the basic situations in a medieval ballad and retell it as a contemporary news story.</li> <li>6. Write an updated version of Dante's <i>Inferno</i>, imagining that Dante is making his journey today. Whom might he meet? What would these characters say to him?</li> </ol>	<ul style="list-style-type: none"> <li> Tests</li> <li> Quizzes</li> <li> Projects</li> <li> Journals</li> <li> Essays</li> <li> Class work</li> <li> Homework</li> <li> Research paper</li> <li> School wide Rubrics primarily for reading and writing</li> </ul>	<p>Selections of medieval ballads, such as Sir Patrick Spens', <i>Bonnie George Campbell</i> and <i>Brian O Linn</i></p> <p>Selections from the Troubadours, such as <i>The Intimations Kill Me</i></p> <p>Selections from Dante's <i>Divine Comedy</i>.</p> <p>PowerPoint</p> <p>MS Word</p> <p>Wireless Laptop Computer Lab</p>