

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Humanities I**

**May 2014**

*Approved by the Board of Education  
June 10, 2014*

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Humanities I

Humanities I is a one-semester, half-credit English elective offered to seniors at the honors level. This revision of the course incorporates Common Core States Standards where students develop 12<sup>th</sup> grade mastery of reading for literature and information, writing, speaking and listening, and language skills to demonstrate college and career readiness.

*From Common Core State Standards, 2010*

“To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing.”

In Humanities, students are asked, “What does it mean to be human?” They study landmark world literature and make connections to the arts and sciences. Students engage in learning experiences that should lead them to a better understanding of how humanity developed and its influence on the present. Students discuss human qualities by exploring human achievements and values. They will think about life’s fundamental questions, grapple with those questions, and ultimately have a more informed, enriching way of dealing with their own lives.

The course loosely follows the chronological development of Western literature, “so students see how earlier works influence later works and how forms and ideas may evolve over time” (CCSS). Students consider prominent themes of each period for instance tension between reason and emotion and relationships between art and nature. However, elements within units overlap and extend learning. For example, students are likely to compare ideas of Socrates to ideas of Confucius, or musical design of fugues to jazz.

An interdisciplinary approach to the humanities shows relationships of human expression through the arts and sciences. Students participate in multi-genre studies through research, discussions, debates, seminars, field trips, class activities, creative projects, guest speakers, dramatic presentations, re-enactments, artistic performances, photo essays, and critical analysis of works studied. Students are encouraged to attend plays, lectures, art exhibits, dramatic and musical presentations both at school and in the community. All seniors in semester I courses complete the college essay.

This guide takes into consideration the needs of high school seniors and instruction listed should and could easily be adapted to a wide scope of differentiated and individualized learning experiences.

In addition to required reading selections students are expected to complete two independent books (of their own choice) and write a 500-word review of the book that shows connections with the humanistic ideas discussed in the course. One review is expected per mark marking period.

## Pacing Guide

Unit #	Title	Week(s)	Pages
1	Introduction to Humanities I	1	7 – 9
2	The Ancients – Truths in the Myths	3-4	10 – 13
3	The Classical Spirit – Harmony and Imperialism	3-4	14 – 17
4	Diversity of Belief	3-4	18 – 21
5	Culture and Cathedral, The Medieval Spirit	3-4	22 – 24
6	Classical Humanism – Early Renaissance and <i>The Divine Comedy</i>	3-4	25 – 28

## **Key for Standards**

L – Language Standard

RI – Reading Informational Texts Standard

RL – Reading Literature Standard

SL – Speaking and Listening Standard

W – Writing Standard

## New Milford Public Schools

Committee Member(s): Kathleen DelMonico, Justin Ongley Unit 1: Introduction to Humanities I	Course/Subject: Humanities I Grade Level: 12 # of Week(s): 1
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• <u>RI.4, RL4</u>: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings</li> <li>• <u>RI.7</u>: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea</li> <li>• <u>L.1</u>: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• This humanities course is a multidisciplinary study that examines human achievements and experiences.</li> <li>• Studies in the humanities reveals the interrelated domains of intellect and imagination reflected in human thoughts, actions, work, and artistic expressions.</li> <li>• There are universal ideas and traits among humans that transcend time and place.</li> </ul>	<ul style="list-style-type: none"> <li>• What is your definition of the humanities?</li> <li>• What are universal styles of creative expression that can be attributed to an introductory study of the humanities?</li> <li>• What are the ways humans express their creative spirit?</li> <li>• What universal values and behaviors can be found throughout civilizations?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will be able to: <ul style="list-style-type: none"> <li>• Identify works of literature, art and music of Western and non-Western cultures from ancient times through the 21 Century.</li> <li>• Explain key concepts and ideas that are common to the human experience.</li> <li>• Identify design elements, forms, and styles of human expression as found in literature and the arts</li> <li>• Create an on-going glossary for the course defined in context with the discipline of humanities</li> </ul>	

Students will be able to do the following:

- Articulate what the study of Humanities involves; define the “humanities” and participate in class discussion.
- Identify key concepts and terms used in an introductory study of Humanities and start a glossary that continues throughout the course.
- Recognize techniques particular to the following arts: pictorial, sculpture, architecture, music, dance, theatre, opera, and literature.

**Character Attribute(s)**

- Integrity

**Technology Competencies**

- Embedded throughout the lesson

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Assign terms, literary genres, and key concepts of culture and the arts
- Gather resources, including slides, pictures, text references, etc. to the areas to be studied in the course
- Prepare and assign activities to engage students in presentation

Learning Activities:

- Define terms and add to glossary
- View slides on art and discuss in small group
- Prepare a “show and tell” of an art object the student brings to class and present features of its form, genre, etc.
- Write responses to works viewed and discussed
- Tell and 1-2 minute narrative story to the class (story)

**Assessments**

**Performance Task(s)**

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

- See Units 2 and 6

**Other Evidence**

Application that is functional in a classroom context to evaluate student achievement of desired results

- Write journal responses in response with selected works
- Engage in discussions about what it means to be human
- Start an on-going glossary for the course



### Suggested Resources

- Bishop, Philip E. *Adventures in the Human Spirit: Sixth Edition*. New York: Prentice Hall, 2011. Print.
- Metropolitan Museum of Art. *Met Museum*, 2012. Web. 29 June 2012.
- Pincon, Carlos A, Joan R. Mertens, Elizabeth J. Milleker, Christopher S. Lightfoot, and Sean Hemingway. *Art of the Classical World in the Metropolitan Museum of Art*. New Haven: Yale University Press. 2007. Print.

## New Milford Public Schools

Committee Member(s): Kathleen DelMonico, Justin Ongley Unit 2: The Ancients – Truths in the Myths	Course/Subject: Humanities I Grade Level: 12 # of Weeks: 3-4
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• <u>RL.2 and RI.2</u>: 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.</li> <li>• <u>W. 3</u>: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.             <ul style="list-style-type: none"> <li>a. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</li> </ul> </li> <li>• <u>SL.1</u>: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.             <ul style="list-style-type: none"> <li>a. come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul> </li> <li>• <u>L.1</u>: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• <u>L.6</u>: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for communication at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• Ancient civilizations established the foundation for further development in all areas of humanity.</li> <li>• Myths functioned in the ancient world as collective beliefs and allegiances, like today’s religious creeds and political constitutions.</li> <li>• Stories told by the ancient people explain life and preserve history and culture.</li> <li>• Ancient architecture and artifacts show us the values and beliefs of ancient ancestors.</li> </ul>	<ul style="list-style-type: none"> <li>• What did the ancient civilizations contribute to the development of civilization?</li> <li>• How do ancient myths contribute to the human experience?</li> <li>• How do myths, stories, and/or epics explain the past?</li> <li>• What was the religious function of Egyptian art?</li> <li>• What does primitive art teach us about civilization then and now?</li> <li>• How did the ancients cope with death?</li> <li>• Why do some civilizations advance more than others?</li> </ul>
<p><b>Expected Performances</b></p> <p>What students should know and be able to do</p>	
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>• Ancient cultures (India, Egypt, Asia, Mesopotamia, etc.) have pictorial and transcribed myths that have common images as archetypes</li> <li>• Epics are the stories of a culture retold</li> <li>• Pyramids are artifacts of a progressive ancient culture</li> <li>• Storytelling, as oral tradition, is an ancient practice that precedes written literature and remains a universal human action and value</li> <li>• Archeology and museums preserve the history of our civilization</li> <li>• Artistic characteristics of ancient cultures reflect the beliefs and values as well as artistic ability and design</li> <li>• Some civilizations advance more than others due to factors which can now be determined</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how the artifacts of an ancient culture describe its people</li> <li>• Identify key concepts and terms used in study of ancient people and archeology as well as the role of museums in our civilization; debate the political role of “who owns the artifacts.”</li> <li>• Recognize techniques particular to the following arts: pictorial, sculpture, architecture, music, dance, theatre, opera, and literature.</li> <li>• Define oral tradition, identify role and characteristics of storytelling; tell a prepared story to the class</li> </ul>	

- Write an article about the construction, purpose, design, and longevity of the pyramids; conduct research and include citations
- Examine factors that influence the growth rate of a culture

### Character Attribute(s)

- Perseverance

### Technology Competencies

- Embedded throughout the lesson

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Prepare notes, slides, and other media that represents primitive art, sculpture, literature, and other artifacts that shows artistic design and beliefs, knowledge and culture of ancient people
- Plan workshops on narrative writing (college essay)
- Assign terms, literary genres, and key concepts
- Gather resources, including videos on archeology in Egypt and other areas
- Prepare and assign reading guide questions for *Gilgamesh*; may be differentiated
- Coordinate speaker(s) on ancient or field trip to Yale Beinecke Library for or Metropolitan Museum of Art (real or virtual)
- Plan Seminar question(s) and assignment(s) on topics related to this unit
- Plan collaboration activity (s)
- Plan research project
- Plan art/class discussion
- Plan Speech assignment

#### Learning Activities:

- Define terms and add to glossary
- Participate in workshop on narrative writing and the college essay
- Write a thematic response essay on immortality and one other theme in *Gilgamesh*; relate themes to culture today
- Write an informative article describing one significant aspect of the Egyptian pyramid (design, construction, etc.); use research and illustrations; include citations
- Organize a photo essay of modern architecture that includes pyramid design; annotate each picture describing the design features and include citations
- Write journal entries and participate in small group discussions about the Egyptian belief in life after death and how that influenced their daily life; explore other literature that deals with this topic (film, novels, poems)
- research the discovery of *Gilgamesh* and what it represents to world literature
- Perform a dramatic reading of *Gilgamesh*
- Tell and 1-2 minute narrative story to the class

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> Design an art exhibit for a museum</p> <p><b>Role:</b> Museum docent/curator</p> <p><b>Audience:</b> High School Seniors</p> <p><b>Situation:</b> A wealthy patron of ancient art has died and left her entire collection to a museum. Students will select five artifacts linked by a common theme and prepare a 3-D model.</p> <p><b>Performance:</b> Prepare and deliver a tour of the exhibit, noting key design features and relevant cultural insight.</p> <p><b>Standard for Success:</b> School-wide rubric</p>	<ul style="list-style-type: none"> <li>• Research different types of myths from India, Egypt, Asia, and Mesopotamia. Write an essay that compares and contrasts common images as archetypes.</li> <li>• As a class, debate the ideas of justice found in Hammurabi's Code.</li> <li>• Take notes in cuneiform. Use clay and wooden stylus to write.</li> <li>• Continue to work on glossary.</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Anonymous. <i>The Epic of Gilgamesh</i>. Trans. Stephen Mitchell. New York: Free Press, 2004. Print.</li> <li>• Bishop, Philip E. <i>Adventures in the Human Spirit: Sixth Edition</i>. New York: Prentice Hall. 2011. Print.</li> <li>• Brown, Arthur. "Storytelling, the Meaning of Life, and the Epic of Gilgamesh." <i>Exploring Ancient Cultures</i>. n.d. Web. 29 June 2012.</li> <li>• Campbell, Joseph. <i>The Primordial Hero and the Human: A Hero with A Thousand Faces</i>. CA: New World Library, 2008. Print.</li> <li>• Metropolitan Museum of Art. <i>Met Museum</i>, 2012. Web. 29 June 2012.</li> <li>• Pincon, Carlos A, Joan R. Mertens, Elizabeth J. Milleker, Christopher S. Lightfoot, and Sean Hemingway. <i>Art of the Classical World in the Metropolitan Museum of Art</i>. New Haven: Yale University Press. 2007. Print.</li> <li>• Yale University. <i>Yale University Library</i>, 2012. Web. 29 June 2012.</li> </ul>	

## New Milford Public Schools

Committee Member(s): Kathleen DelMonico, Justin Ongley Unit 3: The Classical Spirit – Harmony and Imperialism	Course/Subject: Humanities I Grade Level: 12 # of Weeks: 3-4
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• <u>RL.3:</u> Analyze the impact of the author’s choices regarding how to develop and relate elements to produce a complex account; provide an objective summary of the text.</li> <li>• <u>RL.5:</u> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>• <u>RL.7:</u> Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text (Shakespeare)</li> <li>• <u>RI.3:</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• <u>W. 1:</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evident (a-e).</li> <li>• <u>SL 3:</u> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li> <li>• <u>SL.4:</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• <u>L.1:</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• <u>L.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading content, choosing from a range of strategies (a-d).</li> </ul>	

<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The ancient Greeks attempted to understand their universe as an order governed by a rational principle</li> <li>• We continue to look to ancient cultures to explain current events</li> <li>• Greek culture explores the tension between human ambition and folly</li> </ul>	<ul style="list-style-type: none"> <li>• What are the aims of philosophy as understood by Socrates, Plato, and Aristotle?</li> <li>• How have the literary works of the classical period influenced literature today?</li> <li>• How is classical humanism evident in Greek culture? How did it progress throughout the Roman culture and beyond?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>• Classical humanism proclaims the nobility of human intelligence and action and believes in the human ability to understand and control the world</li> <li>• Greek and Roman art and architecture continues to influence artists and architects.</li> <li>• Artistic characteristics of ancient cultures reflect the beliefs and values as well as artistic ability and design</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Express the basic philosophies of the Greeks and Romans.</li> <li>• Identify the purposes of art and architecture in the classical civilizations</li> <li>• Understand and explain the development of poetry and drama</li> <li>• Relate classical ideas to modern civilization</li> </ul>	
<b>Character Attribute(s)</b>	
<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Integrity</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Embedded throughout the lesson</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Socratic Seminar</li> <li>• Think Pair Share – debate</li> <li>• Dialectical response journals</li> <li>• Prepare hand-outs illustrating Greek drama and terms</li> <li>• Prepare lecture on the architecture of Ancient Greece its forms and purposes</li> </ul>	

- and what they contribute to our understanding of architecture today
- Prepare slides of Greek and Roman art. Prepare lecture on their form and purposes and what they contribute to our understanding of art today.
- Assign *Oedipus Rex* dramatic and outdoor (if possible) readings in highlighting the sequence of events
- Arrange and prepare students for on-site museum research (Metropolitan Greek and Roman exhibit)
- Arrange for guest speaker on sculpture and/or dramatic performance
- Prepare and assign readings of Shakespeare's *Antony and Cleopatra*
- Create a study guide for *Sophie's World*
- Provide templates of note-taking strategies
- Assign terms, literary genres, and key concepts

Learning Activities:

- Identify the features of ancient Greek drama: purpose, form, content, performance, audience
- Write a (Plato) dialogue debating "what is an education"
- Conduct a Socratic circle discussion about "beauty in art"
- Read myths from across the Eurasian world, middle and eastern. Asia (Persia, India, China) and draw inferences and find commonalities with Greek myths
- Identify and analyze the purpose, form and function of Greek and Roman art and architecture. Discuss their influence on contemporary art and architecture.
- Rome – Do the research to present "A Day in the Life" of a Roman citizen living under Caesar
- Research Cleopatra and write a 500 word position paper on "who was the real Cleopatra?"
- Write an argument following the claim, "Man cannot escape his fate"
- Read and respond to various philosophies from *Sophie's World*
- Debate the love/power tension between Antony and Cleopatra.

**Assessments**

<p><b>Performance Task(s)</b></p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p><b>Other Evidence</b></p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<ul style="list-style-type: none"> <li>• See Units 2 and 6</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay that analyzes how Shakespeare's choices concerning how to structure specific parts of <i>Antony and Cleopatra</i> contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>• Analyze Shakespeare's</li> </ul>



	<p>treatment of power and love in <i>Antony and Cleopatra</i>. Explain how specific individuals and related ideas or events interact and develop over the course of the text.</p> <ul style="list-style-type: none"> <li>• We have learned that philosophers never get quite used to the world. To them, the world continues to seem a bit unreasonable, bewildering, and even confusing. So, they spend their life searching for the truth. In that light, discuss Socrates, Plato, and Aristotle: <ul style="list-style-type: none"> <li>a. contributions of each philosopher</li> <li>b. compare/contrast - look at the ways they agree/disagree as well as how they might have influenced each other</li> <li>c. how these philosophers have relevance either today or in your own lives.</li> </ul> </li> <li>• Continue to work on glossary.</li> </ul>
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**Suggested Resources**

- Aristotle. *Poetics*. Ed. Richard Koss. Mineola, NY: Dover Publications, 1997. Print.
- Bishop, Philip E. *Adventures in the Human Spirit: Sixth Edition*. New York: Prentice Hall. 2011. Print.
- Shakespeare, William, and Barbara A. Mowat, and Paul Werstine, eds. *Antony and Cleopatra*. New York: Simon and Schuster Paperbacks, 1999. Print.
- Gaardner, Jostein. *Sophie's World: A Novel about the History of Philosophy*. Trans. Paulette Moller. New York: Farrar Straus Giroux, 1994. Print.
- Pincon, Carlos A, Joan R. Mertens, Elizabeth J. Milleker, Christopher S. Lightfoot, and Sean Hemingway. *Art of the Classical World in the Metropolitan Museum of Art*. New Haven: Yale University Press. 2007. Print.
- Plato. *Six Great Dialogues*. Trans. Benjamin Jowett. Mineola, NY: Dover Publications, 2007. Print.
- Plato. "The Allegory of the Cave." *History Guide*. History Guide, 2004. Web. 29 June 2012.
- Sophocles. *Oedipus Rex*. Ed. Stanley Applebaum. Mineola, NY: Dover Publications, 1991. Print.

## New Milford Public Schools

Committee Member(s): Kathleen DelMonico, Justin Ongley Unit 4: Diversity of Belief	Course/Subject: Humanities I Grade Level: 12 # of Weeks: 3-4
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• <u>RL.5</u>: Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>• <u>RL.4</u>: 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</li> <li>• <u>RI. 4</u>: Determine the meaning of world 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</li> <li>• <u>RI. 7</u>: Integrate and evaluate multiple source of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li> <li>• <u>W.4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose.</li> <li>• <u>W.3c</u>: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences            c. Use a variety of techniques to sequence events so that thy build on one another to create a coherent whole and build towards a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution).</li> <li>• <u>SL.4</u>: 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 arrange of formal and informal tasks.</li> <li>• <u>L.1</u>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>	

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• Religious icons have accepted religious connotations</li> <li>• Religion has been a major inspiration for the arts and architecture.</li> <li>• Each religion attempts to understand and explain good and evil, suffering and justice</li> </ul>	<ul style="list-style-type: none"> <li>• How do the arts (painting, sculpture, architecture, design, music, etc.) represent religious beliefs in Christianity, Islam, Judaism, Buddhism, and Hinduism?</li> <li>• What forces, both inner and outer, cause humans to do good or evil?</li> <li>• What are the moral conflicts arising from the beliefs of Judaism, Christianity, and Islam?</li> <li>• What is the relationship of Christianity to the arts and architecture?</li> </ul>
<p><b>Expected Performances</b></p> <p>What students should know and be able to do</p>	
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>• Early Christian and Byzantine architecture adapted Roman principles of design</li> <li>• Each religion attempts to understand and explain good and evil, suffering and justice</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain Augustine’s views on human nature and human history</li> <li>• Summarize the essential religious ideas of the Judaism, Christianity, and Islam</li> <li>• Analyze major works of art and architecture and explore the religious significance of each work</li> <li>• Understand the philosophical questions related to human behavior and beliefs of each religion</li> <li>• Explain key concepts and ideas that are common to the human experience.</li> <li>• Identify design elements, forms, and styles of religious expression as found in literature and the arts</li> </ul>	
<p><b>Character Attribute(s)</b></p>	
<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Respect</li> </ul>	

<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Embedded throughout the lesson</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Assign <i>Siddhartha</i>; create reading schedule</li> <li>• Prepare a list of Buddhist terms from <i>Siddhartha</i></li> <li>• Display religious/sacred art on overhead; Pair students and lead them through the OPTIC strategy, O, Overview, P, parts, T, title, I, interrelationships, C, conclusion to analyze a particular piece of art</li> <li>• Arrange a visit/tour to Cathedral Church, NYC, for architectural tour</li> <li>• Plan Seminar question(s) and assignment(s) on topics related to this unit</li> <li>• Arrange speaker on eastern religion</li> <li>• Assign terms, literary genres, and key concepts</li> <li>• Plan collaboration activity (s)</li> <li>• Plan research project</li> <li>• Plan art/class discussion</li> <li>• Plan Speech assignment</li> </ul> <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Read <i>Siddhartha</i> and create a time line of the novel</li> <li>• Define unfamiliar terms/concepts in <i>Siddhartha</i>.</li> <li>• Discuss the effectiveness of figurative language in <i>Siddhartha</i></li> <li>• Prepare a visual presentation for the class on the research topic: show how art and/or iconography represent a particular religion's beliefs and principles.</li> <li>• Research the role of women in Judaism, Christianity, and Islam. Present findings to the class</li> <li>• Use digital images and illustrations to analyze religious stories and symbols contained in the art</li> </ul>	
<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<ul style="list-style-type: none"> <li>• See Units 2 and 6</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work on glossary.</li> <li>• <i>Siddhartha</i> concerns the quest for spiritual enlightenment, and by the end of it four characters have achieved this goal: Govinda, Gotama, Vasudeva, and Siddhartha. Is the enlightenment achieved by each of these characters the same? Why or why</li> </ul>

	<p>not? What distinctions and similarities exist between the paths these characters use to reach their final goal? Use textual evidence to support an original, concise thesis</p> <ul style="list-style-type: none"> <li>• Read Augustine’s Book XI of the Confessions. Agree or disagree with Augustine’s idea: “Evil stems not from God but from a perversion of human will.” Use textual evidence to support an original, concise thesis statement</li> </ul>
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**Suggested Resources**

- Bishop, Philip E. *Adventures in the Human Spirit: Sixth Edition*. New York: Prentice Hall, 2011. Print.
- Hesse, Herman. *Siddhartha*. Trans. Hilda Rosner. New York: Bantam Publications, 1971. Print.
- Sacred-texts. Evinity Publishing Inc. 2011. Web. 29 June 2012.

## New Milford Public Schools

Committee Member(s): Kathleen DelMonico, Justin Ongley Unit 5: Culture and Cathedral, The Medieval Spirit	Course/Subject: Humanities I Grade Level: 12 # of Weeks: 3-4
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• <u>RL.1 and RI 1</u>: 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.</li> <li>• <u>RL: 6</u>: 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).</li> <li>• <u>RI.6</u>: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</li> <li>• <u>W. 2</u>: 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.</li> <li>• <u>SL.1</u>: Initiate and participate effectively in a range of collaborative discussions with diverse partners on Humanities topics, building on others’ ideas and expressing their own clearly and persuasively             <ul style="list-style-type: none"> <li>a. Respond thoughtfully to diverse perspectives</li> </ul> </li> <li>• <u>L.1</u>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</li> <li>• <u>L.3</u>: 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.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Medieval man sought rewards in the afterlife</li> <li>• The Middle Ages produced many enduring works of art and literature</li> <li>• Artists and writers examine their society for material</li> </ul>	<ul style="list-style-type: none"> <li>• How did medieval man distinguish between the early and the divine?</li> <li>• What ideas link the Middle Ages to the Renaissance?</li> <li>• How do medieval literary and artistic forms reflect the writers’ and artists’ philosophical views?</li> </ul>

<b>Expected Performances</b>
What students should know and be able to do
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>• Satire reveals some of the contradictions and divergences within medieval literature</li> <li>• Although the Middle Ages often is characterized as a period of darkness, the literature and art of the time typically suggest a more complex picture</li> <li>• Writers and artists used the arts to express their personal philosophy</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Consider how medieval literature exhibits many tendencies rather than a single set of characteristics.</li> <li>• Observe literary elements (e.g., allegory, farce, satire, foil) in medieval literary works and identify characteristics of medieval literary forms.</li> <li>• Understand how literary elements contribute to meaning and author intention.</li> <li>• Consider glimpses of the Renaissance in certain works of medieval literature and art.</li> <li>• Consider how medieval literary and artistic forms reflect the writers' and artists' philosophical views.</li> <li>• Examine the literary, social, and religious satire in Chaucer's <i>Canterbury Tales</i>.</li> <li>• Compare works of medieval literature and art, particularly their depiction of character and their focus on the otherworldly.</li> </ul>
<b>Character Attribute(s)</b>
<ul style="list-style-type: none"> <li>• Honesty</li> <li>• Courage</li> </ul>
<b>Technology Competencies</b>
<ul style="list-style-type: none"> <li>• Embedded throughout the lesson</li> </ul>
<b>Develop Teaching and Learning Plan</b>
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Select appropriate tales from <i>The Canterbury Tales</i></li> <li>• Prepare a lecture on Anglo-Saxon culture and values</li> <li>• Plan a field trip to the Metropolitan Museum of Art</li> <li>• Choose appropriate excerpts from <i>Le Mort d'Arthur</i>, the <i>Bayeux Tapestry</i>, and <i>The Song of Roland</i></li> <li>• Prepare a brief lecture on the features of Middle Ages literature, including commonly employed literary devices</li> <li>• Assign terms, literary genres, and key concepts</li> <li>• Plan Seminar question(s) and assignment(s) on topics related to this unit</li> <li>• Plan collaboration activity (s)</li> <li>• Plan research project</li> <li>• Plan art/class discussion</li> </ul>

<ul style="list-style-type: none"> <li>Plan Speech assignment</li> </ul> <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Read selections from <i>The Canterbury Tales</i></li> <li>Read <i>Beowulf</i>. Compare and contrast epic heroes with <i>Gilgamesh</i></li> <li>Read selections from <i>Le Mort d'Arthur</i></li> <li>Read <i>The Song of Roland</i>. Write a journal entry about the extent you think religious beliefs should justify war</li> <li>Read love poems of the troubadours of Provence. Write original love poems</li> <li>Close read the Bayeux Tapestry</li> <li>Choose one of the <i>Canterbury Tales</i>. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement</li> <li>Debate the following: Is the Wife of Bath from <i>The Canterbury Tales</i> a feminist? Use textual evidence to support an original, concise thesis</li> </ul>	
<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<ul style="list-style-type: none"> <li>See Units 2 and 6</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work on glossary</li> <li>Compare “The Monk’s Tale” in <i>The Canterbury Tales</i> with Dante’s story of Ugolino in Cantos XXXII-XXXIII of the <i>Inferno</i>, paying special attention to depiction of character. Use at least one critical source. Use textual evidence to support an original, concise thesis statement.</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>Bishop, Philip E. <i>Adventures in the Human Spirit: Sixth Edition</i>. New York: Prentice Hall. 2011. Print.</li> <li>Anonymous. <i>Beowulf</i>. Trans. Seamus Heaney. New York: W.W. Norton &amp; Company, 2000. Print.</li> <li>Chaucer, Geoffrey. <i>The Canterbury Tales</i>. Trans. Nevill Coghill. New York: Penguin Classics, 2003. Print.</li> </ul>	



## New Milford Public Schools

Committee Member(s): Kathleen DelMonico, Justin Ongley Unit 6: Classical Humanism – Early Renaissance and <i>The Divine Comedy</i>	Course/Subject: Humanities I Grade Level: 12 # of Weeks: 3-4
<b>Identify Desired Results</b>	
<b>Common Core State Standards</b>	
<ul style="list-style-type: none"> <li>• <u>RL.1 and RI. 1:</u> 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.</li> <li>• <u>RL.2:</u> 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;</li> <li>• <u>RL.7:</u> Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</li> <li>• <u>RI.7:</u> Integrate and evaluate multiple sources of information present in different media or formats as well as in words in order to address a question or solve a problem.</li> <li>• <u>W. 9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <u>SL.1:</u> Initiate and participate effectively in a range of collaborative discussions with diverse partners on 12<sup>th</sup> grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• <u>L.1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <u>L.6:</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Man's view of the earthly and divine, good and evil varies from culture to culture</li> <li>• Man continues to search for and define justice</li> </ul>	<ul style="list-style-type: none"> <li>• How did medieval man distinguish between the early and the divine?</li> <li>• In what ways has Dante's Inferno been depicted by artists?</li> </ul>

<ul style="list-style-type: none"> <li>• Literature inspires art</li> <li>• Great literature can capture the spirit and values of an era</li> </ul>	<ul style="list-style-type: none"> <li>• How does Dante's <i>Inferno</i> reveal the values of the Middle Ages?</li> <li>• What is evil? What is good?</li> </ul>
<p><b>Expected Performances</b></p> <p>What students should know and be able to do</p>	
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>• Renaissance writers and artists were inspired by ancient Greek and Latin literature and myth</li> <li>• Renaissance writers and artists adapted ancient Greek ideas concerning aesthetic principles of harmony, balance, and divine proportion</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read novels, literary nonfiction, stories, plays, and poetry from the Renaissance era, observing the continuity from the Middle Ages as well as the departures.</li> <li>• Identify and investigate allusions to classical literature in Renaissance texts.</li> <li>• Explore how a concept such as symmetry or divine proportion is expressed both in literature and in art.</li> <li>• Discuss Renaissance conceptions of beauty and their literary manifestations.</li> <li>• Explore how Renaissance writers took interest in human life and the individual person.</li> <li>• Consider how literary forms and devices reflect the author's philosophical, aesthetic, or religious views.</li> </ul>	
<p><b>Character Attribute(s)</b></p>	
<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Responsibility</li> <li>• Citizenship</li> </ul>	
<p><b>Technology Competencies</b></p>	
<ul style="list-style-type: none"> <li>• Embedded throughout the lesson</li> </ul>	
<p><b>Develop Teaching and Learning Plan</b></p>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Assign Dante's <i>Inferno</i></li> <li>• Plan close reading selections and assignments</li> <li>• Prepare digital images and illustrations of Renaissance art</li> <li>• Plan Seminar question(s) and assignment(s) on topics related to this unit</li> <li>• Plan a field trip to the Metropolitan Museum of Art</li> <li>• Assign terms, literary genres, and key concepts</li> </ul>	

Learning Activities:

- Read Dante’s *Inferno*. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell Dante creates? Use textual evidence to support an original, concise thesis statement
- Close read sections of Dante’s *Inferno*
- Read *Brunelleschi’s Dome*. Explain how Ross King captures the spirit of the Florentine Renaissance.
- Analyze a series of paintings. Answer the following prompt: How is man’s humanity depicted in Renaissance art?
- Prepare notes on the following question: “To what degree does medieval literature regard human existence as secondary to the divine?” Use textual evidence from one of the texts read in this unit to support an original, concise thesis statement. Discuss in class.

**Assessments**

<p><b>Performance Task(s)</b></p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p><b>Other Evidence</b></p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> to create an alternate version of Dante’s Hell</p> <p><b>Role:</b> Tour Guide/Travel Agent</p> <p><b>Audience:</b> Students</p> <p><b>Situation:</b> Use Dante’s <i>Inferno</i> as a model to create your own circles of Hell.</p> <p><b>Product:</b> Create a brochure that illustrates and explains your circles of Hell</p> <p><b>Standards for Success:</b> School-wide Rubric</p>	<ul style="list-style-type: none"> <li>• Continue to work on glossary</li> <li>• Using works of art as textual evidence, do one of the following: (a) compare a literary work from this unit with a Renaissance work of art, with attention to principles of proportion and symmetry; (b) compare a Renaissance literary work with a medieval work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference work to support an original, concise thesis statement</li> <li>• Using texts from this unit as well as additional sources, explain how literature or works of art from the Renaissance break with or build on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement.</li> </ul>

### Suggested Resources

- Alighieri, Dante. *The Inferno*. Trans. John Ciardi. New York: Signet Publishing, 2001. Print.
- Bishop, Philip E. *Adventures in the Human Spirit: Sixth Edition*. New York: Prentice Hall. 2011. Print.
- King, Ross. *Brunelleschi's Dome*. New York: Penguin, 2001. Print.
- Shakespeare, William. *Complete Sonnets*. Mineola, NY: Dover Publishing, 1991. Print.

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