

Paramount Unified School District
Educational Services



*English Language Arts 4
Curriculum Guide
Unit 1
2016-17*



Unit Focus: *Development of Heroes and Archetypes*

Standards	Transfer Goals		
<p>Reading Literature</p> <p>RL.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>RL.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.</p> <p>RL.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)</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Authors use plot, characters, symbols, etc. to develop two or more themes over the course of the text and produce a complex account. • Literary archetypes have evolved historically and appear in altered forms across genres and time periods. • Authors specifically choose how to introduce and develop characters in a text. • Authors use particular words or phrases to affect the overall meaning in tone. • Authors specifically and carefully choose to structure certain parts of text to contribute to the overall meaning as well as add an aesthetic impact. • Writers purposefully use techniques to develop characters in their story. One technique used by authors is the development of characters based on specific archetypes. • There are specific qualities of a hero and the journey that they must take in order to earn true success as an archetype. • Anglo-Saxon and Medieval writings have influenced the concept of modern-day 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What literary elements are unique to the structure of the text? How do the literary elements help to develop and contribute to the overall meaning of the text? • How do authors help develop the transition between the epic hero to the everyday/common hero over the course of time? • How do specific archetypes/characters in text transcend historical limits and relate to modern times? • What two or more themes or central ideas does the author develop in this text? How do these themes interact and build on one another to produce a complex account of the text? • How do you analyze the impact of specific word choices on meaning and tone, including words with multiple meanings in different texts? • How do authors use a variety of techniques to develop characters in their stories? • How can we properly conduct research that accurately demonstrates the political structures, norms and customs (beliefs), and societal and class expectations for the time period? • What literary elements are unique to the structure of a frame story? How do they help develop the story and the overall 	<p>Resources</p> <p>Anchor Text Canterbury Tales</p> <p>Related Texts:</p> <p>Literary</p> <ul style="list-style-type: none"> • Prologue • Wife of Bath's Tale • The Pardoner's Tale • Beowulf <p>Informational</p> <ul style="list-style-type: none"> • Articles on TED talk <p>Nonprint</p> <ul style="list-style-type: none"> • TED talk video on the evolution of epic heroes

Reading Informational

Text

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text

RI.3 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.

RL.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

Writing

W.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

W.4,5,7,8, 9, 10 research

Speaking and Listening

SL.11-12.1-6

Language

L.11-12.1-6

heroes in literature.

- The stereotypes/archetypes in Chaucer's characterization of the pilgrims are a direct reflection of his views of religious corruption and social boundaries in the Medieval Period.
- The themes and morals reflected in the General Prologue are universal and applicable to the modern world.

moral/theme?

- How can the reader distinguish between what is directly stated in the text and what is really meant (e.g., satire, sarcasm, irony)?

Knowledge

Students will need to know...

- Archetypes
- Theme or central idea
- How theme(s) develop and build upon one another
- Satire and Irony
- Author's choice on how to develop and relate elements of a story or drama
- Meanings of words/phrases (denotative/connotative) and the impact word choice has on meaning and tone
- Author's craft: character development, plot sequence
- Stereotypes
- Characterization
- Corruption
- MLA format
- Citation

Skills

Students will need to develop skill at...

- Identifying archetypes in a text and analyzing how that character demonstrates an archetype
- Determining the various themes and how they are developed
- Identifying satire in a text and analyzing why it is being used
- Analyzing and explaining how the author develops and relates the story's elements
- Analyzing and explaining the author's craft
- Communicating properly with others including a partner, to the class, and as a collaborative group
- Analyzing and explaining two or more central ideas in informational text
- Analyzing and explaining complex ideas and/or sequence of events and how they interact
- Analyzing in detail the structure of a paragraph
- Determining meaning of words and using them in writing.
- Writing an informative essay
- Conducting proper research using reliable sources, recording the results of inquiry in

appropriate MLA Format.

- Creating a multimedia visual aide for presenting the results of research using MLA formatting.



Unit 1 Text Sequence

August 17 - October 21 (47 days)

LESSON	# OF DAYS	TEXT(S)
	1	First day of school
1	9	<i>Beowulf</i> (Epic Poem)
2	5	Informative / Explanatory Writing Lesson
3	2	TED Talk and Articles (Informational Text and Nonprint)
4	5	Inquiry Project
5	10	The Canterbury Tales (Frame Stories)
	1	Formative Assessment 1
6	10	The Canterbury Tales (Frame Stories) continued
	3	Benchmark



Instructional Sequence

LESSON 1: 9 DAYS
August 18-30

RESOURCE(S): epic poem Beowulf page 21

STANDARDS:

- RL.1**
- RL.2**
- RL.3**
- RL.4**
- RL.5**

ACADEMIC

VOCABULARY:

Tier 2 (text dependent vocabulary)
Resolute
Vehemently
Infallible
Lavish
Furled
Extolled
Assail

TEXT DESCRIPTION: The monster Grendel arrives at Herot and breaks down the door, devours one Geat, and then grabs Beowulf. Beowulf’s men find their weapons useless against Grendel’s magic. It is the battle between good vs. evil. Beowulf prays to God and finally rips off Grendel’s arm. He then hangs the arm from the hall. Everyone rejoices at Beowulf’s bravery. Beowulf faces Grendel’s vengeful mother at the bottom of the lake where she lives. He has to fight with his bare hands. He finds a magic sword and kills the mother and then finds Grendel’s body and cuts off the head for revenge. The final battle is Beowulf vs. the Dragon in which both hero and the monster perish.

LESSON UNDERSTANDING(S):

❖ **Unit Understandings:**

- Authors use plot, characters, symbols, etc., to develop two or more themes over the course of the text and produce a complex account.
- Literary archetypes have evolved historically and appear in altered forms across genres and time periods.
- Authors specifically choose how to introduce and develop characters in a text.
- Authors use particular words or phrases to affect the overall meaning and tone.
- Authors specifically and carefully choose to structure certain parts of text to contribute to the overall meaning as well as add an aesthetic impact.

❖ **Lesson-specific Understandings:**

- There are often two or more themes within a text and they build upon each other.
- Authors choose strategically how to develop characters/archetypal; furthermore understand the impact those character/archetypal developments have on a text.
- The words and language of text impacts the overall meaning and tone in a text.
- Authors carefully choose how to structure specific parts of a text.

ESSENTIAL QUESTION(S):

- ❖ What literary elements are unique to the structure of the text? How do the literary elements help to develop and contribute to the overall meaning of the text?
- ❖ How do specific archetypes in text transcend historical limits and relate to modern times. What two or more themes or central ideas does the author develop in this text? How do these themes interact and build on one another to produce a complex account of the text?
- ❖ How do you analyze the impact of specific words choices on meaning and tone, including words with multiple meanings in different texts?



Tier 3 (content vocabulary)

Archetypes (hero and villain)
The Epic
The epic hero
Figurative language (figures of speech)
Imagery
Symbolism motifs
Epic similes
Kenning
Stock Epithet
Rhyme
Style
Plot
Narrator
Foreshadowing
Theme
Characterization
Direct
Indirect
Foil

FOCUS QUESTIONS:

- ❖ What characteristics constitute Beowulf as an archetype epic hero?
- ❖ How does the author effectively demonstrate that Beowulf is an archetype epic hero?
- ❖ What common themes are developed throughout each battle? How do these themes build upon one another?
- ❖ What specific structure techniques does the author use to tell the tale and to help illustrate that Beowulf is an epic hero?
- ❖ How does the author structure the kennings to add to the overall meaning of the text? How do the kennings reinforce the tone in each of the battle(s)?

LESSON OVERVIEW: Students will read and analyze the text focusing on archetypes (RL.3), theme(s) (RL.2), and author’s choices regarding how to develop text and relate elements of a story (RL.3), determine the meaning of words/phrases, analyze the impact on tone and meaning (RL.4), and analyze the author’s choices concerning how to structure specific parts of text (RL.5).

READ THE TEXT:

- ❖ Background information and discussion on Anglo Saxon period and Beowulf using teacher chosen resources – see accompanying resources. **(L11-12.6)** Preview vocabulary tied to the text **(L11-12.4)**. Teachers select strategy for study of content vocabulary (e.g., Cornell notes, cloze passage, etc.) and vocabulary activity for tier 2 vocabulary.
- ❖ Students independently read all or a designated section of Part 1 *The Battle With Grendel* **(RL11-12.10)**
- ❖ As a class reread part 1 *The Battle with Grendel* (with audio or with the teacher), annotate text, and answer basic comprehension questions. **(RL11-12.10)**
- ❖ Students in partners/small groups will discuss various themes, language meaning, and structure of text. **(RL11-12.2, RL11-12.4, RL11-12.5)**
- ❖ Partners/small group activity using Tree Map to formatively assess understanding of archetype heroes **(RL11-12.3, SL11-12.1)**
- ❖ Students independently read all or a designated section of Part 2 *The Monster’s Mother*. **(RL11-12.10)**
- ❖ Students in small groups will reread part 2 *The Monster’s Mother* in chunks and annotate. Discuss chunks and annotations as a class. **(RL11-12.10)**
- ❖ Students in partners/small groups will discuss various themes, language meaning, and structure of text. **(RL11-12.2, RL11-12.4, RL11-12.5)**
- ❖ Partners/small group activity using Tree Map to formatively assess understanding of archetype heroes **(RL11-12.3, SL11-12.1)**
- ❖ On their own, students read *The Final Battle* and annotate. **(RL11-12.10)**
- ❖ Students will discuss various themes of the text, language meaning, and structure of text **(RL11-12.2, RL11-12.4, RL11-12.5)**
- ❖ In small groups, students will discuss what characteristics of an archetype hero were demonstrated in the text.



Students share with the whole class.

- ❖ Students in partners/small groups will discuss various themes of the text, language meaning, and structure of text. **(RL11-12.2, RL11-12.4, RL11-12.5)** Students will add to their Tree Map.

UNDERSTAND THE TEXT:

- ❖ As you read and go through the text with students for various close reads of the text, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK 1) questions before moving on to higher-level questions.

- ❖ ***Text Dependent Questions***

Part 1

1. What conclusions can be drawn about Beowulf allowing Grendel to slaughter one of the Geats before taking actions?
2. Reread lines 20-29. What effect does the author create by using these words?
3. Why did the author use the phrase “his heart laughed, he relished the sight”? What was its purpose?
4. Reread lines 25-27. What do these lines foreshadow about the battle between Grendel and Beowulf?
5. What details from the text support that Beowulf is an epic hero? (page 22)
6. Reread line 72. What does the word splendor most likely mean?
7. Reread lines 76-81. What does the author accomplish in these lines?
8. What details from the text support the Grendel is a villain archetype character?
9. Which evidence from the text best supports that Beowulf is an epic hero? (page 24)
10. In line 116, what is the meaning of the word affliction?
11. What effect does the author create in lines 128-154? What is the overall tone?
12. How do lines 143-153 add to the status that Beowulf is indeed an epic hero? Use textual evidence to support your assertions.
13. The author uses imagery to describe Grendel’s lair. What specific images are used? How does the structure (images) of the text affect the overall central idea? (page 25)
14. In lines 179-203, what details from the text best support that Beowulf is not an ordinary man?
15. Based on the description of the setting, one can infer that? (lines 197-203 page 26)
16. What characteristics of an epic hero does Beowulf display during his fight with Grendel’s mother? Use textual evidence to support your answer.
17. Which lines from the text best indicate the outcome of the fight between Beowulf and Grendel’s mother.
18. How is the literary device kenning used throughout the tale? How does it help set the mood/tone of the tale?
19. The reader can infer _____ about good vs. evil from part 1? What textual evidence



demonstrates good vs. evil in the text?

20. What is the theme/central idea from part one? What textual evidence supports your assertions?

Part 2

1. Which evidence from the text best supports the pagan reference of fate? What does this reveal about archetype hero characters in general?
2. What conclusions can be drawn about how Beowulf has changed over the course of the text? Find textual evidence to support your conclusions.
3. Reread lines 291-296. What does the author's use of motif suggest?
4. Which statement best supports the responsibility that Beowulf feels for his people? Explain how this demonstrates the responsibility that he feels?
5. Which details from the text best support archetypical images in lines 318-329?
6. How does the author use of literary element of foreshadowing in lines 346-350 add to the overall tone of the text?
7. In line 356, what does the word comrades most likely mean?
8. What archetypical persona does Wiglaf portray, what evidence from the text supports this archetype?
9. What structure type does the author use in lines 370-399? What is the purpose of this structure?
10. What effect does the author create in the lines 411-418? What is the overall tone of the poem?
11. How does the author use imagery to set the tone in the lines 419-425?
12. How is the literary device kenning used throughout the tale? How does it help set the mood/tone of the tale?
13. How is figurative language used throughout the poem, what is its purpose?
14. What traits of an epic hero are revealed in lines 438-451? Use textual evidence to support these traits.
15. The reader can infer _____ about good vs. evil from part 2? What textual evidence demonstrates good vs. evil in the text?
16. What is the theme/central idea from part two? What textual evidence supports your assertions?

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.11-12.1, L11-12.2, L11-12.3)**

❖ **Language Skills**

- Teach mini lesson on kennings that use hyphenated compounds, propositional phrases, and possessives
- Have students find examples of hyphenated compounds, propositional phrases, and possessives in the kennings in Beowulf **(L11-12.2, L11-12.3)**



	<p>❖ Thinking Map Opportunities</p> <ul style="list-style-type: none"> • Tree Map to define all characteristics of an epic hero • A Tree Map that categorizes the characteristics of an archetype hero • Use Double Bubble Map to compare and contrast the similarities and differences between an archetype hero and archetype villain <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Using the Thinking Map (Tree Map) on how Beowulf is the epitome of an archetype hero, students will find a similar hero in modern times (movies, T.V., novels, short stories etc.) that illustrates some of the characteristics that Beowulf exudes and write a constructed response on how this character has similar characteristics as Beowulf. (RL11-12.1, RL11-12.3, W.11-12.1) ❖ Writing task (see lesson 2) (W.11-12.1)
<p>LESSON 2: 5 DAYS Aug. 31 – Sept. 7</p> <p>RESOURCES:</p> <p>epic poem <u>Beowulf</u> page 21</p> <p>STANDARDS: RL11-12.3 W11-12.2a,b,c,d,e,f W11-12.4 W11-12.5 W11-12.6 L11-12.1 L11-12.2</p>	<p>WRITING TASK: Write a multi-paragraph essay explaining how Beowulf demonstrates the characteristics of an archetype epic hero. Choose three to six characteristics that epitomize Beowulf as an archetype epic hero. Be sure to give specific examples from two or more of the three different battle scenes: the battle with Grendel, the battle with Grendel’s mother, or the battle with the dragon. Be sure to include specific textual evidence from the text to support your assertions. (W11-12.2,4,5)</p> <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ❖ Effective authors specially choose how to introduce and develop characters in a text. ❖ Effective writers strategically choose how to develop characters/archetypal; furthermore understand the impact those character/archetypal developments have on a text. ❖ Quality writing requires planning, revising, editing, and rewriting. ❖ Technology allows you to produce professional-looking publications as well as share your ideas easily and efficiently with a wide audience. <p>ESSENTIAL QUESTION(S):</p> <ul style="list-style-type: none"> ❖ What is the purpose of my writing and who is my audience? What, then, is the appropriate way to structure my writing? ❖ How do we write an informative/explanatory essay that effectively uses textual evidence to explain how Beowulf is an example of an epic hero? ❖ How do we correctly cite/quote within an essay? ❖ How do we write a proper MLA formatted essay and works cited page?



<p>ACADEMIC VOCABULARY: Archetype Characteristics Epic Figurative language (figures of speech) Imagery Symbolism Transitions MLA Citation Direct Quotes</p>	<p>FOCUS QUESTION(S):</p> <ul style="list-style-type: none"> ❖ How does Beowulf illustrate the epitome of an archetypical hero for the Anglo Saxon time period? ❖ How do we properly cite in-text citation for text based evidence? ❖ What elements of the battle reflect characteristics of archetypical hero? <p>PREWRITING:</p> <ul style="list-style-type: none"> • Students will create a Tree Map to list a minimum of three characteristics that Beowulf demonstrates to prove he is an archetype epic hero. Students should cite specific textual evidence to support the characteristics they have chosen. (RL11-12.3) <p>DRAFTING:</p> <ul style="list-style-type: none"> • Teach students how to properly format and write an informative/explanatory body paragraph with explanation. • Teach students how to properly cite/quote in their essays. (W11-12.2.B) • Provide instruction on properly using transitions to create a better flow within the essay. (W11-12.2.C) • Students will use their Thinking Maps to guide their drafting. <p>REVISING:</p> <ul style="list-style-type: none"> • Focus on improving word choice, sentence structure, and adding tier 2 and 3 vocabulary. (W11-12.2D) • Focus on incorporating and using transition words to properly link and create cohesion in sentences and paragraphs. • Have students select a peer to discuss revising their essays. (W11-12.5) <p>EDITING:</p> <ul style="list-style-type: none"> • Edit for proper use of citation/quotes. (W11-12.B) • Edit for correct use of conventions (grammar, punctuation, spelling, capitalization). (W11-12.4) <p>FINAL DRAFT:</p> <ul style="list-style-type: none"> • Students will type their final drafts. (W11-12.6)
<p>LESSON 3: 2 DAYS September 8-9</p> <p>RESOURCE(S): 1. TED Talk "The Psychology of Evil" by Phillip Zimbardo, transcript and video 2. "Everyday Heroes" articles</p>	<p>TEXT(S) DESCRIPTION: TED Talk -- Psychologist and author Philip Zimbardo uses a variety of sources, scientific, historical, and literary, to explore the psychological and social origins of what is commonly called "evil" behavior. Then, he examines the flip side to discuss how each of us will have opportunity for heroic behavior and how we can rise to the challenge. The "Everyday Hero" articles provide anecdotal evidence that ordinary people do indeed behave heroically when necessary.</p> <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ❖ Unit Understandings: Authors use plot, characters, symbols, etc., to develop two or more themes over the course of the text and produce a complex account. Authors choose specific words to help convey the central idea and how it affects the overall structure of the text.



STANDARDS:

- RI11-12.1**
- RI11-12.2**
- RI11-12.3**
- RI11-12.4**
- RI11-12.7**

**ACADEMIC
VOCABULARY:**

**Tier 2 (text
dependent
vocabulary)**

- Impermeable
- Paradox
- Banal
- Euphemism
- Amalgam

**Tier 3 (content
vocabulary)**

- Anecdote
- Subtext
- Central Idea

An author develops the central idea over the course of the text.
Speeches incorporate information from various genres and media to support central ideas or themes.

❖ **Lesson-specific Understandings:**

The techniques employed by the presenter, both verbal and visual, are used to create internal organization in the TED talk.
Society has changed from focusing on the epic hero to focusing on the everyday/common hero.
An author purposefully chooses to use certain words and structure the text in a specific way.

ESSENTIAL QUESTION(S):

- ❖ What two or more central ideas does the author develop in this text?
- ❖ How do these central ideas interact and build on one another to produce a complex account of the text?
- ❖ How do you analyze the impact of specific word choices on meaning and tone, including words with multiple meanings in different texts?

FOCUS QUESTIONS:

- ❖ What are the main ideas about both evil and heroic behavior?
- ❖ How does the presenter use science to support his ideas?
- ❖ How does the presenter use visual evidence to support his claims?
- ❖ What characteristics do the individual heroes have in common?
- ❖ What is the political subtext of the TED talk?

LESSON OVERVIEW: Students will watch, read, and analyze the text focusing on the transition from the archetypal epic hero to the common everyday hero in society.

READ THE TEXT:

- ❖ View TED talk "The Psychology of Evil" (**Note:** photos should be censored, there is a warning for the images starting at a time of 5:12- please skip until the time 6:41)
- ❖ Preview vocabulary tied to the text (**L11-12.4**). Conduct vocabulary study for content vocabulary (e.g., Cornell notes, cloze passage, etc.) and vocabulary activities for tier 2 vocabulary.
- ❖ Close reading of selected chunks of transcript
- ❖ Answer stem-based, text dependent questions (**RI11-12.1, RI11-12.2, RI11-12.3, RI11-12.4, RI11-12.7**)
- ❖ Make tree map to categorize the types of evidence used in TED presentation (**RI11-12.1, RI11-12.2**)



UNDERSTAND THE TEXT:

- ❖ As you watch and read the TED talk and other everyday hero articles, go through the text with students for various close reads of the text, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. The teacher should begin by asking comprehension level (DOK 1) questions before moving on to higher-level questions.

❖ ***Text Dependent Questions***

1. (RI 11-12.1) Why does the speaker say the line between good and evil is movable and permeable? (2nd paragraph pg. 1) (RI 11-12.3) Which evidence from the talk best supports that “Evil is the exercise of power?” (paragraph 6 pg. 1 to paragraph 5 pg. 2)
3. (RI 11-12.2) How does the author/speaker develop the idea that “If you want to change a person, change the situation”? (paragraph 1 pg. 3 to paragraph 2 pg. 4)
4. (RI 11-12.2) The author/speaker concludes that “If you give people power without oversight, it’s a prescription for abuse.” What evidence best supports this conclusion? (paragraph 3 pg. 5 and Abu Ghraib example and the experimental examples already mentioned)
5. (RI 11-12.2) What does the author/speaker infer when he says “Heroism is the antidote to evil...” (paragraph 6 pg. 5)
6. (RI 11-12.1) Which statements best summarize the speaker/author’s message about the keys to heroism? (paragraph 4 pg. 6)
7. (RI 11-12.6) What are two or more central ideas of the text? (Any answers related to what makes people go wrong, how and/or why ordinary people act heroically, etc.)

❖ ***Vocabulary Study***

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.11-12.1, L.11-12.2, L.11-12.3)**

❖ ***Language Skills***

- Teach mini lesson on determining or clarifying meaning of unknown and multiple meaning words and phrases **(L.11-12.4)**
- Help students use academic and domain-specific words and phrases **(L.11-12.5)**

❖ ***Thinking Map Opportunities***

- Tree Map to categorize the different types of evidence used in the TED presentation

EXPRESS UNDERSTANDING:

- Circle Map (Vocabulary)
- Double Bubble Map on the characteristics: Evil vs. Heroic
- Multi-Flow Map on the causes and effects of evil acts and heroic acts



LESSON 4: 5 DAYS
September 12-16

RESOURCE(S):
computer lab and carts

STANDARDS:

W11-12.2

W11-12.4

W11-12.5

W11-12.6

W11-12.7

W11-12.8

SL11-12.2

SL11-12.4

SL11-12.5

ACADEMIC

VOCABULARY:

Informative
Explanatory
Research
MLA
Works Cited
In Text Citation

TEXT DESCRIPTION: Students will conduct research on life choices after high school.

LESSON UNDERSTANDING(S):

❖ **Unit Understanding:**

Researching a topic thoroughly will help to make informed decisions regarding next steps after high school (i.e., community college, 4-year university, vocational schools, etc.).

❖ **Lesson-specific Understandings:**

Taking a personality/career aptitude test will help students pursue a more suitable path for conducting their research on life after high school.

It is important to conduct thorough research on any given topic.

There are many options and resources available.

It is important to cite sources correctly in MLA format in order to avoid plagiarism.

ESSENTIAL QUESTION(S):

- ❖ How do we properly conduct research that will help prepare us for viable options after high school?

FOCUS QUESTION(S):

- ❖ What does my personality/career aptitude test reveal about me?
- ❖ How can I use the personality/career aptitude test to help research career/college choices?
- ❖ Now that I have researched possible options; how do I decide which option(s) is best for me?
- ❖ What are my next steps to make this research become a reality?

LESSON OVERVIEW: Students will conduct informative research to help decide on viable options for life after high school.

- ❖ Explain the research project and give all necessary handouts.
- ❖ Using laptop carts, students will take a personality test/career aptitude test to help narrow down possible choices for life after high school.
- ❖ Conduct research using handout(s) in the computer lab or using laptop carts. **(W11-12.6.7.8.9)**
- ❖ Using their handouts/notes cards, students will write a brief one page paper on their findings using MLA format. **(W11-12.6.7.8.9)**

READ THE TEXT: Students conduct Independent research and reading of internet and print sources on a particular community college, university, vocational schools, career choices etc.

UNDERSTAND THE TEXT: Handout/Note cards (from research)

EXPRESS UNDERSTANDING:

- ❖ Research handout/note cards
- ❖ Correct MLA format citation in research paper and handout/note cards **(W11-12.6.7.8.9)**



LESSON 5: 10 DAYS
September 19-29

REOURCE(S):
PowerPoint
Presentation on
Background
PowerPoint
Presentation of
vocabulary
The Canterbury
Tales page 115-143

STANDARDS:
RL11-12.1
RL11-12.2
RL11-12.3
RL11-12.4
RI11-12.5
RL11-12.6

ACADEMIC
VOCABULARY:
Tier 2 (text
dependent
vocabulary)
Agility
Eminent
Accrue
Arbitrate
Benign
Guile
Obstinate
Frugal
Duress

TEXT DESCRIPTION: *The Canterbury Tales* is a collection of frame stories of life in the Middle Ages. It is a complete range of medieval society. Chaucer places his characters on a pilgrimage, a religious journey made to a shrine or holy place. These pilgrims are from many stations and stages of life. Together they travel on horseback from London to the shrine of the martyr Saint Thomas a Becket at Canterbury Cathedral, about 45 miles southeast.

LESSON UNDERSTANDING(S):

❖ **Unit Understandings:**

Authors use plot, characters, symbols, etc., to develop two or more themes over the course of the text.
Writers purposefully use techniques to develop characters in their story.
The words and language of text impacts the overall meaning and tone in a text.
Authors carefully choose how to structure specifics parts a text.

❖ **Lesson-specific Understandings:**

The stereotypes/archetypes in Chaucer’s characterization of the pilgrims are a direct reflection of his views of religious corruption and social boundaries in the Medieval Period.
The themes and morals reflected in the General Prologue are universal and applicable in the modern world.
Authors specifically choose how to introduce and develop characters in a text.
Authors use particular word phrases to affect the overall meaning and tone.

ESSENTIAL QUESTION(S):

- ❖ What literary elements are unique to the structure of a frame story? How do they help develop the story and the overall moral/theme?
- ❖ How can we analyze the impact of specific word choices on meaning and tone in different texts?
- ❖ How do characters in stories transcend historical limits and relate to modern times?
- ❖ How do authors use a variety of techniques to develop their stories?
- ❖ How can the reader distinguish between what is directly stated in the text from what is really meant (e.g., satire, sarcasm, irony)?

FOCUS QUESTIONS:

- ❖ How does the prologue provide understanding of the corruption during the time period?
- ❖ How does Chaucer use of various literary structures for each tale give the reader insight into that character?
- ❖ What common themes are developed in each tale?
- ❖ How can we distinguish between what is directly stated in each story and when Chaucer is using irony/satire?
- ❖ How does Chaucer use words/language to help convey his views of each individual character?
- ❖ How do the characters in the frame stories transcend time and relate to today?



Tier 3 (content vocabulary)

Frame Story
Iambic Pentameter
Irony
Sarcasm
Satire
Personification
Understatement
Rhyme scheme
Moral tale

LESSON OVERVIEW: Students acquire mastery of the essential vocabulary needed to analyze *The Canterbury Tales* by taking notes off of the PowerPoint presentation and/or examples. Next, students will read and analyze the text focusing on each frame character (characterization), theme(s)/moral(s), and authors choices regarding how to develop text and relate elements of a story, determine the meaning of words/phrases and analyze the impact on tone and meaning, analyze the author's choices concerning how to structure specific parts of the text and distinguish between what is directly stated in a text from what is really meant.

READ THE TEXT:

- ❖ Preview vocabulary tied to the text **(L11-12.4)**. Conduct vocabulary study for content vocabulary (e.g., Cornell notes, cloze passage, etc.) and vocabulary activities for tier 2 vocabulary.
- Background information needed prior to reading *The Canterbury Tales* (use power point resources provided or your own) **(L11-12.6)**
- Students read all or a designated section of "The Prologue". **(RL11-12.10)**
- Partners/Groups/Class rereads by reading or listening to the audio of "The Prologue." **(RL11-12.10)**
- Teacher are to use provided packet to analyze, discuss, model, and answer text dependent questions for "The Prologue" in the text that focus on character/archetype, irony/satire, author's structure, word meaning including figurative language and theme. **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**
- Students are to read selected frame stories one at a time silently to themselves. (Suggested characters to delve into: The Squire, The Merchant, The Nun, The Summoner, The Friar, and The Monk. These all have examples of satire and/or irony. **(Note:** do not read The Doctor because it is on the 1st Quarter Benchmark Assessment).
- With the class or partner/group; students reread frame and analyze and discuss various themes, satire/irony, characterization, language meaning, and structure of text and answer text dependent questions. **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**
- Students can either use a Double Map comparing to characters on their similarities and differences **OR** students can create a Tree Map that shows three different class systems represented in the frame stories.

UNDERSTAND THE TEXT:

- ❖ As you read and go through the text with students for various close reads of the text, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK 1) questions moving on to higher-level questions.



❖ **Text Dependent Questions**

Prologue and Frame Stories

1. What conclusions can be drawn based on Chaucer's detailed description of the Monk, the Squire and the Summoner?
2. Chaucer presents the Parson and Oxford Cleric as "good, honorable" people connected to the church. What effect does this create for his frame story?
3. Which evidence from the text best supports the understanding that the squire is different from his father, the knight?
4. Reread lines 87-102. How does the squire embody the code of chivalry?
5. Reread lines 285 – 292 of the merchant's descriptions. How is this description satiric?
6. What is the irony of Chaucer describing the merchant as an "excellent fellow"?
7. What details in the text best support the fact that the nun is more concerned with worldly luxuries than with helping the poor?
8. Based on the description of the nun's brooch, what can we infer about her character?
9. What is the central idea the author is trying to convey about the Summoner?
10. Why did the author use the metaphor in lines 662-663?
11. What does lines 225 – 226 reveal about the friar?
12. In Chaucer's day, people believed that certain physical characteristics revealed a person's true nature. What character trait do you think a lily-white neck might reveal?
13. How are lines 169-171 ironic in the monk's description?
14. Which details in lines 197-211 suggest that the monk is not serious about his profession?

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.11-2.1, L11-12.2, L11-12.3)**

❖ **Language Skills**

- Teach mini lessons on Frame Story, societal groups, satire and irony.

❖ **Thinking Map Opportunities**

- Double Bubble comparing and contrasting characters
- Tree map classifying the three societal groups represented



LESSON 6: 10 DAYS
October 3-21

RESOURCE(S):
frame stories *The Canterbury Tales*
page 146-166

STANDARDS:

- RL11-12.1
- RL11-12.2
- RL11-12.3
- RL11-12.4
- RL11-12.5
- RL11-12.6

Tier 2 (text dependent vocabulary)

The Pardoner's Tale
Avarice
Abominable
Superfluity
Grisly
Adversary
Pallor
Prudent
Transcend
Credentials
Absolve

TEXT DESCRIPTION: *The Canterbury Tales* is a collection of frame stories of life in the Middle Ages. It is a complete range of medieval society. Chaucer places his characters on a pilgrimage, a religious journey made to a shrine or holy place. These pilgrims are from many stations and stages of life. Together they travel on horseback from London to the shrine of the martyr Saint Thomas a Becket at Canterbury Cathedral, about 45 miles southeast.

LESSON UNDERSTANDING(S):

❖ **Unit Understandings:**

There are two or more themes within a text and that they build upon each other.

Authors choose strategically how to develop characters/archetypal; character/archetypal developments have an impact on a text.

The words and language of text impacts the overall meaning and tone in a text.

Authors carefully choose how to structure specific parts a text.

❖ **Lesson-specific Understandings:**

The stereotypes/archetypes in Chaucer's characterization of the pilgrims are a direct reflection of his views of religious corruption and social boundaries in the Medieval Period.

The themes and morals reflected in the General Prologue are universal and applicable in the modern world.

Authors specifically choose how to introduce and develop characters in a text.

Authors use particular word phrases to affect the overall meaning and tone.

ESSENTIAL QUESTION(S):

- ❖ What literary elements are unique to the structure of a frame story? How do they help develop the story and the overall moral/theme?
- ❖ How does the transition between the epic hero to the everyday/common hero develop and change in literature and other text?
- ❖ How do you analyze the impact of specific word choices on meaning and tone, including words with multiple meanings in different texts?
- ❖ How do characters in stories transcend historical limits and relate to modern times?
- ❖ How do writers purposeful use a variety of techniques to develop characters in their stories?
- ❖ How can the reader distinguish what is directly stated in the text from what is really meant (e.g., satire, sarcasm, irony).

FOCUS QUESTIONS:

- How does the frame story provide various levels of understanding of the corruption during the time period?
- How does Chaucer use of various literary structures for each tale give the reader insight into that character?
- What common themes are developed in each tale?
- What are some examples of irony/satire evident in the text?
- How does Chaucer use words/language to help convey his views of society?



The Wife of Bath's Tale

Reprove
Concede
Extort
Disperses
Contemptuous
Bequest
Prowess
Temporal
Capacity
Pestilence

Tier 3 (content vocabulary)

Frame Story
Iambic Pentameter
Irony
Sarcasm
Satire
Understatement
Rhyme scheme
Moral tale
Narrator
Characterization
Figurative Language (Figures of speech)
Personification
Imagery
Symbolism
Motifs

- How do the characters in the frame stories transcend time and relate to today?
- How do we prepare to give a presentation to our classmates?

LESSON OVERVIEW: Students acquire mastery of the essential vocabulary needed to analyze *The Canterbury Tales* by taking notes from the PowerPoint presentation and/or examples. Next, students will read and analyze the text focusing on each frame character (characterization), theme(s)/moral(s), and authors' choices regarding how to develop text and relate elements of a story, determine the meaning of words/phrases and analyze the impact on tone and meaning, analyze the author's choices concerning how to structure specific parts of the text and distinguish between what is directly stated in a text from what is really meant.

READ THE TEXT:

- ❖ Preview vocabulary tied to the text **(L11-12.4)**. Some type of vocabulary activity for tier 2 vocabulary.
- Students read all or a designated section of "The Pardoner's Tale". **(RL11-12.10)**
- In small groups, partners or as a class, students annotate and summarize "The Pardoner's Tale." Discuss as a class what is happening so that all students understand. Students will reread or listen to audio and answer text dependent questions. Discuss the tales including the humor, irony, satire and what it says about this time period, etc. **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**
- Teacher are to use provided packet to analyze, discuss, model, and answer text dependent questions for "The Pardoner's Tale" in the text that focus on character/archetype, irony/satire, author's structure, word meaning including figurative language and theme.
- Students read all or a designated section of "The Wife of Bath's Tale". **(RL11-12.10)**
- In small groups or partners, students first annotate and summarize "The Wife of Bath's Tale." Discuss as a class what is happening so that all students understand. Students will reread or listen to audio and answer text dependent questions. Discuss the tales including the humor, irony, satire and what it says about this time period, etc. **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**
- With the class or partner/group; students reread frame and analyze and discuss various themes, satire/irony, characterization, language meaning, and structure of text and answer text dependent questions. **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**
- Students will create a Double Bubble Map that compares and contrasts the similarities and differences of The Pardoner and The Wife of Bath.
- Students will present a tale to their classmates that they either write themselves based on their career choice or they become an expert on one tale and present what they learned and the irony/satire within the tale **(SL11-12.4.5.6)**.



UNDERSTAND THE TEXT:

- ❖ As you read and go through the text with students for various close reads of the text, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK 1) questions moving on to higher-level questions.

- ❖ **Text Dependent Questions:**

The Pardoner's Tale Text Dependent Questions

1. In "from The Pardoner's Prologue," which of the seven deadly sins does the Pardoner acknowledge as his own vices?
2. Describe the rioters and their actions. Use textual evidence to support your answer.
3. (RL11-12.1) Reread lines 72-82. What inferences can be drawn regarding the explicit advice being offered? What moral lesson is being implied?
4. (RL11-12.6) Why is it ironic that the rioters vow as brothers to kill Death?
5. (RL 11-12.3) Which sentences best summarize how the old man views Death. Use textual evidence to support your answer.
6. (RL11-12.4) What does personification of Death as a mother suggest?
7. (RL11-12.4) Explain the irony in the following line. "No longer was it Death those fellows sought" (line 150).
8. (RL11-12.3) Reread lines 178-195. This is an example of indirect characterization. What do the speaker's words imply about him?
9. (RL11-12.6) The reader can conclude that it is ironic that they refer to themselves as brothers. Why? Support your answer with textual evidence.
10. (RL11-12.6) Why is it ironic that the three "brothers" are always referring back to God and religion?
11. (RL 11-12.1). Which sentences from the text reveal how Death ends up killing the brothers?
12. (RL11-12.3) What conclusion can be drawn about the Pardoner's motivation for telling his tale? Cite textual evidence.
13. (RL11-12.3) Reread lines 312-332. What insights into the characters of the Pardoner, the Host and the Knight are revealed in the dialogue?
14. (RL11-12.6) What statement best summarizes the central idea (irony) in the Pardoner's Tale?
15. (RL11-12.2) What moral does the Pardoner want us to draw from his tale? How is it different from the moral you think Chaucer wants you to draw?
16. (RL11-12.6) What inference can be made about the author's opinion of medieval society (and human nature) in "The Pardoner's Tale" (satire)? Cite textual evidence.



The *Wife of Bath* Text Dependent Questions

1. (RL11-12.3) The selection begins with dialogue between the Pardoner and the Wife of Bath. What do you learn about the Wife of Bath from this conversation?
2. (RL11-12.3) What conclusion can be drawn about the Wife of Bath's opinion of the friars' getting rid of the fairies? Cite textual evidence to support your answer.
3. Identify (a) the knight's crime; (b) his original punishment and (c) his second punishment.
4. (RL11-12.6) Read the sentences that describe the knight's punishment. What inferences can be drawn about this punishment (How is it ironic?) Cite textual evidence.
5. What criticism of women does the Wife of Bath offer? (See the story of Midas' wife) Use textual evidence to support your answer.
6. (RL11-12.6) Read lines 213-16. Why is it ironic that this should be the answer that saves the knight's life?
7. (RL11-12.3) Reread lines 282-314. What inferences can be drawn about what the woman says about gentility? What value system does the old woman reject and what values does she affirm in the long speech?
8. (RL11-12.6) Reread lines 307-308. How could the phrase, "temporal things" hurt and maim?
9. (RL11-12.4) Reread lines 315-321. What does the author communicate by having the crone compare men to fire?
10. Paraphrase the simple thought about poverty. (Lines 353-366)
11. (RL11-12.1) What conclusion can be drawn about the final choice the old woman offers the knight at the end of the tale? What is his response?
12. How does the Tale connect to the portrait of the Wife in the General Prologue?
13. (RL11-12.3) What inference can be made from the Wife of Bath's opinion expressed in the tale? Find two of her opinions, use textual evidence and explain them.
14. (RL11-12.5) Do you think Chaucer's rich portrayal of the Wife of Bath is an indication that he had progressive views about women for his time? Why or why not? Use textual evidence to support your answer.

❖ Vocabulary Study

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. (**L.11-2.1, L11-12.2, L11-12.3**)

❖ Language Skills

- Teach mini lessons on Frame Story, societal groups, satire and irony.

❖ Thinking Map Opportunities

- Double Bubble Map comparing and contrasting characters.
- Bubble Map describing the tale/job for character tale presentations.