Greenwich Public Schools Curriculum Overview

Course Name: Medieval Literature

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

The European Middle Ages is a period rich in legend, lore, and literature. The Arthurian tales, heroic epics, fairy tales, poetry, romances, and political satires reflect the transformations of society from feudal kingdoms to city-states in Britain, France, and Italy. Works studied in this course may include Boccaccio's Decameron, Chaucer's *The Canterbury Tales,* Chrétien de Troyes' *Yvain*, Dante's *Inferno,* and Malory's *Le Morte d'Arthur.* Students will also examine concurrent developments in the arts and architecture of the time. Related films such as *Excalibur*, *First Knight*, *Kingdom of Heaven*, and *The Green Knight* round out the student's perception of this period.

Students will acquire a core body of knowledge as well as respect for other cultural contexts and points of view. Emphasis is placed on students' ability to critically interpret, evaluate, and synthesize information through extensive and intensive reading and writing assignments (multiple, simultaneous and long range). It is also essential that students regularly participate in class discussions, during which they pose and pursue substantive questions and communicate original thoughts in a manner that is both fluent and effective for their given purpose. Students are responsible for thinking independently and conducting themselves in an ethical manner. In a coordinated K-12 effort, GPS is committed to helping students develop the academic, personal, and interpersonal capacities established in the Vision of the Graduate. The English department provides opportunities for students to practice and refine these skills within each of its courses.

Enduring Understandings
   - Social, political, and historical influences impact the construction of a novel or work of nonfiction.
   - Authors employ specific elements of craft that impact meaning and effect.
   - An author explores a larger idea about society and the world through writing.

Standards
Common Core State Standards

Reading
CCSS.ELA-Literacy.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5: 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.

CCSS.ELA-Literacy.RL.11-12.6: 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).

CCSS.ELA-Literacy.RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6: 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.

CCSS.ELA-Literacy.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

CCSS.ELA.Literacy.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA.Literacy.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA.Literacy.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA.Literacy.W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking/Listening

CCSS.ELA-Literacy.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-Literacy.SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Language Conventions
CCSS.ELA-Literacy.L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.11-12.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.11-12.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.11-12.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Performance Tasks
Reading
Students will…
- Use active reading strategies to enhance engagement and depth of understanding of full class texts and independent reading selections
- Generate interpretations based on a text's explicit and implicit ideas
- Read a wide range of supplemental texts (short stories, poems, nonfiction selections, films and visuals)

Writing
Students will…
- Complete summative writing assignments to reflect the various writing purposes
- Complete formative writing assignments to reflect development of writing strategies
- Generate a unifying thesis and use it to guide and develop ideas
- Incorporate supporting evidence effectively

- Use effective editing and revision techniques

Speaking/Listening
Students will…
- Complete Capstone VOG 4 formal presentation (group or individual)
- Contribute to class discussions regularly to demonstrate comprehension and advocate for ideas
- Use collaboration with peers to deepen understanding
- Prepare and present ideas and information appropriate to purpose and audience
- Demonstrate effective public speaking skills
- Make strategic use of media to enhance understanding and heighten interest

Language Conventions
Students will…
- Acquire, strengthen and apply vocabulary usage skills
- Acquire, strengthen and apply grammar skills
- Participate regularly in writing workshops
- Engage in ongoing writing that utilizes literal and figurative language
- Interpret figurative language, using a common vocabulary of literary terms

Instructional Resources
- Chaucer, *The Canterbury Tales*
- Dante, *The Inferno*
- *Sir Gawain and the Green Knight*
- *Beowulf*
- De Trois, *Yvain*
- *The Song of Roland*
- *Tristan and Iseult*
- King Arthur legends (Malory and various readings)

Major Units
- **Introduction to Medieval Literature and the Middle Ages**
- **Anglo-Saxon Culture**
    - **Reinventing the Image of the Anglo Saxon Monster**
    - Heroic Ideal of the Warrior King
    - *Beowulf*
- Tales of the Chivalric Hero and Courtly Love
    - *Sir Gawain and the Green Knight*
      Yvain or *The Knight with the Lion*, by Chrétien De Troyes
    - Excerpts *Le Morte D'Arthur* by Malory
    - *Song of Roland*, French epic poem of 10-11th century
    - Joseph Bedier translation of *The Romance of Tristan and Iseult*
- The Middle Ages in the Mediterranean
    - *The Inferno*, Dante
    - *The Decameron*, Boccaccio
- The Late Middle Age
    - *The Canterbury Tales*, by Chaucer
- Independent Reading Fiction and Nonfiction
- Required Sequence of Grammar for 11th & 12th grade