

Unit:	The Middle Ages				
Essential Themes:	The Corruption of the Church: Public vs. Private, Expected Roles, Gender Roles, Hypocrisy, Physiognomy, Humility				
Timeline:	Weeks 4-8				
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>RL. 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.</p> <p>RL 12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL 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.</p> <p>L 12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 12.2 Demonstrate</p>	<p>* Students will gain a greater understanding and appreciation of Life in the Middle Ages.</p> <p>* Students will be able to analyze the historical text of a specific time period.</p> <p>* Students will be able to relay historical information to their classmates.</p>	<p>Introduction: The Middle Ages (p. 89-107)</p>	<p>*Students will read and analyze a specific section from the introduction of the Anglo-Saxons Period.</p> <p>*Students will create and present a power point presentation about their specific section.</p> <p>*Write 2-3 paragraphs summarizing the main points of Anglo-Saxon beliefs, values, and traditions, using notes from student jigsaw activity.</p> <p><i>Suggested activities</i></p> <p>Teacher Model Jig-Saw Thinking Notes Cooperative Learning Groups Read with a Pen Pair Share Paraphrase Chunking</p>	<p>Chapter 2: Part of a Sentence</p>	<p>*Feudalism *Domesday Book *Feudal Relationships *Symbolism *Reference *Chivalry *Courtiers *Interpretations *Ambiguity *Romantic *Allegory *Ballads *Crusades *Magna Carta *Hundred Years War *Black Death *Vernacular *Iambic Pentameter *Alliteration *Frame Story *Characterization *Rhyme Scheme *Couplets *Irony *Verbal Irony *Situational Irony *Diction</p>

<p>command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 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 and listening.</p>					<ul style="list-style-type: none"> *Narrator (reliable, unreliable, naïve) *Organizational Patterns *Allusion *Inferences *Satire *Paraphrasing *Summarizing *Archaic Usage *Imager *Figurative Language *Tone *Moral
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<p>RL 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.</p> <p>RL 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 choice on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>RL 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).</p>	<p>*Students will be able to analyze how direct and indirect characterization contributes to the understanding of a specific time period.</p> <p>*Students will identify imagery and how it contributes to the development of a character.</p> <p>*Students will be able to explain how figurative language makes a text fresh, engaging, and beautiful.</p>	<p>The Prologue to “The Canterbury Tales” (118-142)</p>	<p>*Students will use a graphic organizer to analyze the traits, qualities and motives of his/her assigned character.</p> <p>*Presentation: Students will present an analysis of their character.</p> <p>Required Writing Piece:</p> <p>How does Chaucer create a picture of life in the middle ages through his character descriptions whether implied, inferred or directly stated?</p>		
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<p>RL 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 means.</p> <p>W 12.4 Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			<p>*Writing Piece</p> <p>Write your own prologue to a modern frame story. Set your frame story in an airport or a bus station where people are waiting or on a tour of a pilgrimage like the ones described in the Closer Look on page 128. Or you might choose to establish your frame story by using people stranded by a storm or waiting for rescue from an accident. You will have to decide who your narrator will be and who the four travelers will be and what their professions are. Model your prologue on Chaucer's, and describe your travelers in such a way that their inner natures are revealed. Your four characters must tell a story that further reveals their inner natures.</p>		
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