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| **Unit Title** | The Medieval Period (1066-1485) | | | | **Length of Unit** | 6 days | |
| **Unit Description and Rationale** | An overview of the Medieval Period in English literature, beginning with the Norman Conquest in 1066 and ending with the commencement of the Tudor dynasty 1485. The unit introduces students to the major works, genres, and authors that have significantly shaped the tradition of English literature. In addition to reading for historical knowledge and cultural awareness, we will also engage the texts on their own terms—wrestling with the questions they raise and dealing with the interpretative problems they present. | | | | | | |
| **Unit Generalization**  ***By the end of this unit, my students will understand…*** | | | **Guiding Questions**  **Factual Conceptual** | | | | |
| Although the ruling-class French threatened the existence of English language and literature during the Middle Ages, English remained vibrant as a vernacular language and eventually regained dominance as the national language. English literature and poetry became important cultural artifacts as England sought to define itself as a nation. | | | * What historical event precipitated the period we now call *medieval?* * How was English kept alive as a language during the time of French rule? * Which authors in particular were responsible for elevating the status of English as a national language? * What were the concerns of medieval English Christians based on the subject matter of their dramatic performances? | | | | * How did the Norman French conquest shape the production and eventual tradition of English literature? * Why and how did English eventually regain its status as the national language? * What do the English texts of the medieval period tell us about the culture, beliefs, ideas, and values of English society during the Middle Ages? * How and to what degree does the drama of the medieval period influence the drama to come in the Elizabethan period directly following? |
| **Critical Vocabulary:** *includes the academic and technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.* | | | | | | | |
| Lyric, drama, ballad, ballad stanza, carol, medieval romance, mystery play, miracle play, morality play, pageant, exemplum | | | | | | | |
| **Critical Content: My students will KNOW…** | | | | **Key Skills: My students will be able to (DO)…** | | | |
| 1. Middle English was the version of English spoken during the Middle Ages. 2. French (Anglo-Norman) was the dominant language of England for most of the Middle Ages, especially during the early years. 3. The medieval period begins when the last Anglo-Saxon king, Edward the Confessor, dies and William of Normandy invades to defend his claim on the English throne. | | | | 1. Define, explain, and use critical vocabulary terms when discussing medieval English texts. 2. Identify, summarize, and discuss key authors and texts from the medieval period:    * Ballads & Carols    * The Arthur Legend as recounted in *Sir Gawain and the Green Knight* and Malory’s *Morte Darthur.*    * Wycliffe’s Bible    * The morality play, *Everyman*    * Chaucer’s *Canterbury Tales* 3. Read and pronounce Middle English. 4. Compose ballads imitating the structure and themes of medieval ballads. 5. Research and present a particular element of medieval English culture as it concerns one of the texts from the period. | | | |
| **Performance Assessment:** *The capstone/summative assessment for this unit.* | | | | | | | |
| **Claims:**  (Key content and skills to be mastered and demonstrated through the capstone assessment) | | St Adapted from “Course Objectives” (see syllabus):   1. Students will be able to respond creatively to literature from the medieval period. 2. Students will be able to discuss the relationship between the literature, history, and culture of medieval England. | | | | | |
| **Product/Evidence:**  (Expected product from students) | | 1. A ballad composed according to the structure and style of a medieval ballad. 2. A PowerPoint presentation on some aspect of medieval history as it relates to one of our texts. | | | | | |
| **Differentiation:**  (Multiple modes for student expression) | | N/A | | | | | |
| **Supporting Texts** | | | | | | | |
| **Primary**  *(Fiction, Poetry, Drama, Creative Nonfiction, Historical Documents)* | | | | **Secondary**  *(Information, Academic Research, Literary Criticism)* | | | |
| From *English Literature*, 3rd edition (A Beka):   1. Medieval Ballads & Carols (22-25) 2. Sir Gawain and the Green Knight (26-31) 3. Malory, Morte Darthur (47-48) 4. Wycliffe’s Bible (32) 5. Everyman (33-37) 6. Chaucer, Canterbury Tales (38-45) | | | |  | | | |

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| **Learning Experience #1** | |
| **Date:** |  |
| **Time:** |  |
| **Description/Overview:** |  |
| **Materials:** |  |
| **Critical Content (KNOW):** |  |
| **Key Skills (DO):** |  |
| **Assessment:** |  |
|  | |
| Preview |  |
| Prepare |  |
| Model |  |
| Practice |  |
| Discuss |  |
| Assign |  |
| Close |  |