

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SCHOLARS' CENTER FOR THE HUMANITIES

HONORS LITERATURE AND ARTS STUDIES 1

Grade Level: 9

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

Honors Literature Arts Studies I, along with the literature and joint work of Process Skills I, will provide students with the opportunity to discover and appreciate diverse value systems across the globe. They will exhibit reflective attitudes toward their personal values, values of others, and cultural values evident in other societies. Students will develop attitudes that reject stereotyping, prejudice, and injustice. They will appreciate aesthetic achievements and unique contributions of societies and cultures in the arts and humanities. They will respect the dignity of the individual and the universal value of human life, understanding human relationships as the universal fiber of society and develop the skills and values needed to govern those relationships. These understandings will enable students to be active, participating citizens and architects of the future.

Course Description

Students in Literature and Arts Studies I will in six units of study read, discuss, write, and present in a variety of genres. Students will maintain the integrity of the core texts they read by not reading parallel or partial versions of texts, or compromising the integrity of the original work in any other way. Students will be expected to effectively work independently and cooperatively without significant prompting as students need to be clearly defined as maintaining a self-motivated work ethic. Students will be expected to participate fully in class discussion and activities.

Emphasis in Literature and Arts Studies I is on the fine and performing arts in terms of projects and public speaking skills. Students receive their writing emphasis in Process Skills I where the literature from both courses are linked through writing assignments. **These Writing Links appear in bold print in five of the six unit descriptions. These are to be completed in the Process Skills Course, but reflect thematic ideas discussed in both Process Skills I and Literature and Arts I.**

**Freehold Regional High School District
Curriculum Map**

Honors Literature and Arts Studies I

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Creation and explanation myths have been written by every culture to explain its presence and role in the universe, preserve history and personal identity, and interpret the past.	-What are myths and why do cultures develop them? -How does the culture of a society influence their myths and how can we infer information about a culture based on their myths? -What about human nature yearns for explanation of our creation and existence? -Why do myths of creation also involve destruction? -Why are there similarities between the myths of different cultures?	Summer Reading Assignments – outline, researched essay on mythological company, brochure for a created company Anticipatory Set Questions Journal Responses Oral Questions/ Discussion/ Debate Student ideas using summer reading text	Class Discussion Test of Greek mythology from summer reading Research of cultures and mythology Outline of researched information Writing own creation myths	Presentation and Storytelling of Cultural Information and Mythology Test on cultures and mythologies studied Reflective writing comparing and contrasting cultures and their mythologies
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	The idea of the hero is based on an archetype, but continues to change over time and is influenced by the values and morals of the society.	-What is a hero and what qualities do you admire in a hero? -How has the hero changed over time? What is different about the qualities and portrayal of the hero? -Why do people in general search for someone to look up to? -How does the culture of a society influence the definition of a hero?	Anticipatory Set Questions Student Survey Journal Responses Oral Questions/ Discussion/ Debate Class generated charts	Research and student created bulletin boards on types of heroes Class Discussion Reading and Writing Assignments Interviews	Individual Hero Posters Ability to apply ideas to next unit of study

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	The literal journey of the epic hero is a symbolic representation of our own life journey.	-How are the types of decisions and issues with which humans struggle universal and timeless? -How are the mistakes and struggles of life's journey valuable? -What makes a relationship survive the test of time? -How is the heroic journey a representation of our own life's journey?	Anticipatory Set Questions Student Survey Journal Responses Oral Questions/ Discussion/ Debate	Tracking Charts Comparison Charts Class Discussion Quizzes Presentations Explanatory, Analytical, and Letter Writing	Test Essay Thematic Project Ability to apply ideas to next unit of study
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Literary epics express the values, morals, and cultural understandings of the time period the work addresses and alludes to past literary traditions, while creating and influencing new traditions, making them cultural borrowers, mirrors, and contributors.	-How can we infer information about a society based on its literature? -How is our society influenced by the values and beliefs of previous cultures? -How might we influence future generations in our society?	Class Chart Class Discussion	Class Discussion Writing	Writing Student created powerpoints
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Looking introspectively at one's changing goals and the relationship of one's physical, mental, spiritual, and social journeys are essential to one's well-being and success.	-What is the value of and how does one go about finding one's self? -How are one's physical, mental, spiritual, and social journeys connected? -What in life makes us happy and how important is our happiness? -How do we define and obtain our goals?	Anticipatory Set Questions Student Survey Journal Responses Oral Questions/ Discussion/ Debate	Introspective Diary Class Discussion Meditation Chapter Questions and Quizzes Symbolic River Bulletin Board	Written life goals and assessment/ tactics of these goals Tracking Poster of Siddhartha's Journey

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8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Seeking help and advice, interpreting it, and applying to one's self are important parts of growing and learning as well as transitioning between adolescence and adulthood.	-What makes us who we are as people? -How often do we seek and heed advice from others? -How do we learn what is important to us? -What is the different between adolescence an adulthood? -What aids in the transition between adolescence and adulthood?	Anticipatory Set Questions Student Survey Journal Responses Oral Questions/ Discussion/ Debate	Interviews Introspective Diary Class Discussion Self Reflection	Timeline/Memory Book of Important Events in Students' Lives
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Influenced by their culture and religion, individuals and societies cope with tragedy and mortality in different ways.	-How do different societies and cultures cope with tragedy and mortality? What influences these coping strategies? -How do you as individuals cope with loss? What has influenced the way in which you face tragedy and mortality?	Know/Think you Know/Want to know chart Video and Note taking	Class Discussion and Debate Journaling Chapter Plot and Thinking Questions	Test Creating News Article
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Historical change, cultural diversity, and social conflict can contribute to constructive ends and change.	-How does one weigh the lesser of two evils? -How does tragedy alter societies and cultural relations? -How do we make peace through war?	Know/Think you Know/Want to know chart Video and Note taking Role Playing	Video Reading Newspaper Articles List Making Reflection and Assessment of Historical Events	Writing Evaluating Current Country Relations Debate and Jury Presentation of Commemorative Efforts

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	The structure, elements, and language (heard not read) of dramatic literature which articulate a playwright's vision are further enhanced by movement and design.	-How does the written structure of the drama reflect its intent? -How does hearing a play differ from reading it? -How do the directorial and design elements of a drama impact the author's intent and the viewers' perceptions?	Note taking Class Discussion Webquest	Acting Directing Design Log Keeping Translations	Shakespeare Festival Performance
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Language is a powerful tool especially in the art of persuasion.	-How do we use persuasion to get what we want? -How does persuasive speech differ from persuasive writing?	Brainstorming Class Discussion Objectives and Tactics	Role Playing Video Class Discussion Acting	Persuasive Speeches
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Moral dilemmas in literature, as in life, are revealed by characters' motivations and behaviors.	-What guides our internal vs. external motivation? -How do consequences affect our action and actions determine consequences? -How do our actions affect others? -How do we determine the good guys from the bad guys?	Anticipatory Set Questions Student Survey Journal Responses Oral Questions/ Discussion/ Debate	Act Quizzes Motivation Charts Character Analysis T Charts Class Discussion and Debate	Test Essay Poster

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	As language evolves and changes over time, different styles and techniques emerge to enhance an author's purpose.	- How has the English language developed and changed over time? - How does a style of writing assist in effectively conveying a message?	Class Discussion – how voice affects content and vice versa.	Define different genres of writing. Story quizzes. Compare/Contrast of styles. Discussion	Written story that reflects social commentary of chosen character.
8.1.12.A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12.A-C 1.1.12.A-D 1.3.12.A-D 1.4.12.A-B	Satire criticizes society and its people, offering moral commentary or making judgments through literature.	-What guidelines do we use to judge actions of others? -What is the relationship between a society and the people it produces? -Does a society perceive oneself as others will later on?	Define satire Give examples of satirical literature with which students are familiar Discuss use of satire and its effectiveness	Creation of moral codes and guidelines Discussion of effect a society has on its people How are past societies remembered and discussed? Evaluation of the society we live in Predictions of how we might be viewed	Written prologue of a character from today's society Performance of character

**Freehold Regional High School District
Course Proficiencies and Pacing**

Honors Literature Arts Studies I

Unit Title	Enduring Understandings and Goals	Recommended Duration
Unit #1: Myth and Heroes (Summer Reading)	<p>Creation and explanation myths have been written by every culture to explain its presence and role in the universe, preserve history and personal identity, and interpret the past.</p> <p>The idea of the hero is based on an archetype, but continues to change over time and is influenced by the values and morals of the society.</p> <p>The students will be able to demonstrate understanding of myths, explore culture in myth, and identify heroes.</p>	6 weeks
Unit #2: The Epic	<p>The literal journey of the epic hero is a symbolic representation of our own life journey.</p> <p>Literary epics express the values, morals, and cultural understandings of the time period the work addresses and alludes to past literary traditions, while creating and influencing new traditions, making them cultural borrowers, mirrors, and contributors.</p> <p>The students will be able to describe the idea of the epic journey and apply it to cultural traditions and their own lives.</p>	7 weeks
Unit #3: The Search for Self	<p>Looking introspectively at one's changing goals and the relationship of one's physical, mental, spiritual, and social journeys are essential to one's well-being and success.</p> <p>Seeking help and advice, interpreting it, and applying to one's self are important parts of growing and learning as well as transitioning between adolescence and adulthood.</p> <p>Students will be able to define and use the goals and journey of Siddhartha as a way to evaluate their past and future life experiences.</p>	5 weeks
Unit #4: Facing Adversity	<p>Influenced by their culture and religion, individuals and societies cope with tragedy and mortality in different ways.</p> <p>Historical change, cultural diversity, and social conflict can contribute to constructive ends and change.</p> <p>Students will be able to establish and explain cultural perspective.</p>	5 weeks

Unit Title	Enduring Understandings and Goals	Recommended Duration
Unit #5: The Drama	<p>The structure, elements, and language (heard not read) of dramatic literature which articulate a playwright's vision are further enhanced by movement and design.</p> <p>Language is a powerful tool especially in the art of persuasion.</p> <p>Moral dilemmas in literature, as in life, are revealed by characters' motivations and behaviors.</p> <p>Students will be able to explore performance and moral dilemmas through the drama.</p>	6 weeks
Unit #6: Social Commentary and Satire	<p>As language evolves and changes over time, different styles and techniques emerge to enhance an author's purpose.</p> <p>Satire criticizes society and its people, offering moral commentary or making judgments through literature.</p> <p>Students will be able to understand language, social commentary, and satire of the Middle Ages and apply this to today's society/occupations.</p>	5 weeks

Freehold Regional High School District
Honors Literature Arts Studies I
Unit #1: Myth and Heroes

Enduring Understandings: Creation and explanation myths have been written by every culture to explain its presence and role in the universe, preserve history and personal identity, and interpret the past.
 The idea of the hero is based on an archetype, but continues to change over time and is influenced by the values and morals of the society.

Essential Questions: What are myths and why do cultures develop them? How does the culture of a society influence their myths and how can we infer information about a culture based on their myths? What about human nature yearns for explanation of our creation and existence? Why do myths of creation also involve destruction? Why are there similarities between the myths of different cultures? What is a hero and what qualities do you admire in a hero? How has the hero changed over time? What is different about the qualities and portrayal of the hero? Why do people in general search for someone to look up to? How does the culture of a society influence the definition of a hero?

Unit Goal: The students will demonstrate understanding of myths, explore culture in myth, and identify heroes.

Duration of Unit: 6 weeks

NJCCCS: 8.1.12.A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12.A-D, 3.4.12.A-C, 3.5.12.A-C, 1.1.12.A-D, 1.3.12.A-D, 1.4.12.A-B

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-What is the definition of mythology?</p> <p>-What were common ideas seen in the Greek myths in <i>Mythology</i>? What can we infer about Greek culture based on these stories?</p>	<p>Content: Definitions and examples of mythology, culture, storytelling</p> <p>Names and stories from Greek mythology</p> <p>Skills: Myth writing, Inferencing, charting, test taking</p>	<p>Core Text <i>Mythology</i> by Edith Hamilton</p> <p>Novel (in Process Skills I) <i>Frankenstein</i> by Mary Shelley</p> <p>From Textbook "Creation from Genesis"</p> <p>Video "The Creation of the Myth with Bill Moyers"</p> <p>websites www.mythweb.com</p>	<p>refer to summer reading for definition</p> <p>students will work in groups to get to know each other to brainstorm common ideas and threads they read in the mythology and what information this allows us to infer about the Greek culture</p> <p>watch the Moyers Campbell interview where they discuss mythology and its cultural links</p>	<p>Testing on Summer reading of <i>Mythology</i></p> <p>Write your own creation or explanation myth based on an idea about which you are curious.</p> <p>Chart that lists story ideas and what is determined about the culture</p> <p>Summer Reading Assignments – Find a modern day company that uses a mythological person or place in its title or as its logo. Write an essay explaining the reference why the company might have chosen to use it. -Create your own mythological company and provide a brochure, advertisement, commercial about your company and product and why the mythological reference was made.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-Why do cultures create myths of creation and explanation?</p> <p>-Can you describe the creation and explanation myths of different cultures?</p> <p>-What are common themes among myths of different cultures?</p>	<p>Content: Define human nature and what makes us curious</p> <p>Names of mythological figures and story ideas from different cultures</p> <p>Define theme</p> <p>Skills: Discussion</p> <p>Researching, outlining, storytelling</p> <p>Writing, comparing, analyzing</p>	<p>www.pantheon.org</p> <p>CD Rom Mythic Journeys in conjunction with website http://mythicjourneys.org/bigmyth/</p> <p>Additional research sources found by students.</p>	<p>discuss human nature and the innate curiosity to know why and how</p> <p>brainstorm ideas about which the students are curious</p> <p>research in the library for presentations</p> <p>sample outlining and proper outline format</p> <p>rehearsal time for presentations</p>	<p>Students will write their own myths</p> <p>Presentation and Storytelling of Cultural Information and Mythology – In Pairs students will choose a culture to research. They will create an outline detailing the Cultural Understandings of their society. One person is then responsible for a creation myth and one an explanation myth from that culture. They will create an outline with information about their myth and will storytell their myth to the class using appropriate props for their culture.</p> <p>Test on cultures and mythologies studied and presented</p> <p>Reflective writing comparing and contrasting cultures and their mythologies</p> <p>Process Skills I Writing Link Compare/Contrast Essay on the theme of Creation in Frankenstein and one or more Creation myths discussed in Literature Arts I course.</p>
<p>-Who are some of your heroes? What qualities do you admire in a hero?</p> <p>-Who are the heroes of our society and how do they compare to those of mythology?</p>	<p>Content: students' heroic values</p> <p>viewpoint of today's society as well as those of ancient societies</p> <p>Skills: Reflective thinking</p> <p>Creating valuable interview questions and analyzing data</p>	<p>Core Text <i>Mythology</i> by Edith Hamilton</p> <p>Novel (in Process Skills I) <i>Frankenstein</i> by Mary Shelley</p> <p>Additional Texts <i>My Hero Book</i> <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p>Websites www.mythweb.com/heroes www.myhero.com/myhero/go/about</p> <p>Interviews</p> <p>Magazine and Newspaper Articles</p>	<p>Students will share personal heroes.</p> <p>Discuss who students think the media portrays as heroes today.</p> <p>What events have led to the heroes of today?</p> <p>Use the bulletin board created by students to discuss the change of the hero over time and how these changes have occurred.</p> <p>Create a list of interview questions to gather information about people's heroes.</p> <p>Discuss interviewing skills and types of questions – closed, open ended, leading, and loaded</p>	<p>My Hero Poster – Create a poster defining what you think a hero should be and the traits one should possess. The identify a hero if yours and include a story of why this person is your hero being sure to provide support that this person fits your definition and exemplifies your heroic traits.</p> <p>Write a magazine article articulating their findings of the evolving hero</p>
<p>-Can you identify the different types of literary heroes?</p> <p>-What values from different time periods influenced their idea of a hero?</p>	<p>Content: Define classic hero, tragic hero, modern hero, today's hero, superhero, etc.</p> <p>examples of the changing hero over time</p> <p>Skills: identify correlation between historical time period and its literature</p>		<p>Break students into groups. Each group will be assigned a type of hero to research.</p> <p>Presentation of bulletin board material.</p> <p>Review with students and apply their findings to lead into broader discussion of heroism and how the hero evolves based on cultural and historical influences.</p>	<p>Create a bulletin board with definitions and examples of the different types of literary heroes and the cultural influences of the time.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, differentiated assessment projects, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				

Freehold Regional High School District
Honors Literature Arts Studies I
Unit #2: The Epic

Enduring Understandings: The literal journey of the epic hero is a symbolic representation of our own life journey. Literary epics express the values, morals, and cultural understandings of the time period the work addresses and alludes to past literary traditions, while creating and influencing new traditions, making them cultural borrowers, mirrors, and contributors.

Essential Questions: How are the types of decisions and issues with which humans struggle universal and timeless? How are the mistakes and struggles of life’s journey valuable? What makes a relationship survive the test of time? How is the heroic journey a representation of our own life’s journey? How can we infer information about a society based on its literature? How is our society influenced by the values and beliefs of previous cultures? How might we influence future generations in our society?

Unit Goal: The students will be able to describe the idea of the epic journey and apply it to cultural traditions and their own lives.

Duration of Unit: 7 weeks

NJCCCS: 8.1.12.A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12.A-D, 3.4.12.A-C, 3.5.12.A-C, 1.1.12.A-D, 1.3.12.A-D, 1.4.12.A-B

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
-What is the archetype of the heroic quest?	<p>Content: Define archetype and list/discuss the various types of archetypes, providing examples from literature.</p> <p>Define Heroic Quest and The Monomyth and provide examples</p> <p>Explain the significance of the archetype of the heroic quest</p> <p>Skills: brainstorm, compare/contrast, analysis, organization</p>	<p>Core Text <i>The Odyssey</i> by Homer</p> <p>Scholarly Text <i>Mythology</i> by Edith Hamilton</p> <p>Beowulf (in Process Skills I)</p> <p><i>The Iliad</i> by Homer</p> <p>“Ithaka” by Constantine P. Cavafy</p> <p>Joseph Campbell’s Monomyth on the Heroic Quest and Archetypes</p> <p>Video <i>The Odyssey</i></p> <p>websites www.mythweb.com/heroes www.sdcoe.k12.ca.us/score/ody/odytg.html</p>	<p>Students will brainstorm a list of their favorite books and movies and try to figure out what they enjoy about these pieces.</p> <p>Introduce students to the Monomyth of the Heroic Journey.</p> <p>Students will brainstorm books and movies they feel fit the Monomyth and realize that most are based on the heroic quest.</p> <p>As a class, we will compile an example using a movie everyone has seen.</p> <p>Read the beginning to <i>The Iliad</i> and discuss the similarities in format to <i>The Odyssey</i></p>	<p>Discussion of the intrigue of the heroic quest as something with which we all identify.</p> <p>Create a triboard or poster explaining how a book or movie of your choice fits the Monomyth. Provide a picture and description for each point on the Monomyth.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-What are Odysseus' mistakes and does he learn from them? How can we appreciate the value of making mistakes, reflecting upon them, and learning to improve ourselves?</p> <p>-How can we compare the episodes of Odysseus' journey to those in our lives? ex. choosing between two evils ("Scylla and Charybdis"), demonstrating self-control ("The Sirens"), using mental prowess ("The Cyclops")</p>	<p>Content: define and explain symbolism, hubris</p> <p>Skills: close reading, reflection, journaling, connecting ideas and themes, creating visuals</p>	<p>www.library.thinkquest.org/19300.data.homer.html</p> <p>Additional supplemental sources on art and theatre.</p>	<p>Track Odysseus' mistakes throughout his journey. Identify if he repeats any of the same mistakes and how they affect his journey.</p> <p>Journal – Identify a time where the student has made a significant mistake, what effect it had, and what was learned.</p> <p>Read "Ithaka" and discuss the symbolism of the journey</p>	<p>Create a visual project in which students choose three episodes and make a connection between these episodes and events that have occurred in their lives by comparing the type of dilemma with which they and Odysseus were faced. Describe the way in which they each dealt with and solved the dilemma and what was learned from the dilemma.</p>
<p>-Which relationships survive and fail in <i>The Odyssey</i> and why?</p>	<p>Content: identify relationship pairings and dynamics, point of view</p> <p>Skills: evaluate, analyze, express ideas, letter writing, point of view</p>		<p>Examine a relationship in life which you perceive to be a strong relationship. It can be between friends, significant others, pets, relatives, etc. Identify what makes these relationships so strong.</p> <p>Examine if the relationships we see survive and fail on <i>The Odyssey</i> have these qualities. Determine events that have affected these relationships such as time and distance.</p>	<p>Working in pairs, choose a relationship in <i>The Odyssey</i>. ex. Odysseus and Penelope, Odysseus and Telemachus, Odysseus and his men, etc. Write a set of letters between the chosen pair's point of view at different points in the story explaining their strengths, weaknesses, hopes, doubts, and feelings between these characters.</p>
<p>-Based on the actions of Odysseus and the other characters, what are the main values and beliefs of the Ancient Greeks?</p> <p>-What values of the Ancient Greeks do our society share and reject?</p> <p>-What are the past few generations' contributions to society? What will your generation leave for future generations?</p>	<p>Content: Understand the cultural values of the Ancient Greeks</p> <p>Explain/discuss the qualities of an epic hero such as Odysseus</p> <p>Evaluate cultural values of their own society</p> <p>Skills: Individual and group responsibility, presentation skills, writing, predicting</p>		<p>Read at home and hold class discussion on these issues for the first few books to get students started. The split them into groups and allow class time for literature circles.</p> <p>Students will reflect and brainstorm what they feel the past generations have contributed to our society and predict what impact they feel they will have.</p>	<p>Students are assigned a book of <i>The Odyssey</i> and will work in Literature Circles to present information to the class including plot, vocabulary, quotes, and a reflection of cultural values and beliefs in each book based on the events which they will compare and contrast with our society.</p> <p>Process Skills I Writing Link : Both Beowulf and Odysseus have distinctly different personalities and personal qualities, yet both are viewed by their respective societies as heroic. Write an essay which examines how this is primarily a function of the different cultural values of the Ancient Greeks and the Anglo Saxons</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, differentiated assessment projects, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				

Freehold Regional High School District
Honors Literature Arts Studies I
Unit #3: The Search for Self

Enduring Understandings: Looking introspectively at one’s changing goals and the relationship of one’s physical, mental, spiritual, and social journeys are essential to one’s well-being and success.

Seeking help and advice, interpreting it, and applying to one’s self are important parts of growing and learning as well as transitioning between adolescence and adulthood.

Essential Questions: What is the value of and how does one go about finding one’s self? How are one’s physical, mental, spiritual, and social journeys connected? What in life makes us happy and how important is our happiness? How do we define and obtain our goals? What makes us who we are as people? How often do we seek and heed advice from others? How do we learn what is important to us? What is the different between adolescence and adulthood? What aids in the transition between adolescence and adulthood?

Unit Goal: Students will be able to define and use the goals and journey of Siddhartha as a way to evaluate their past and future life experiences.

Duration of Unit: 5 weeks

NJCCCS: 8.1.12.A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12.A-D, 3.4.12.A-C, 3.5.12.A-C, 1.1.12.A-D, 1.3.12.A-D, 1.4.12.A-B

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-What is the difference between myself and my self?</p> <p>-What are the main concepts of Buddhism?</p> <p>-How do we describe the physical, mental, spiritual, and social aspects of ourselves?</p>	<p>Content: define self, explore how we go about identifying our selves</p> <p>Buddhist terminology and beliefs such as Samsara, Nirvana, RigVeda, Eight Fold Path, Atman, Brahmin, Buddha, etc.</p> <p>distinction between physical, mental, spiritual, and social selves</p> <p>Skills: Introspection, tracking, creating symbolic representation</p>	<p>Core Text <i>Siddhartha</i> by Hermann Hesse</p> <p>Novel (in Process Skills I) <i>The Catcher in the Rye</i> by Salinger</p> <p>From Textbook – “Indian Art” “Alone” by Hesse “The Means to Attain Happy Life” by Horace Rig Veda, Upanishads</p> <p>Mahabharata</p> <p>Ramayana</p> <p>Websites http://philosophy.lander.edu/oriental/brahmin.html http://www.davis.k12.ut.us/curric/languagearts/grade12/html</p>	<p>Students will write and discuss what they think it means to find one’s self. They will share ideas and also be provided with psychological definitions of the self.</p> <p>Teacher will provide materials on Buddhism in different stations around the room for students to rotate and complete activities.</p> <p>Students will respond to daily journal entries concerning topics of the self and their physical, mental, spiritual, and social status of each day.</p>	<p>Students will turn one wall of the classroom into a tracking chart of Siddhartha’s journey. The background will be a river representing the unity of the four aspects of the journey. Each student will be assigned a chapter and aspect for which they will create a symbolic representation of Siddhartha at that point in the journey with an explanation to be placed on the river.</p> <p>Journals may be collected at the end of the unit with all of the students’ writings and reflections.</p>
<p>-How does Siddhartha attempt to find his self?</p> <p>-When does Siddhartha achieve happiness and why?</p>	<p>Content: define grenzsituation, kunstleroman</p> <p>Skills: speak effectively and articulately for class discussion</p> <p>identify author’s purpose, master new terms</p>	<p>Additional supplemental sources on art and theatre.</p>	<p>Participation in a meditative exercise</p> <p>Reading and discussion questions for text identifying the stops along Siddhartha’s journey.</p> <p>In their journals students will respond to questions of happiness and in what they find happiness.</p>	<p>At the end of the tracking chart students will create what represents happiness: the smile. They will identify what gives Siddhartha his smile.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-How does Siddhartha use the teachings and advice of others to assist in his journey?</p> <p>-When do we see Siddhartha transition in his life?</p> <p>-How do we know when Siddhartha has achieved his goal?</p>	<p>Content: Freytag's Pyramid, internal v. external conflict, outside influences</p> <p>definitions of character names – Kamala, Vasudeva, Kamaswami, Govinda, Siddhartha</p> <p>Skills: Reflections, associations, compilation, journal writing, discussion and support</p>		<p>Reading and discussion questions.</p> <p>Identify changes through which Siddhartha goes and why he must have these varied experiences in order to find peace with himself.</p> <p>Discuss the death and rebirth of Siddhartha.</p> <p>Journal entry responses considering how one processes advice.</p> <p>Create student goals for the year for them to later reflect upon.</p>	<p>Students will create a memory book or timeline that identifies six events in their lives that have influenced who they are. They incorporate pictures, captions, and a reflection on each event describing how they have been influenced, where important life changes were made and why, and how these events will help them in reaching their goals.</p> <p>Journals may be collected at the end of the unit with all of the students' writings and reflections.</p> <p>Process Skills I Writing Link : Holden Caulfield and Siddhartha both reject their respective societies' values and go on journeys to achieve individual happiness and fulfillment. Siddhartha ultimately achieves this, but Holden does not. Write a comparison/contrast essay explaining why Siddhartha succeeds in his quest, but Holden does not.</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, differentiated assessment projects, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				

Freehold Regional High School District
Honors Literature Arts Studies I
Unit #4: Facing Adversity

Enduring Understandings: Influenced by their culture and religion, individuals and societies cope with tragedy and mortality in different ways.
 Historical change, cultural diversity, and social conflict can contribute to constructive ends and change.

Essential Questions: How do different societies and cultures cope with tragedy and mortality? What influences these coping strategies?
 How do you as individuals cope with loss? What has influenced the way in which you face tragedy and mortality?
 How does one weigh the lesser of two evils? How does tragedy alter societies and cultural relations?
 How do we make peace through war?

Unit Goal: Students will be able to establish and explain cultural perspective.

Duration of Unit: 5 weeks

NJCCCS: 8.1.12.A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12.A-D, 3.4.12.A-C, 3.5.12.A-C, 1.1.12.A-D, 1.3.12.A-D, 1.4.12.A-B

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-How did the Japanese react individually and as a society to the bombing of Hiroshima? What influenced their reactions?</p> <p>-How do Eastern and Western beliefs influence the way in which each culture deals with tragedy?</p> <p>-How did the United States respond to the devastation in Hiroshima?</p>	<p>Content: define stoicism and Epicureanism</p> <p>understand Japanese history and culture, especially the Samurai ideas from which many cultural ideas came</p> <p>US response to bombing and how lessons from WWI influenced our reactions</p> <p>Skills: Using first and second hand accounts of stories</p> <p>connecting, comparing and contrasting events and cultures</p>	<p>Core Text <i>Hiroshima</i> by John Hersey</p> <p>From Textbook "Japanese Art" Haikus, Tankas, and Rengas</p> <p><i>The Rape of Nanking</i> by Iris Chang</p> <p><i>Sadako and the Thousand Cranes</i> by Eleanor Coerr</p> <p>Origami Books</p> <p>Video History Channel's <i>Hiroshima</i> <i>The Last Samurai</i></p> <p>Websites www.pcf.city.hiroshima.jp.top_e.html www.pbs.org www.historychannel.com www.csi.ed.jp/ABOMB http://rosella.apana.org.au</p>	<p>Through reading and discussion questions, and first hand accounts, discuss reactions of the Japanese as seen in <i>Hiroshima</i> and other sources.</p> <p>Keep a chart of the citizens' reactions in the text.</p> <p>Research a timeline of events concerning cleaning efforts, rebuilding of the city, and internal and external responses.</p> <p>Students can bring in articles or first hand accounts of 9/11. This would be the tragedy closest to their time. Discuss and evaluate US response to 9/11.</p> <p>Analyze how art and theatre are affected by tragic world events.</p> <p>Discuss the state of Germany after WWI and Hitler's rise to power as a lesson learned for the US resulting in our rebuilding efforts in Hiroshima.</p>	<p>Write a newspaper article, or create a theatrical or artistic piece describing or representing the way in which Eastern and Western cultures cope with tragedy, including first and second hand accounts of events.</p> <p>Write an analysis of or present an analysis of a poem, work of art, or theatrical piece that comments on the time period. Extrapolate the social commentary being made in the piece.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-What factors were considered in the decision to drop the atomic bomb on Hiroshima?</p> <p>-How do we go about making difficult decisions?</p>	<p>Content: scientific and historical information about atomic weaponry and the bombing of Hiroshima and Nagasaki</p> <p>relations between the US, Europe, and Asia during WWII</p> <p>recognition of events leading to bombings</p> <p>Skills: viewing, research, debate and support, arguing facts and speculating information</p>	<p>Additional research found by students.</p> <p>Additional supplemental sources on art and theatre.</p>	<p>Show video about atomic bomb. Students will take notes and then quiz on material.</p> <p>Bring students to library to research information about the bomb for debate.</p> <p>Discuss purpose for debate. Talk about what strategies students use when faced with difficult decisions. How does one weigh the pros and cons and predict conceivable outcomes of our decisions?</p> <p>Present students with simulated situations in which they need to make difficult decisions, or ask them to create their own and respond to them.</p>	<p>Divide class in thirds – two parts will be assigned trial roles and one jury. They will research information about the atomic bomb and the ideas to weigh in making a decision. The trial groups will be responsible for presenting opposing sides of the argument. They jury will ultimately decide if the bomb should be dropped.</p> <p>Write a reaction paper in which they state their personal opinion of the bombing with support.</p>
<p>-What changes were made in Japanese culture and in the world as a result of the bombing of Hiroshima?</p> <p>-How did the relationship between Japan and the United States change after the bombing of Hiroshima?</p>	<p>Content: Japan's view of the Emperor</p> <p>Commemorative efforts – Peace Park</p> <p>Westernization</p> <p>Political Allies</p> <p>Nuclear Non-Proliferation Treaty</p> <p>Long term effects of bombing and radiation</p> <p>Skills: auditory processing, dexterity, media literacy</p>		<p>Listen to surrender speech given by Hirohito. Discuss reactions in text and speculate what this meant to the Japanese people.</p> <p>Listen to speech given by Truman and analyze requests and actions.</p> <p>Virtual tour of the Hiroshima Peace Park online. Tie Children's Monument into Reading <i>Sadako and the Thousand Cranes</i> – learn how to make an origami crane</p> <p>Online information and tours of traveling remembrance conferences and yearly peace initiatives</p> <p>Newscasts and articles on current Japanese culture, government, and US-Japanese relationships</p>	<p>From year to year collect cranes made by students to string and send to Hiroshima. Students can draft a letter to accompany the cranes.</p> <p>Present posters and skits charting development of Japan and its government. Explain which customs and beliefs have remained and which have become more westernized.</p> <p>Analyze nuclear issues that exist today in the Middle East and speculate as to why certain countries are and are not a part of the NPT.</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, differentiated assessment projects, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Honors Literature Arts Studies I
Unit #5: The Drama**

Enduring Understandings: The structure, elements, and language (heard not read) of dramatic literature which articulate a playwright’s vision are further enhanced by movement and design.
Language is a powerful tool especially in the art of persuasion.
Moral dilemmas in literature, as in life, are revealed by characters’ motivations and behaviors.

Essential Questions: How does the written structure of the drama reflect its intent? How does hearing a play differ from reading it?
How do the directorial and design elements of a drama impact the author’s intent and the viewers’ perceptions?
How do we use persuasion to get what we want? How does persuasive speech differ from persuasive writing?
What guides our internal vs. external motivation? How do consequences affect our action and actions determine consequences? How do our actions affect others? How do we determine the good guys from the bad guys?

Unit Goal: Students will be able to explore performance and moral dilemmas through the drama.

Duration of Unit: 6 weeks

NJCCCS: 8.1.12.A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12.A-D, 3.4.12.A-C, 3.5.12.A-C, 1.1.12.A-D, 1.3.12.A-D, 1.4.12.A-B

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
-How does the five act structure of Shakespearean drama mimic Freytag’s Pyramid?	Content: Freytag’s Pyramid Dramatic Structure tragedy Skills: Identifying exposition, rising action, climax, falling action, denouement, stasis, new stasis, Acts and Scenes	Core Text <i>Julius Caesar</i> by William Shakespeare <i>Romeo and Juliet</i> by William Shakespeare (in Process Skills I) From Textbook “Roman Art” “Art in Renaissance”	Read some of Aristotle’s poetics and how he defines tragedy Brainstorm similarities between Freytag’s Pyramid and the Shakespearean Drama. Each has five parts. Students will align each act with a section of the Pyramid as the drama is read.	In testing students will match up the Acts with the Pyramid and assess why this structure works and facilitates understanding of the plot. If purpose of tragedy is meant to be uplifting how does the new stasis enforce this idea?

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-How does hearing figurative language and voice influence the meaning of a drama?</p> <p>-What effects do directorial choices such as concept and blocking, and design choices such as costume, makeup, set, lighting, props, and sound have on the interpretation of a drama?</p> <p>-What was the Elizabethan environment in which Shakespeare's plays were originally viewed?</p>	<p>Content: defining figurative language, puns</p> <p>stage directions, blocking, overview of jobs in the theatre</p> <p>Elizabethan life and theatre</p> <p>Skills: acting, directing, memorizing, intelligent web searching</p>	<p>Sonnets by Shakespeare</p> <p><i>Poetics</i> by Aristotle</p> <p>Resources from The Globe Theatre and Shakespeare's Home in Stratford</p> <p>Video <i>Julius Caesar</i> starring Marlon Brando</p>	<p>Students will read the text ahead of time for meaning, but in class students will direct different scenes of the play and demonstrate how staging and acting choices affect meaning.</p> <p>Various activities from the Folgers Shakespeare Workshop.</p> <p>Webquest for background information about Elizabethan life and time and Shakespeare and the theatre.</p>	<p>Perform in the building level Shakespeare Festival. They will incorporate costumes, props, and scenery. They will interpret and memorize lines, and explore the power of bringing the written work to life.</p> <p>Shakespeare Birthday celebration in which students participate in activities and are immersed in Elizabethan culture.</p>
<p>-What is persuasion and what are the tactics of persuasion?</p> <p>-How do Cassius and Antony use the art of persuasion?</p> <p>-What advantages does persuasive speech have over persuasive writing?</p>	<p>Content: persuasion, logos, ethos, pathos, tactic, objective, irony</p> <p>Skills: identifying and using persuasive writing and speaking skills</p> <p>identify use of irony</p>	<p>Websites www.bardweb.net www.shakespeare-online.com www.shakespeares-globe.org http://aspirations.english.cam.ac.uk www.the-tech.mit.edu/Shakespeare</p> <p>Additional supplemental sources on art and theatre.</p>	<p>Play the shoe game where one student has another student's shoe and that student must convince the other student to return the shoe. The student may say (s)he will be cold without it, foot pain, be stepped on in the hallway, try to trade something for it, take it by force, etc. The class will identify the ways in which the student tried to recover the shoe. This will lead into appeals and tactics of persuasion.</p> <p>Fill out an appeals triangle for the speeches of both Brutus and Antony including their tactics.</p> <p>Watch the speeches of Brutus and Antony to discuss how seeing the speaking makes a difference. How can tone choice, facial expression, etc. affect and add to a persuasive argument?</p>	<p>Choose a controversial topic of their choice and choose a side to argue. They will write a persuasive speech using appeals to logos, ethos, and pathos in addition to good persuasive techniques such as rhetorical questioning, repetition, props, etc. and identify these in their paper. They will then present their speeches to class and will be evaluated on both their written and oral performance.</p>
<p>-With what internal and external factors does Brutus wrestle?</p> <p>-How does Brutus' decision ultimately affect his life and the lives of others?</p> <p>-Is Brutus a good guy or a bad guy? Are there such clear cut identities?</p>	<p>Content: define aside, soliloquy, monologue</p> <p>historical Roman information</p> <p>Skills: moral debate, expository writing, analysis, recognizing chain of events, student generated assessment</p>		<p>Reading and discussion questions.</p> <p>Charts of events surrounding the decision to murder Caesar and the events that result.</p> <p>Angel v. Devil bubbles to fill in above Brutus' head articulating his struggles.</p> <p>Create a Tchart listing attributes of a good guy and bad guy as the judging point for the characters</p> <p>Evaluate actions of characters based on student generated criteria. Attempt to place character on chart.</p> <p>Discuss timelessness of Shakespeare's characters due to their realistic human qualities: the gray – that people possess both positive and negative traits that keep humans from being clear cut good and bad guys.</p>	<p>Process Skills I Writing Link: Major characters in both Shakespearean tragedies Romeo and Juliet and Julius Caesar are confronted with moral dilemmas that literally have life and death consequences. Choose a character from each play who must confront a moral dilemma. Select one who you believe made the right choice in confronting the moral dilemma, and one who you believe made the wrong choice. Write a well-organized, adequately supported expository essay in which you demonstrate to the reader why you believe one character made the right choice and the other the wrong choice when confronting their moral dilemmas.</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, differentiated assessment projects, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods A wide variety of assessments and strategies complement the individual learning experience. 				

Freehold Regional High School District
Honors Literature Arts Studies I
Unit #6: Social Commentary and Satire

Enduring Understandings: As language evolves and changes over time, different styles and techniques emerge to enhance an author’s purpose. Satire criticizes society and its people, offering moral commentary or making judgments through literature.

Essential Questions: How has the English language developed and changed over time? How does a style of writing assist in effectively conveying a message? What guidelines do we use to judge actions of others? What is the relationship between a society and the people it produces? Does a society perceive oneself as others will later on?

Unit Goal: Students will be able to understand language, social commentary, and satire of the Middle Ages and apply this to today’s society/occupations.

Duration of Unit: 5 weeks

NJCCCS: 8.1.12.A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12.A-D, 3.4.12.A-C, 3.5.12.A-C, 1.1.12.A-D, 1.3.12.A-D, 1.4.12.A-B

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
- What is and accounts for the Great Vowel Shift?	Content: Great Vowel Shift Medieval Times Language Development Skills: auditory processing, oral and aural skills, reading for information, interpreting and applying	Core Text <i>The Canterbury Tales</i> by Geoffrey Chaucer <i>Inferno</i> by Dante (in Process Skills I) From Textbook “Middle Ages” Course pack on Medieval Literature by Michael Twomey Video <i>Canterbury Tales</i>	Online websites teach about the Great Vowel Shift with audio accompaniment and original versions of Chaucer’s text. Have students create their own diagrams or recordings of the vowel shift.	Online quiz of Great Vowel Shift Students will read the Prologue in Middle English and translate to modern English. Students will read prologue aloud in Middle English based on internet information of pronunciation.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-What types of genres of writing are present in The Canterbury Tales?</p> <p>- Why does Chaucer use a variety of genres to tell his tales?</p>	<p>Content: define Breton lai, Beast Fable, Romance, Exemplum, Fabliau, natureingang</p> <p>Skills: identifying literary genres, writing and presenting</p>	<p><i>A Knight's Tale</i></p> <p>Websites www.glc.k12.ga.us www.hillside.co.uk/tour.map.html www.fordham.edu/halsall/source/CT-prolog-para.html http://alpha.furman.edu www.cmi-lmi.com/kingdom.html</p> <p>Additional research sources found by students.</p> <p>Additional supplemental sources on art and theatre.</p>	<p>Before reading each tale, discuss the genre of writing in which the tale is told. Review the character and the information provided about that character who is telling the tale. Students should generate ideas as to why that character is telling that particular type of tale and why.</p> <p>Students should discuss effective of having the tales in different genres.</p> <p>Tie into satire.</p>	<p>Canterbury Character – We will take a week long pilgrimage. Students will create a modern day character to satirize and write a prologue about their character following the format, rhyme scheme, and meter of Chaucer's work. On day one, students will dress up as their characters, act like their characters, and read their prologues to the class. Students will also write a story that their character will tell. They will employ a genre of writing that best suits their character. The theme of their story will be appropriate or ironic for their character to be telling. These stories will be told on subsequent days. Each day a vote will be held and a winner will be announced at the end for best story (to finish what Chaucer did not).</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>-How are the characters of <i>The Canterbury Tales</i> judged?</p> <p>-What “characters” exist in Medieval Times? Today’s society?</p>	<p>Content: define physiognomy, framing narrative, estate satire</p> <p>Thomas A. Beckett</p> <p>pilgrimage</p> <p>Skills: drawing conclusions writing and presenting</p>		<p>Each student is assigned a character and given a character worksheet. Students must draw a picture of the character based on the character’s physical description and then write key words and descriptions about the character’s occupation, personality, etc all around it.</p> <p>Discuss why physical traits are emphasized just as much as personality and moral traits.</p> <p>Introduce students to the Medieval belief of physiognomy. There is an interactive website where students can choose the facial features that best describe them and the computer will provide personality traits based on their physical traits.</p> <p>Apply this to the <i>Canterbury Characters</i>. Look up the physical characteristics of your character and see if the personality matches and if you are given additional information about your character.</p> <p>Group the types of characters are present in the text and identify the members of society on which Chaucer focuses and why.</p> <p>Make a list identifying main events and beliefs of today. Who is involved in these events? How does society view these people? ex. collapse of Wall Street – Corporate Executives – viewed as greedy by society</p>	<p>Choose a character from <i>The Canterbury Tales</i>. Write a letter of either praise or complaint to Chaucer describing how he has either portrayed your character accurately or poorly based on research of that profession. Cite specific examples from the text and your research to support your claim.</p> <p><i>Canterbury Character</i> – We will take a week long pilgrimage. Students will create a modern day character to satirize and write a prologue about their character following the format, rhyme scheme, and meter of Chaucer’s work. On day one, students will dress up as their characters, act like their characters, and read their prologues to the class. Students will also write a story that their character will tell. They will employ a genre of writing that best suits their character. The theme of their story will be appropriate or ironic for their character to be telling. These stories will be told on subsequent days. Each day a vote will be held and a winner will be announced at the end for best story (to finish what Chaucer did not).</p>
<p>-What is Chaucer satirizing in <i>The Canterbury Tales</i>?</p> <p>-What and who might we satirize in our society?</p>	<p>Content: define satire, exaggeration</p> <p>Skills: identifying and using satire writing and presenting</p>		<p>Thematic discussion of what ties all these tales together? What comment is Chaucer ultimately making about society? Why choose satire as a way to do it?</p> <p>Make a list identifying main events and beliefs of today. Who is involved in these events? How does society view these people? ex. collapse of Wall Street – Corporate Executives – viewed as greedy by society</p> <p>Have students find examples of satire in political cartoons and other writing to discuss.</p>	<p><i>Canterbury Character</i> – We will take a week long pilgrimage. Students will create a modern day character to satirize and write a prologue about their character following the format, rhyme scheme, and meter of Chaucer’s work. On day one, students will dress up as their characters, act like their characters, and read their prologues to the class. Students will also write a story that their character will tell. They will employ a genre of writing that best suits their character. The theme of their story will be appropriate or ironic for their character to be telling. These stories will be told on subsequent days. Each day a vote will be held and a winner will be announced at the end for best story (to finish what Chaucer did not).</p> <p>Process Skills I Writing Link: Students will work cooperatively in writing either a Chaucer-like satire (from <i>Literature Arts I</i>) or a Dante-like allegorical piece about a current controversial issue.</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, differentiated assessment projects, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.