

Grade Level: 11	Course Title: British Literature	Name of Unit: Medieval Era
	Content Competencies	
Course Standards: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-ela.pdf • 11-12.RL.2 • 11-12.RL.3 • 11-12.RL.4 • 11-12.RL.10 • 11-12.W.3 • 11-12.W.9 • 11-12.L.5	Textual Analysis-Students will comprehend, use logic, analyze and critique a variety of increasingly complex literature and informational texts.	
	Writing-Students will write well-structured arguments, narratives, and informative/explanatory pieces.	
	Language- Apply Recurring Demonstrations of Language	
	Transfer	
	[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>] • Analyze and critique a variety of increasingly complex literature appropriate for grade level. • Explain inferences drawn from the text. Interpret how the text uses ambiguity or leaves matters uncertain by recognizing strong and thorough textual evidence within the text. • Summarize, explain, and analyze a text in terms of how the themes or central ideas interact and build on one another to produce a complex account. Identify two or more themes or central ideas of a text. • Explain and analyze how the author's choices made regarding setting, order of events, etc. impact the story. • Identify and explain the author's usage of symbolism, metaphors, characterization, motifs, and literary devices. Identify and analyze an author's specific style choices and how they contribute to the overall structure, meaning, and aesthetic impact. • Understand the development of the English language in its relation to British culture over numerous centuries.	

	● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Write routinely over extended time frames and short time frames for a range of tasks, purposes, and audiences. ● Identify and analyze an author's specific style choices and how they contribute to the overall structure, meaning, and aesthetic impact. ● Reasoning skill in analyzing problems and developing solutions ● Write as a means of communication or persuasion.	
Possible Resources: ● "Sir Gawain and the Green Knight" by Unknown ● The Knights Code of Chivalry and the Vows of Knighthood ● "Le Morte'd Arthur" by Sir Thomas Malory ● Movie: Sword in the Stone, Robin Hood Prince of Thieves ● Textbook: The Language of Literature/British Literature by McDougal Littell	Meaning	
	UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i> ● Societal structures and hierarchies of the time period influence themes, symbolism, content, and style. ● The English language has evolved in terms of spelling, vocabulary, and grammar over numerous centuries. ● Religion is a focal point for many European-centric texts during the Medieval Age	ESSENTIAL QUESTIONS: [What thought-provoking questions will foster inquiry, meaning-making and transfer? What will <i>students keep considering?</i>] ● How can one use what is known about the English language historical development to identify and analyze literary patterns in Medieval texts? ● What qualities and values can be derived from Medieval culture still influence literary canon today? ● How can one cite and apply strong

	• The fantasy genre begins to surface as different cultures/ religious beliefs clash. Britain develops its own mythology. • King Arthur's family tree according to Sir Thomas Malory and other variations.	evidence to support analysis of a text through inference, theme, rhetorical structure, research, and writing? • How does one structure and organize a compare and contrast essay with proper and well-cited support? • How does one determine the credibility of research resources and apply them to a presentation to a peer audience? • How do gender roles slowly begin to change during the Medieval Era?
	Acquisition of Knowledge	Acquisition of Skills
	[What facts and basic concepts should students know and be able to recall?] <i>Students will know...</i> • The cultural values of developing British culture • Social hierarchy • Character Archetypes • Framing stories • Medieval societal life and textual criticism of it • The differences between historical texts and medieval-based fantasy/mythology (Chaucer vs. King Arthur)	[What discrete skills and processes should students be able to use?] <i>Students will be skilled at...</i> • Performing effective research through informational databases. • Determining credible sources through effective research skills. • Comparing and Contrasting topic essays through the development of drafting, revision, and editing skills. • Performing oral presentations to a specific audience in order to demonstrate understanding of British culture.

	• The difference between authors of Arthurian legend, including early female authors (Pearl Poet, Sir Thomas Malory, Marie de France).	• Analyzing textual evidence through reading, oral expression, and group discussions.
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