Seymour Public Schools Curriculum
Early British Literature
2015 - 2016

Early British Literature Curriculum
Heroes, Villains, and Monsters

    This course provides a study of selected early major works in British Literature and their relationship to the present-day. Students will be encouraged to search for essential ideas which connect their lives with the past lives of warriors, villains, knights, leaders, thinkers, and reformers as they struggle in the battle between good and evil. Students will read, discuss and analyze the epic poem, **Beowulf**, the modern novel, **Grendel** by John Gardner, selections from the **Arthurian Legend**.

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Grade: 11/12	**Subject**: Early British Literature through 19th Century **Topics**: heroes, villains and monsters –both archetypal and contemporary
CSDE Standard	1 Reading and Responding 2 Exploring and Responding to Literature 3 Communicating with Others 4 Applying English Language Conventions
SHS Learning Expectations	1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	• The settings, characters and themes shared through literature reflect the culture and value system of a given society. • The definition of a hero is based upon the culture and the values of the time period. • The nature of evil in man leads to conflicts in society that are revealed through literature. • The epic poem reflects the themes, styles, and trends of the Anglo-Saxon literary/historical period. • The epic poet uses literary devices such as imagery, personification, and figurative speech. • The dynamic relationship between chaos and order exists as a constantly evolving cycle. • Evils exits intrinsically as well as extrinsically. • Shakespeare's plays expose character and societal flaws, illustrate that conflicts in society exist, and inspire personal reflection. • In many instances, British literature attempts to illustrate the beliefs that laws and rules are necessary to keep the darker side of human nature in line, to preserve one's identity and to preserve the natural order. • Renaissance poets use literary devices and conventions to illustrate a rebirth of the human spirit and realization of the human potential for development. • Revolutionary movements (industrial, technological, informational) as they advance society also have an adverse effect. • The special effects used in media and technology provide images that inform, persuade, and entertain. • Screenwriters and directors use literary elements to produce a visual interpretation of written text. • Viewing the visual interpretation of an author's written text promotes discourse about creative choices. • Clear and concise writing will enable individuals to better share their ideas. • An enhanced vocabulary will enable individuals to better share their ideas and understand other's ideas.

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Essential Questions	- How does a culture define a hero? - What shape does evil take in society? - How do our choices impact our role in society? - To what extent is retribution justifiable to maintain an ordered society? - How do the consequences of our actions contribute to disorder in society? - How do the techniques of language assist the narrator? - What is the relationship between chaos and order? - Why does an author choose a specific order or organization for his work? - How has the concept of evil changed since the Anglo-Saxon period? Remained the same? - How do films compare to written text? - How do cinematic creative choices influence audience understanding of text? - How do a director's choices impact authorial intent? - How does clear and concise writing enable individuals to better share their ideas? - How does an enhanced vocabulary improve communication skills?

Content Standard:	1.1 Students will use appropriate strategies before, during and after reading in order to construct meaning.
	  a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading.
	  b. determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.
	  d. identify, use and analyze text structures.
	  e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
	1.2 Students will interpret, analyze and evaluate text in order to extend understanding and appreciation.
	  b. interpret information that is implied in a text.
	  e. discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.
	  f. identify and discuss the underlying theme or main idea in texts.
	1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
	  d. develop vocabulary through listening, speaking, reading and writing.
	2.1 Students recognize how literary devices and conventions engage the reader.
	  a. identify the various conventions within a genre and apply this understanding to the evaluation of the text.
	2.2 Students explore multiple responses to literature.
	  a. develop and defend multiple responses to literature using individual connections and relevant text references
	  b. develop a critical stance and cite evidence to support the stance.
	2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
	  a. discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.
	  c. create responses to texts and examine each work's contributions to an understanding of human experience across cultures.
	2.4 Students recognize that readers and authors are influenced by individual, social cultural and historical contexts.

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c. discuss how the experiences of a reader influence the interpretation of a text.

e. interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

    b. apply the most effective processes to create and present a written, oral or visual piece.

    c. revise texts for organization, elaboration, fluency and clarity.

    d. research information from multiple sources for a specific purpose.

    e. evaluate the validity of primary and secondary sources of information to authenticate research

4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

    a. use sentence patterns typical of spoken and written language to produce text.

4.3 Students use standard English for composing and revising written text.

    a. recognize the difference between standard and nonstandard English and use language appropriately.

    b. demonstrate use of proper mechanics, usage and spelling skills.

    c. use resources for proofreading and editing.
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Performance Expectations (Student outcomes)
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Students will:

- Examine the cultural and historical background for each literary work.
- Recognize the major themes in the selected literary works.
- Analyze the different narrative perspectives from which a story may be told.
- Discuss the effects of narrative voice in a story.
- Interpret and analyze the elements of an Anglo-Saxon epic poem.
- Infer character development and motivation.
- Draw conclusions about the attributes of the hero and the consequences of his choices.
- Study the concept of a tragic hero and tragic flaw as it relates to Hamlet or Macbeth
- Analyze the individual's role in society and the resultant conflicts.
- View film as text to explore multiple responses to literature.
- Recognize and utilize the following literary terms: archetype, alliteration, allusion, antagonist, characterization, character development, connotation, denotation, epic poem, foreshadowing, frame story, imagery irony, kenning, metaphor, motivation narrative, parody, personification, point of view, protagonist, simile, style, symbolism, theme, tone.
- Become familiar with the conventions of dramatic verse such as soliloquy, aside, blank verse, pun, apostrophe.
- Enrich speaking and listening experience through sharing of ideas through discussion and/or oral presentation.
- Write, edit and revise essays.
- Apply the conventions of standard written English to communicate intended meaning.
- Expand vocabulary development through textual materials.
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Strategies/Modes (examples)	❖ Materials/Resources (examples)	Assessments (examples)
1. K-W-L, K-W-L Plus, B-K-W-L-Q 2. Skimming and Scanning 3. List-Group-Label 4. Book Pass 5. Text Structures and Support 6. Developing Questions for Reading: Concept Ladder 7. Word Study: Developing Content Vocabulary 8. Book in a Day 9. Word Study: How to Learn Content Vocabulary Through Context 10. Admit Slip: Establishing a Purpose for Reading 11. Anticipating Content: Here and Now, Predict-o-Gram, Story Impressions 12. Anticipation Guide 13. Reciprocal Teaching 14. DR-TA (Directed Reading-Thinking Activity) 15. REAP 16. Learning Logs 17. Compare/Contrast: Discovering Patterns 18. Questions Game 19. TAG (Textbook Activity Guide) 20. ReQuest 21. Cornell Note-Taking 22. QAR (Question-Answer Relationship) 23. Academic Notebooks: Writing to Learn 24. RAFT Writing (Role, Audience, Format, Topic) 25. Text Highlighting 26. SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, Next)	**Content**: • Beowulf (abridged) • Excerpts from John Gardner's Grendel • Themes in Arthurian Legend • Cinematic interpretations of text as an extension of the written word. • Sentence variety and logic (improving sentence length and structure, exploring new ideas for structure, diction, making clear connections and logic) • Correcting Sentence Faults (Fragments & Run-ons, Misplaced & Dangling Modifiers, Faulty Parallelism, Faulty Coordination • Vocabulary study **Resources:** • England in Literature Textbook • Grendel by John Gardner • *Beowulf* (film) • *First Knight* (film) • *Excalibur* (film) • Vocabulary from Latin and Greek Roots Book VI	• Various homework assignments, quizzes, test, and optional assessments. **Unit Performance Task**: Final Exam - Assessment of ELA skills for critical reading and effective writing using content material from the course.

27. Test-Taking Strategies 28. PORPE (Predict, Organize, Rehearse, 　　Practice, Evaluate) 29. Inquiry and Research: I-Charts 30. GIST (Generating Interactions Between 　　Schemata and Texts) 31. Homework 32. Exclusion Brainstorming 33. Exit Slips		