

<b>Grade: 11</b>		<b>Subject: World Literature 1</b>							
Teachers: Nimon									
<b>Unit #6 Title: Sir Gawain and Theory Application</b>									
Time Frame (calendar and # of weeks):									
Standard(s): RL 1,2,3,4,5,6 L 1,2,3,4,5,6 W 1,2,3,4,5,6,7,8,9 SL 1,2,3,4,5									
<b>Big Idea(s):</b> Theory/Criticism Application, Poetic Devices, Close Reading, Middle Ages Literature									
<b>Essential Questions</b>		<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• What is "Sir Gawain and the Green Knight?"</li> <li>• What were the Middle Ages like in England?</li> <li>• What was chivalry?</li> <li>• What is some of the folklore and history involving King Arthur?</li> <li>• What are common poetic devices and how can we recognize them?</li> <li>• What are good close-reading habits?</li> <li>• How do you apply a critical theory to a text?</li> </ul>		<ul style="list-style-type: none"> <li>➤ Readers can approach the same text from different perspectives and take away a new and varied understandings.</li> <li>➤ In addition to plot or character descriptors, poetry employs poetic devices such as alliteration, rhyme, personification, etc. to enhance the diction and art of the piece.</li> <li>➤ Poetic devices beautify a text as well as draw readers' attentions to certain important thematic elements.</li> <li>➤ Underlining, highlighting and note-taking are good reading habits that help promote understanding as well as written analysis.</li> </ul>							
<b>Areas of Focus</b>		<b>Suggested Instructional Strategies</b>							
<b>Prioritized CPIs</b> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RL.11-12.1</u> 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.</li> <li>• <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Sir Gawain and the Green Knight</b></li> </ul> <table border="1"> <tr> <td><b>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</b></td> </tr> <tr> <td>Students will define the following terms: chivalry, romance, chastity, alliterative verse, bob and wheel</td> </tr> <tr> <td>Students will take notes on Sir Gawain powerpoint to familiarize themselves with characters, themes, and historical background. They will then read an excerpted version of Sir Gawain with emphasis on close reading and annotation.</td> </tr> <tr> <td>Students will also watch the BBC documentary about the poem for background information and a better sense of setting. Students will complete a questionnaire that accompanies the documentary.</td> </tr> <tr> <td><b>Tier 2 → Activities/Strategies (Application/Analysis)</b></td> </tr> <tr> <td>Students will draw on their knowledge of the three theories discussed throughout the class (Archetypalism, Psychoanalysis, and New Historicism). They will choose one of the three and apply it to the poem "Sir Gawain and the Green Knight." In an essay, students will either 1.</td> </tr> </table>		<b>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</b>	Students will define the following terms: chivalry, romance, chastity, alliterative verse, bob and wheel	Students will take notes on Sir Gawain powerpoint to familiarize themselves with characters, themes, and historical background. They will then read an excerpted version of Sir Gawain with emphasis on close reading and annotation.	Students will also watch the BBC documentary about the poem for background information and a better sense of setting. Students will complete a questionnaire that accompanies the documentary.	<b>Tier 2 → Activities/Strategies (Application/Analysis)</b>	Students will draw on their knowledge of the three theories discussed throughout the class (Archetypalism, Psychoanalysis, and New Historicism). They will choose one of the three and apply it to the poem "Sir Gawain and the Green Knight." In an essay, students will either 1.
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<p>objective summary of the text.</p> <ul style="list-style-type: none"> <li>● <u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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 choices on meaning and tone.</li> <li>● <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>● <u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● <u>CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● <u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● <u>CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or</li> </ul>	<p>Analyze Sir Gawain in terms of Campbell's Heroic Journey, 2. Apply Freud's Psychoanalysis to the hunt/bedroom scenes or determine Gawain's id/ego/superego conflict, 3. Research the history of Arthurian England and highlight the cultural context that produced a character like Sir Gawain.</p> <p><b>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</b></p> <p>Students will practice good essay writing strategies by producing notecards, compiling research, and composing drafts. Notecards, outlines and research will be viewed and checked off by the teacher while first drafts will be peer-edited with a detailed rubric as the students' guides.</p> <p>Final drafts will be submitted to the teacher.</p>
<b>Performance Tasks/Assessments</b>	
<p><b>Tests and Quizzes</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Test</li> <li>- Reading Comprehension Quizzes</li> </ul> <p><b>Writing Assignments</b></p> <ul style="list-style-type: none"> <li>- Sir Gawain Documentary Questionnaire</li> <li>- Journal Responses</li> <li>- Comprehensive Theory/Text Essay</li> </ul>	

trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Resources:**

**Text:**

**Primary Source Materials:**

“Sir Gawain and the Green Knight” Pearl Poet

**Video(s):**

Videos of novels

**Internet Resources:**

BBCFour Documentary - <https://www.youtube.com/watch?v=74gll1lg1CQ>