

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 12 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 12 Place and Society Unit

Big Questions: What is the relationship between place and literature? How does literature shape or reflect society? What is the relationship of the writer to tradition? How is today's media altering our language? What does Chaucer's characterization of the Wife of Bath reveal about the rights, values, morals, and marriages of medieval women? How would you define chivalry?

Fiction (4 selections)

from *Beowulf*

from *The Canterbury Tales*: "The Wife of Bath's Tale"

excerpt from *The Canterbury Tales*: "Prologue"

from the *Decameron*: "Federigo's Falcon"

Nonfiction (15 selections)

Introduction to Unit 1

- Snapshot of the Period
- Historical Background
- ○ Essential Questions of the Literary Period
- ○ Contemporary Commentary Focus on Literary Forms: The Epic

Contemporary Commentary: Burton Raffel Introduces *Beowulf*

- About *Beowulf*
- "The New Literacy"
- Literary History: *The Canterbury Tales*
- "Selfsame Sovereignty"
- "Defending Camelot: Chivalry Is Not Dead"
- "America Then...1844-2006"
- Author in Depth: Geoffrey Chaucer
- "The Goodman of Paris"
- "I'm Like a Bird"

Visual Texts (2 selections)

Samuel Johnson or *Kofi Graham Study* (painting by Kehinde Wiley)

Self Portrait in the Green Bugatti or *Portrait of the Duchess of La Salle* (painting by Tamara de Lempicka)

Poetry (1 selection)

"On First Looking Into Chapman's Homer"

Writing: Autobiographical Narrative-College Application Personal Essays

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 12**

Place and Society Unit

Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Essential Questions: <i>What is the relationship between place and literature? How does literature shape or reflect society? What is the relationship of the writer to tradition?</i></p> <p>1. Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Essential questions Critical viewing: interpreting illustrations Historical themes The development of English as a planetary language Summarization Critical thinking Inference Determining word meaning through context 	<p>Introductory Week</p> <p>Periods: 3</p>	<ul style="list-style-type: none"> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11- • 12.10 • W.11-12.4 • W.11- • 12.10 • SL.11-12.1 • SL.11-12.6 L.11-12.1 L.11-12.3 L.11-12.4a L.11-12.6 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The British Tradition</i></p> <ul style="list-style-type: none"> • “Snapshot of the Period” pp. 2-3 • “Historical Background” pp. 4-5 • “Essential Questions of the Literary Period” pp. 6-13 • “Contemporary Commentary” pp. 15-16 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 9-12 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Speaking and Listening: Discussion Guide p. 77 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Essential Question</u> [Essential Question Video (4:19)] • <u>Meet the Author</u> Video: [Burton Raffel 	<p>Reading</p> <ul style="list-style-type: none"> “Snapshot of the Period” (nonfiction) “Historical Background” (nonfiction) “Essential Questions of the Literary Period” (nonfiction) • “The British Tradition: Contemporary Connection” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal writing: What’s the big deal about traditions anyway? Journal writing: Can traditions change? Journal writing: Students write their own version of a tradition or story that has been passed down to them from their own family members. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Panel discussion Small group discussion Evaluating listening skills Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Games Worksheet

			(1:29)]	<p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Class discussions <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Extend Your Learning: Panel Discussion p. 14: Choose ten words that belong in your category and determine their etymology. Have your group present findings in a panel discussion. • Extend Your Learning: Small Group Discussion p. 16: Suppose you were a council of Viking leaders planning to invade England. Hold a small group discussion about the map of Anglo-Saxon Kingdoms and answer the questions provided.
<p>2. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Critical thinking questions • Epic • Critical viewing • Legendary hero • Determining main idea through paraphrasing • Comparing/contrastin g Close reading • Determining word meaning through roots • Determining word meaning through context • Inference • Coordinating conjunctions • Word analogies 	<p>Weeks 1-3 Periods: 14</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 • RL.11-12.4 • RL.11-12.5 • RL.11-12.10 • RI.11-12.1 • RI.11-12.2 • RI.11-12.4 • RI.11-12.10 • W.11-12.2 • W.11-12.3 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.10 • SL.11-12.1 • SL.11-12.6 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4 • L.11-12.5 • L.11-12.6 	<p>Textbook (hard copy or eBook) <i>Literature: The British Tradition</i></p> <ul style="list-style-type: none"> • “Focus on Literary Forms: The Epic” pp. 33-35 • Contemporary Commentary: Burton Raffel Introduces <i>Beowulf</i> pp. 36-37 • “About <i>Beowulf</i>” p. 39 • from <i>Beowulf</i> pp. 40-64 • Job application essay p. 66 • Before You Read p. 38 • Critical Reading Questions p. 64 • After You Read p. 65 • Integrated Language Skills pp. 66-67 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 35-51 	<p>Reading</p> <ul style="list-style-type: none"> • “Focus on Literary Forms: The Epic” (non-fiction) • Contemporary Commentary: Burton Raffel Introduces <i>Beowulf</i> (nonfiction) • “About <i>Beowulf</i>” (nonfiction) • from <i>Beowulf</i> (fiction) <p>Writing</p> <ul style="list-style-type: none"> • Job application essay • Prompt: Overcoming a Challenge (Essay Scorer) <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole class discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Games • Worksheets <p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> • Integrated Language Skills: Latin roots, analogies, coordinating conjunctions <p>Assessments</p> <ul style="list-style-type: none"> • Open-book Test

			<p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> Contemporary Commentary [<u>Meet the Author Video</u>: Burton Raffel (2:46)] <u>Get Connected</u> [Video (0:49)] <u>Literary Analysis</u>: [Epic: audio (1:00)] <u>Reading Strategy</u>: [Determining Main Idea (0:23)] <u>Background</u> [Video (0:39)] <i>Beowulf</i> [audio selection: (47:50)] <p>Essay Scorer Prompt: Overcoming a Challenge</p>	<ul style="list-style-type: none"> Selection Test Critical Reading Questions Critical Viewing Reading Check Reading Strategy <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Have students work individually or in groups of two or three to write lyrics for a song (rap, R&B, rock, blues, etc.) based on the story of <i>Beowulf</i>. Have students re-read <i>Beowulf</i>'s death scene and his request of Wiglaf. Then, assign pairs to make a list of the many accomplishments <i>Beowulf</i> had achieved in his life. Use this list to write <i>Beowulf</i>'s obituary utilizing the newspaper to assist in the structure. Have students create an Anglo-Saxon boast of themselves as a Geat or a Dane utilizing the tenants of the epic/legendary hero. Students will present to an audience of students and/or faculty judges. Have students create a graphic novel excerpt of an action scene from <i>Beowulf</i>. Students may choose one of <i>Beowulf</i>'s boasts of his adventures or any of the three battle scenes. Students may utilize the Contemporary Connection: <i>Beowulf</i>: From Ancient Epic to Graphic Novel pp. 76-80 as reference.
<p>Essential Questions: <i>How is today's media altering our language? Can educators blame the new media technology for encouraging sloppy writing and careless reading—or are the new styles of writing and reading a blessing in disguise? How will blogs, Web sites, and social media affect the way we understand meaning and evaluate information?</i></p> <p>3. Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Using a dictionary to 	<p>Week 4 Periods: 4</p>	<ul style="list-style-type: none"> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.10 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.9 W.11- 	<p>Supplemental Text <i>America Now</i>, 9th Edition</p> <ul style="list-style-type: none"> "The New Literacy" pp. 173-176 "America Then...1844 – 2006" pp. 194-197 	<p>Reading</p> <ul style="list-style-type: none"> "The New Literacy" (nonfiction) "America Then...1844–2006" (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> In-class writing: Explore Facebook or another social-networking site. What can you gather about the individuals who are writing on it from what you see there? Do you think they have a sense of their audience, as Thompson suggests? Why or why not? In-class writing: In a brief essay, examine

<p>determine the meanings of words</p> <ul style="list-style-type: none"> Using context to determine the meanings of words Main idea Close reading Examining sentences, paragraphs, and organization Critical thinking 		<p>12.10</p> <ul style="list-style-type: none"> SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.6 		<p>your writing process. Consider a school paper you've written recently or something you've blogged about—or both. What sort of preparation took place before you wrote it? What sort of revisions took place? Describe how you feel about the work that went into the writing and the end result, and consider elements of good writing as you do so: structure, word choice, style, and anything else that comes to mind.</p> <ul style="list-style-type: none"> In-class writing: Write an essay that explores the effect of technology on writing today. What sort of innovations have taken place? How has it changed the way we write and the way we read? Do you believe Andrea Lunsford's comment: "I think we're in the midst of a literacy revolution the likes of which we haven't seen since Greek civilization"? Give evidence in your essay that supports your position. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole class discussion <p>Language</p> <ul style="list-style-type: none"> Vocabulary Word choice Sentence structure Organization of writing
<p>Essential Questions: <i>What does Chaucer's characterization of the Wife of Bath reveal about the rights, values, morals, and marriages of medieval women? Is his characterization realistic, a satire, or a commentary about the rights of women? How does Chaucer employ irony, allusions, figurative language, and couplets to examine the themes? Today, are women equal partners in relationships and in the world of work? Are they equally represented in positions of power in our judicial system?</i></p> <p>4. Reading Literature; Reading</p>	<p>Weeks 4-6 Periods: 7</p>	<ul style="list-style-type: none"> RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.10 RI.11-12.1 RI.11-12.3 RI.11-12.6 W.11-12.1 W.11-12.6 W.11-12.9 SL.11-12.1 SL.11-12.5 L.11-12.1 	<p>Textbook (hard copy or eBook) <i>Literature: The British Tradition</i></p> <ul style="list-style-type: none"> "Literary History: <i>The Canterbury Tales</i>" pp. 90-91 Author in Depth: Geoffrey Chaucer pp. 92-94 Excerpt from the Prologue of <i>The Canterbury Tales</i> pp. 108-109, lines 455-486 "The Wife of Bath's Tale" pp. 138-150 	<p>Reading</p> <ul style="list-style-type: none"> "Literary History: <i>The Canterbury Tales</i>" (nonfiction) Author in Depth: Geoffrey Chaucer (nonfiction) <i>Samuel Johnson or Kofi Graham Study</i> (paintings by Wiley) <i>Self Portrait in the Green Bugatti or Portrait of the Duchess of La Salle</i> (paintings by de Limpicka) Excerpt from the Prologue of <i>The Canterbury Tales</i> (fiction) "The Wife of Bath's Tale" (fiction) Literature in Context: "Selfsame Sovereignty" (nonfiction) "The Goodman of Paris" (nonfiction)

<p>Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Characterization • Theme • Note taking • Inference • Visual text analysis • Claim statements • Tone • Close reading • Context clues to determine meanings of words • Paraphrasing • Allusion • Foreshadowing 		<ul style="list-style-type: none"> • L.11-12.2 • L.11-12.3 • L.11-12.4 	<ul style="list-style-type: none"> • Literature in Context: “Selfsame Sovereignty” p. 146 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 114-132 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • Essential Question Get Connected [Video (0:52)] • Literary Analysis: - Frame Story • Reading Strategy: Context Clues • “The Wife of Bath’s Tale” [audio selection: (20:57)] <p>Internet</p> <ul style="list-style-type: none"> • Images that reflect formal and informal clothing styles • Paintings by Kehinde Wiley and Tamara de Lempicka <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • “The Goodman of Paris” can be found in the appendix of this lesson which is posted on the CCS curriculum guide website. 	<p>Writing</p> <ul style="list-style-type: none"> • Reader’s Journal: vocabulary, answers to text dependent questions and discussion questions, reflective writing pieces • Students use graphic organizers to chart images and record inferences pertaining of the images • Students create claim statements <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion on clothing style choices • Whole group discussion of visual texts <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Open-book test • Selection test • Student-written poem about a member of a contemporary profession • Reflective writing • Student-written account comparing the attitudes of women and marriage detailed in the readings <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Enrichment: King Midas – Paraphrase the critics interpretation. <i>Unit 1 Resources</i> p. 121
<p>Essential Questions: <i>How would you define chivalry? Should men have a special code of manners and behavior in their relationships with women? What rules guide our behavior in romantic relationships?</i></p> <p>5. Reading Informational Text; Writing; Speaking and</p>	<p>Week 6 Periods: 4</p>	<ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11- 	<p>Supplemental Text <i>America Now</i>, 9th Edition</p> <ul style="list-style-type: none"> • “Defending Camelot: Chivalry Is Not Dead” pp. 215-220 	<p>Reading</p> <ul style="list-style-type: none"> • “Defending Camelot: Chivalry Is Not Dead” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • In-class writing: Do you have a “moral and ethical code” that helps you guide your romantic relationships? What is it? Do

<p>Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Determining word meaning through dictionary usage • Determining word meaning through context clues • Main point • Examining sentences, paragraphs, and organization • Critical thinking • Research 		<p>12.10</p> <ul style="list-style-type: none"> • W.11-12.2 • W.11-12.3 • W.11-12.4 • W.11-12.7 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4 • L.11-12.6 		<p>you have “rules”? Where do they come from? Morgan emphasizes the goal of a “meaningful and supportive bond” (paragraph 3). Do you share that goal? Does your code reflect that purpose? Do you think your code will change?</p> <ul style="list-style-type: none"> • In-class writing: Morgan cites a definition of <i>chivalry</i> from the Web. Research the term on your own. Are there aspects to chivalry that her explanation does not include? Do you think chivalric ideals still persist in our society? If so, where do you see them? What social forces work against them? • This essay proposes that we modernize chivalry (paragraph 3). Do you agree with Morgan? Are her arguments persuasive? Why or why not? <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole class discussion <p>Language</p> <ul style="list-style-type: none"> • Vocabulary • Word choice • Sentence and paragraph structure • Organization
<p>6. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <p>Portfolio Writing Quarter 1: Autobiographical Narrative</p> <ul style="list-style-type: none"> • Quick write • Visual text analysis • Style • Organization • Content • Word choice • Tone • Syntax • Character • r • Audience and purpose <p>Rhetorical analysis</p>	<p>Weeks 7-8 Periods: 8</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.4 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.6 • W.11-12.1a-e • W.11-12.2 • W.11-12.3 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.10 • SL.11-12.1 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The British Tradition</i></p> <ul style="list-style-type: none"> • <u>Writing Workshop</u> Narration: Autobiographical Narrative pp. 214-221 • <u>Autobiographical Narrative</u> p. 766 • “On First Looking Into Chapman’s Homer” pp. 882-883 • “I’m Like a Bird” pp. 1464-1466 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 4: Narration: Autobiographical 	<p>Writing</p> <ul style="list-style-type: none"> • Writing Portfolio First Quarter Prompt: Choose one of the following real-world college essay topics: <ol style="list-style-type: none"> Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you. Discuss some issue of personal, local, national, or international concern and its importance to you. Indicate a person who has had a significant influence on you, and describe that influence. Describe a character in fiction, a historical figure, or a creative work’s (as in art, music, science, etc.) influence on you, and explain that influence.

<ul style="list-style-type: none"> • College essay criteria • Peer review 		<ul style="list-style-type: none"> • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.6 	<p>Internet</p> <ul style="list-style-type: none"> • Sample college essays: Link to college essays may be found within the writing lesson on the CCS curriculum guide website. 	<p>e. A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community demonstrated or an encounter that demonstrated the importance of diversity to you.</p> <ul style="list-style-type: none"> • Reflection writing <p>Reading</p> <ul style="list-style-type: none"> • "On First Looking Into Chapman's Homer" (poem) • "I'm Like a Bird" (nonfiction) • Sample college essays http://teenink.com/college_guide/college_essays <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion and presentation <p>Language</p> <ul style="list-style-type: none"> • Grammar • Usage • Punctuation • Capitalization • Vocabulary <p>Assessment</p> <ul style="list-style-type: none"> • Use the CCSS rubric for narration found in the introduction to writing on the CCS curriculum guide website. <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • As we have studied <i>Beowulf</i> (an epic) and <i>The Canterbury Tales</i> (morality tales), we learned about trials, sacrifice, personal integrity, and moral conviction. In a narrative, share a time when your character was put to the test. Explain the situation, the options available to you, your decision, the outcome of that decision, and what you learned about yourself as a result of that
---	--	--	--	--

		<ul style="list-style-type: none"> • • 		<ul style="list-style-type: none"> • experience. Review how to use a thesaurus. Journal writing: Has writing an autobiographical narrative changed your opinion of the event? What did you learn about the significance of the event? •
<p>7. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Comparing/contrasting • frame stories • Note taking • Critical thinking • Close reading • Determining word meaning through context • Theme • Antonyms 	<p>Weeks 8-9 Periods: 6</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 • RL.11-12.4 • RL.11-12.10 • RI.11-12.1 • W.11-12.2 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.9 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4 	<p>Textbook (hard copy or eBook) <i>Literature: The British Tradition</i></p> <ul style="list-style-type: none"> • Comparing Literary Works: Comparing Frame Stories Across Cultures p. 156 • Giovanni Boccaccio p. 157 • from the <i>Decameron</i> pp. 158-165 • After You Read p. 166 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 133-137 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • Illustrated Literary History • Comparing Literary Works • Vocabulary Central • "Federigo's Falcon" audio (18:36) • Questions on Comparing • Writing to Compare 	<p>Reading Giovanni Boccaccio (nonfiction) from the <i>Decameron</i>: "Federigo's Falcon" (fiction)</p> <p>Writing</p> <ul style="list-style-type: none"> • Students write a response to literature in which they compare and contrast the theme of "Federigo's Falcon" with the theme of "The Wife of Bath's Tale." <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary Games • Worksheets <p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> • Antonyms

* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

** Standards: **RL** = Reading Literature; **RI** = Reading Information; **SL** = Speaking and Listening; **L** = Language