

DEPARTMENT: ENGLISH	COURSE TITLE: MASTERPIECES OF ANCIENT AND MEDIEVAL WORLDS COURSE NUMBER: 013A
GRADE(S): 11-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Pre-Classical	2 weeks	<p><i>Inanna and The Epic of Gilgamesh</i></p> <ul style="list-style-type: none"> Inanna and Gilgamesh as paradigms of the archetypal feminine and masculine The works as reflections of movement from preliterate agrarian to literate urban cultures (unconscious to conscious reflection) The idea and nature of love, human and divine 	<ul style="list-style-type: none"> Active reading skills: make personal connections, compare with other texts, use inquiry questions Vocabulary development: acquire new words through context clues, dictionary use, and analysis Close reading of text (including art and music): analyze the author's use of imagery, figurative language, symbolism, plot structure, character development, thematic content, voice, and stylistic experimentation Writing to learn: use informal writing to probe and make connections to readings independently and in class. Imaginative writing: write original poems, personal narratives, scripts, and voice papers related to core readings Analytical writing: write well-organized essays incorporating textual material, evidence, and critical theory Oral presentations: choose content appropriate to audience and purpose, organize and deliver information with clarity and originality Media analysis: evaluate film and video representations of literature Independent Research: develop inquiry questions, select suitable sources, sort and synthesize information, use appropriate documentation 	<ul style="list-style-type: none"> Teacher and student assessment of participation in class discussions Informal responses to writing prompts and self-initiated response papers Unit tests on readings and significant terms Formal analytical papers Peer review for revision Research paper and oral presentation on an independent reading, including bibliographic documentation Spiritual/intellectual autobiography Course portfolio with reflective introduction and varied writing samples 	<p>Language: 1, 2, 3, 4, 5</p> <p>Literature: 8, 9, 10, 11, 14, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26</p>
Classical	3 weeks	<p><i>Lysistrata, The Bacchantes</i>, and selected <i>Dialogues of Plato</i></p> <ul style="list-style-type: none"> <i>Lysistrata</i> as Attic comedy and <i>The Bacchantes</i> as Attic Tragedy (with especial focus on gender roles) Plato's redactions of Socratic philosophy and the groundwork of subsequent Western philosophy (the dialogue as literary genre, issues of matter/spirit, government, ethics, gender roles) 	<ul style="list-style-type: none"> Same as Unit One 	<ul style="list-style-type: none"> Same as Unit One 	<p>Language: 1, 2, 3, 4, 5</p> <p>Literature: 8, 9, 10, 11, 14, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26</p>

Late Antiquity/ Early Christian	3 weeks	<p><i>The Aeneid</i>, The Gospel according to Matthew, and <i>The Confessions</i> of Augustine</p> <ul style="list-style-type: none"> • <i>The Aeneid</i> as reflection in the epic form of the Roman ideals of empire, state, religion, love (with emphasis on the Aeneas and Dido material) • Matthew as a version/portrait of Jesus • Augustine as the first self-reflective spiritual autobiography 	<ul style="list-style-type: none"> • Same as Unit One 	<ul style="list-style-type: none"> • Same as Unit One 	<p>Language: 1, 2, 3, 4, 5 Literature: 8, 9, 10, 11, 14, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26</p>
Medieval	4 weeks	<p>“The Inferno” by Dante, <i>Dr. Faustus</i> by Marlowe, and <i>Utopia</i> by More</p> <ul style="list-style-type: none"> • “The Inferno” as quintessential expression of Medieval Christian ideas on religion, ethics, government, gender (as seen in epic form in the medieval four levels of interpretation: literal, allegorical, typological, and anagogical) • <i>Dr Faustus</i> as exemplifying in dramatic genre, the conflict between medieval and renaissance modalities • <i>Utopia</i> as the expression of new humanist trends emerging at the end of the medieval period 	<ul style="list-style-type: none"> • Same as Unit One 	<ul style="list-style-type: none"> • Same as Unit One 	<p>Language: 1, 2, 3, 4, 5 Literature: 8, 9, 10, 11, 14, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26</p>