

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

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Ancient Cradles of Civilization	3 weeks	<p><i>Inanna</i>, <i>The Epic of Gilgamesh</i>, <i>The Ramayana</i>, <i>The Tao Te Ching</i> by Lao Tzu</p> <ul style="list-style-type: none"> <li>Inanna and Gilgamesh as paradigms of the archetypal feminine and masculine</li> <li>The works as reflections of movement from preliterate agrarian to literate urban cultures – ancient understandings of ways of “being” in the world</li> <li>The idea and nature of love, human and divine</li> <li>The reality of death and the yearning for immortality</li> <li>The pattern of “The Journey” – the search for meaning and fulfillment</li> <li>The struggle for detachment from the drama of life</li> <li>The tension of dualities and the nature of paradox</li> </ul>	<ul style="list-style-type: none"> <li>Active reading skills: make personal connections, compare with other texts, use inquiry questions</li> <li>Vocabulary development: acquire new words through context clues, dictionary use, and analysis</li> <li>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</li> <li>Writing to learn: use informal writing to probe and make connections to readings independently and in class.</li> <li>Imaginative writing: write original poems, personal narratives, scripts, and voice papers related to core readings</li> <li>Analytical writing: write well-organized essays incorporating textual material, evidence, and critical theory</li> <li>Oral presentations: choose content appropriate to audience and purpose, organize and deliver information with clarity and originality</li> <li>Media analysis: evaluate film and video representations of literature</li> <li>Independent Research: develop inquiry questions, select suitable sources, sort and synthesize information, use appropriate documentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and student assessment of participation in class discussions</li> <li>Informal responses to writing prompts and self-initiated response papers</li> <li>Unit tests on readings and significant terms</li> <li>Formal analytical papers</li> <li>Peer review for revision</li> <li>Research and oral presentation on an independent reading, including bibliographic documentation</li> <li>Course portfolio with reflective introduction and varied writing samples</li> </ul> <p><b>AP Project: Independent reading and analysis of two major Ancient/Medieval works using one or more critical lenses. Note: second AP project also includes research in published criticism</b></p>	<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>
The Classical Age	2 ½ to 3 weeks	<p><i>Lysistrata</i> by Aristophanes, <i>The Bacchae</i> by Euripides, and selected <i>Dialogues of Plato—The Symposium</i></p> <ul style="list-style-type: none"> <li><i>Lysistrata</i> as Attic comedy and <i>The Bacchae</i> as Attic Tragedy (with especial focus on gender roles)</li> <li>Plato’s redactions of Socratic</li> </ul>	<ul style="list-style-type: none"> <li>Same as Unit One</li> </ul>	<ul style="list-style-type: none"> <li>Same as Unit One</li> </ul>	<p>Language: 1, 2, 3, 4, 5 Literature: 8, 9, 10, 11, 14, 16, 17, 18 Composition: 19, 20, 21, 22,</p>

		philosophy and the groundwork of subsequent Western philosophy (the dialogue as literary genre, issues of matter/spirit, government, ethics, gender roles)			23, 24, 25 Media: 26
Early Christianity and the Flowering of Islam	2 ½ weeks	The Gospel according to Matthew, selections from <i>The Koran</i> , and selections from medieval Middle Eastern Literature <ul style="list-style-type: none"> <li>• Matthew as a version/portrait of Jesus</li> <li>• The rise of the Islamic Empire</li> <li>• The Islamic Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	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
The Medieval Period and Emerging Modernism	3 weeks	<i>Sir Gawain and the Green Knight</i> , <i>The Inferno</i> by Dante, <i>The Tale of Genji</i> by Lady Murasaki <ul style="list-style-type: none"> <li>• <i>Genji</i> and <i>Gawain</i> as expressions of courtly love, court drama, romance, codes of behavior, and gender issues</li> <li>• <i>The Inferno</i> as quintessential expression of Medieval Christian ideas on religion, ethics, government, gender</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul> AP Project: Independent reading and analysis of two major American works by a single author using one or more critical lenses. Note: second AP project also includes research in published criticism <ul style="list-style-type: none"> <li>•</li> </ul>	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