

Pecos High School
English IV, American Literature
1st Six Weeks Syllabus, and a morality play; analyze the literary elements

Student Expectations: Students will be given an overview of the course and given the class rules and expectations. Students will learn to enjoy reading traditional epics and analyze the literary elements in that genre and to apply strategies for reading fiction. Students will learn to appreciate the role of epics in a culture's literature. Students will formulate three goals for themselves for the coming year. Students will read and analyze the background of the Anglo-Saxon Period. Students will study the features of the Medieval culture, including the function of the epic and the epic hero in the culture of the Medieval society.

August 24th -28th: Students will learn the necessary vocabulary and literary terms used to analyze Medieval Literature. and will read and analyze the background material over the Medieval period found on pages 42-43. Students will begin *from* Beowulf found on page 44. Students will complete an active reading guide over the central characters in *Beowulf*.

Student Expectations: Students will continue to study the Anglo-Saxon Epic *Beowulf*. Students will analyze the role of *wergild* or "man-price" in Anglo-Saxon culture, the role of gold, ring-giving, honor, loyalty, the mead-hall and bravery in that same culture. Students will continue to analyze the elements of the epic and learn to identify the theme. Students will study the use of the poetic elements of kenning, caesura, and flyting in Medieval culture. Students will begin a comparison/contrast essay that seeks to define the similarities and differences between the Medieval epic hero and the modern hero. Students will also read and analyze a parody of *Beowulf*

August 31st-Sept 4th: Students will conclude the epic *Beowulf*. Students will read the background of the epic *Gilgamesh* found on page 62. Students will read *Gilgamesh: The Death of Humbaba*, found on page 63. Students will complete the selection vocabulary, active reading guides, and selection quick checks for both epics. Students will take a quiz over the two selections.

Student Expectations: Students will read and analyze historical writings about Christianity's effect on the English people, and to identify purpose and elements of personal bias in a historical account. Students will begin background on the Ballad Tradition. Students will learn to: to recognize ballads as a form of literature, and to understand the elements of English and Scottish ballads.

September 8th-11th: Students will learn the historical context and background of the writings of the monk Bede. Students will read and analyze Bede's *from* The Ecclesiastical History of the English People, found on pages 80-84. Students will also listen to recordings of English and Scottish ballads and learn to recognize non-fiction elements of the ballad. Students will read the ballad "Sir Patrick Spens" found on pages 88-89. Students will complete the active reading guides, vocabulary and selection quick checks for both selections. **Rough Drafts Due Sept. 11th.**

Student's rough drafts of their comparison/contrast essay will be due on Tuesday. Late papers will be penalized at a rate of **20 PTS. PER DAY**.

Student Expectations: Students will continue the ballad. Students will analyze the ballad form and compare/contrast the medieval ballad with modern music. Students will correct their rough drafts in small groups using a peer review process.

September 14th-Sept. 18th: Students will read several versions of the traditional ballad "Bonny Barbra Allen" found on page 90-91. Students will read and analyze the Scottish Ballad "Get Up and Bar the Door ." Students will complete the selection quick check for the selection. Students will quiz over the ballad.

Student Expectations: **FINAL DRAFTS OF COM/CON ESSAY WILL BE DUE ON TUES. SEPT. 22** Students will begin the background material on Geoffrey Chaucer and *The Canterbury Tales*. Students will learn to: read and analyze a poem that characterizes the heroic and the humble people who share a common experience; to identify various techniques used to develop character. Students will learn the purpose of hyperbole, base humor, allusion, foreshadowing, and irony in narration. Studentnts will define a frame narrative.

September 21-25: Students will read the background on Geoffery Chaucer found on pages 98-99. Students will begin the active reading guide, and vocabulary for the selection. Students will begin reading the prologue found on page100. Students will learn how authors create character traits. Students will learn to evaluate character traits such as diction, dress, social position, etc.

Student Expectations: Students will conclude *The Canterbury Tales*. Students will review for the six weeks exam which will cover all material covered to this point.

September 28- October 2 : Students will complete a study guide that covers the six weeks materials. Students will review for, and take a six weeks benchmark exam that covers the epic, ballad and frame narrative.