



Classic Literature

Course Description:

The curriculum for this elective course is developed from the [Wisconsin Standards for English Language Arts](#). Classic Literature is an advanced weighted trimester-long elective English course that covers the works of literature that have endured across centuries, continents, and cultures. We will spend the trimester with these “ancient” texts that have, in many ways, shaped the familiar literature of today.

We will explore the literature of different eras and cultures looking for differences among them, and perhaps more interesting, looking for commonalities. What are the fundamental concerns among humans? What questions were people asking hundreds of years ago that we still ask today? What were they asking that we think we can answer? This course is an intense study of the answers to these questions through an exploration of the texts themselves, research on their cultures, and our own analytical, expository, and narrative writing. Expect to write intensively and often. Expect to present to your peers in speeches. Expect to think and discuss critically. Expect to learn. The information in this course overview outlines what students should understand and be able to do by the end of the trimester.

Mastery Standards:

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. (CCSS.ELA-LITERACY.RL.11-12.1)

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 objective summary of the text. (CCSS.ELA-LITERACY.RL.11-12.2)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (CCSS.ELA-LITERACY.RL.11-12.7)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.11-12.1)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.11-12.4)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.11-12.1)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS.ELA-LITERACY.SL.11-12.4)

Unit	Description of Unit and Learning Targets
<p>Unit 1: Jung, Archetypes, and “The Collective Unconscious”</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What makes literature “classic”? • What is universal about stories, characters, and the human condition? • What stories, themes, and characters do we see across time and place? 	<p><u>Learning Targets:</u> Students will be able to...</p> <ul style="list-style-type: none"> • closely read/annotate to understand and unpack a text. • connect texts to previous knowledge and study of archetypes in literature, media, and culture.
<p>Unit 2: Epic Heroes (Beowulf)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What motifs, themes, and characters do we see in literature across time and place? • What is the best evidence to effectively prove a claim? 	<p><u>Learning Targets:</u> Students will be able to...</p> <ul style="list-style-type: none"> • evaluate how <i>Beowulf</i> fits the epic genre in terms of epic conventions, heroic traits, archetypes, and Campbell’s Monomyth. • determine and evaluate how well a film follows Joseph Campbell’s Monomyth (hero’s journey) and how the hero fits the traits of an epic hero. <ul style="list-style-type: none"> ○ communicate my findings and conclusions in a speech that uses appropriate eye contact, confident posture, adequate volume, and clear pronunciation. • closely read/annotate to understand and unpack a text. • recognize and analyze themes in a text and choose the best evidence to prove my analysis. • evaluate how a film interpretation stays true to, and diverges from, the original text; evaluate how the director and screenwriters interpreted the settings, characters, and events in the text and translated them to screen. • initiate and participate in collaborative discussions; my participation is informed by a close reading of the text, is consistent, and helps me to analyze and think critically about the text. <ul style="list-style-type: none"> ○ create open-ended discussion questions using the higher levels of Bloom’s taxonomy and use textual evidence to support my inquiry.
<p>Unit 3: Tragic Heroes (Shakespeare)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do multiple themes build on one another within a Shakespearean tragedy? • How do authors use language devices to develop a theme? • How do literary lenses offer different perspectives when reading a text? 	<p><u>Learning Targets:</u> Students will be able to...</p> <ul style="list-style-type: none"> • analyze how a Shakespearean play fits Aristotle’s definition of tragedy and the “Elements of Tragedy.” • evaluate how Shakespeare interpreted his primary source(s) and how the play stays true to and diverges from history. • analyze multiple interpretations of a drama through the following literary lenses: New Historicism, Psychoanalytic, and Feminist • closely read/annotate to understand and unpack a text. • write an evidence-based claim/theme and support it with evidence and analysis. • evaluate how multiple different film interpretations stay true to, and diverge from, the original text; evaluate how the director and screenwriters interpreted the settings, characters, and events in the text and translated them to screen. • initiate and participate in collaborative discussions; my participation is informed by a close reading of the text, is consistent, and helps me to analyze and think critically about the text. <ul style="list-style-type: none"> ○ create open-ended discussion questions using the higher levels of Bloom’s taxonomy and use textual evidence to support my inquiry.

<p>Unit 4: Romantic (Byronic) Heroes</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do multiple themes build on one another within a text? • How do I build upon and challenge others' ideas and express my own ideas clearly and persuasively in discussion? 	<p><u>Learning Targets:</u> Students will be able to...</p> <ul style="list-style-type: none"> • analyze how your chosen literature circle text fits the characteristics of Romanticism and how the protagonist fits the characteristics of the "Byronic Hero." • closely read/annotate to understand and unpack a text. • recognize and analyze themes in a text and choose the best evidence to prove my analysis. • initiate and participate in collaborative discussions; my participation is informed by a close reading of the text, is consistent, and helps me to analyze and think critically about the text. <ul style="list-style-type: none"> ○ create open-ended discussion questions using the higher levels of Bloom's taxonomy and use textual evidence to support my inquiry.
<p>Unit 5: Choice Novel Literary Analysis</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is the best evidence to effectively prove a claim? • How do literary lenses and literary criticism offer different perspectives when reading a text? • How do I incorporate multiple sources (including literature, literary criticism, and lens analysis) into a literary analysis? 	<p><u>Learning Targets:</u> Students will be able to...</p> <ul style="list-style-type: none"> • closely read/annotate to understand and unpack a text. • analyze multiple interpretations of a text through different literary lenses and literary criticism. • write a literary analysis essay on my choice novel that proves a sophisticated claim using an analysis of evidence from multiple sources including the original text and literary criticism. <ul style="list-style-type: none"> ○ write a sophisticated and original claim that can be supported with evidence from the text & literary criticism. ○ analyze the text and evaluate literary criticism. ○ write an annotated bibliography that summarizes literary criticism and how it will connect to your claim. ○ incorporate textual evidence into my writing and cite it using MLA format.