

CURRICULUM MAPPING

TEACHING BRITISH LITERATURE USING THE WRITINGS FROM JAMESTOWN, VA

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- Edward J. Gallagher, Professor of English, Lehigh University
- Henry Hart, Professor of English, College of William and Mary
- Greg Donovan, Senior Editor and Kate Beles, Associate Editor of Blackbird: An Online Journal of Literature and the Arts Please visit at www.blackbird.vcu.edu

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Course: Honors English 12

Date:

Unit Name: Renaissance: Jamestown, VA

VIRGINIA STANDARDS OF LEARNING	ESSENTIAL QUESTIONS	CONTENT	SKILLS	LESSONS	ASSESSMENTS	TECHNOLOGY/ STRATEGIES
12.3 12.5 12.7	<p>These questions were created using the Virginia SOL.</p> <p>Do students understand why the British men went to Jamestown and how they were received by the Native Americans?</p> <p>What is the</p>	<p>Using teacher supplied materials, students will read and discuss the following:</p> <p>Introduction using virtual tour site www.virtualjamestown.org</p> <p>The text below is on Mr. Gallagher's Website: http://digital.lib.lehigh.edu/trial/justification/jamestown/ti me</p> <ul style="list-style-type: none"> • "Ode to the Virginian Voyage" by Michael Drayton (1606) 	<p>The following skills will be used by all:</p> <ul style="list-style-type: none"> • Reading • Discussion • Question • Answer • Following oral directions • Following written directions • Finding characterization 	<p>Days' lessons may vary.</p> <p>Day 1</p> <p>Introduce the unit by taking students on a virtual tour of Jamestown. Use www.virtualjamestown.org This site has many interesting documents, lists, and interactive maps.</p> <p>Unitedstreaming can also be used for introducing the unit.</p>	<p>Day 1</p> <p>Discussion or writing:</p> <p>Ask students if they believe Drayton's poem is no more than propaganda or if he truly believed this is what they</p>	<p>Bold-faced type means the strategy or technology is used in the lesson.</p> <p>Marzano's Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Generating and testing hypothesis

<p>Renaissance period of British literature?</p> <p>What is Neoclassical period of British literature?</p> <p>How did the British who went to Jamestown correspond to those who remained in England? What was/were the themes of their writings?</p> <p>What is a sonnet?</p> <p>What is a sonnet sequence/cycle?</p> <p>What are the different types of sonnets and</p>	<ul style="list-style-type: none"> • <u>The Literature of Justification – Jamestown – Timeline</u> • My selected dates: • June 22, 1607 • September 1607 • 1613 • 1613/1614 • 1614 • February 1614 • March/April 1614 • 1614 • April 5, 1614 • March 22, 1622 • April 1622 • September 11, 1622 • October 7, 1622 • 1622 • November 13, 1622 • March 1623 • 1625 • March 27, 1625 • April 1625 • May 13, 1625 • 1609/10 • February 20, 1624 <p>NOTE: The dates above are written as seen on Mr. Gallagher’s Website.</p>	<ol style="list-style-type: none"> 1. direct 2. indirect <ul style="list-style-type: none"> • Drawing conclusions • Propaganda • Recognizing different cultural/religious traditions • Empathy • Role playing • Sonnet • Sonnet sequence <ol style="list-style-type: none"> 1. <u>Amoretti</u> 2. <u>Delia</u> <ul style="list-style-type: none"> • Rhyme scheme • Octave • Sestet • Volta (turn) • Quatrain • Couplet • Elizabethan sonnet • Italian sonnet • Spenserian sonnet • Imagery 	<p>Begin “Ode to the Virginian Voyage” by Michael Drayton.” This was a poem used to entice men to join the company who were going to the new land.</p> <p>Day 2</p> <p>Finish “Ode to the Virginian Voyage” if time did not allow time to finish last class.</p> <p>“June 22, 1607”</p> <p>This is the first official writing from the Virginia Council back to London. Notice how positive everything sounds. Have students keep track of the changes in this positive outlook and what makes those changes happen.</p> <p>Read and discuss this first writing. Note the imagery. Note setting of Virginia.</p> <p>“September 1607” was written by George Percy. He writes about an</p>	<p>would find once they got to Virginia?</p> <p>Day 2</p> <p>Have students create a chart that has two columns. Entitle one column “Attitude Change.” Entitle the second column “Cause of Change.” As the class continues to read these documents, have the students keep a running list of the changes and what caused them. You may wish</p>	<ul style="list-style-type: none"> □ Homework and practice □ Identifying similarities & differences □ Nonlinguistic representation □ Questions, cues, advance organizers □ Reinforcing effort/providing recognition □ Setting objective and provides feedback □ Summarizing and note-taking <p>*****</p> <p>Use of Technology:</p> <ul style="list-style-type: none"> □ computer(s) □ calculators □ CBL □ CBR □ Smart board(s) □ curriculum related software □ TV □ VIDEO- may
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<p>their parts?</p> <p>What changes are seen as time progresses?</p> <p>What is propaganda?</p> <p>In reading selections, which words create tone and voice? How?</p> <p>In reading selections, which words provide imagery? How?</p> <p>In reading selections, which words provide the sound of a poem? How?</p> <p>Are students able to utilize the writing process correctly in</p>	<p>John Donne- “Holy Sonnet 10”</p> <p>Sonnets selected for sonnet sequence study:</p> <p>For Edmund Spenser- <i>from Amoretti</i>- which means “little loves” or little cupids” (Abrams et al. 429)</p> <p>Sonnet I Sonnet 75 Sonnet 78</p> <p>For Samuel Daniel- <i>from Delia</i>- Sonnet 21 Sonnet 22 Sonnet 23</p> <p style="text-align: center;">Work Cited</p> <p>Abrams, M. H., et al. eds. <u>The Norton Anthology of English Literature</u>. 7th ed. New York: Norton, 2001.</p>	<ul style="list-style-type: none"> • Ballad • Axiom 	<p>encounter with “savages.”</p> <p>Note characterization.</p> <p>Note plot. Discuss science of causes of diseases. Note religious overtones.</p> <p>Day 3</p> <p>Read and discuss “1613,” which is about an Indian raid. Note characterization. Note names of the English.</p> <p>“1613/1614,” February 1614,” and “March/April 1614” added for interest and time sequencing.</p> <p>Note: http://digital.lib.lehigh.edu/trial/justification/jamestown/video has an interesting video explaining a painting of Pocahontas’s baptism.</p> <p>“1614” is John Rolfe’s letter about marrying Pocahontas.</p>	<p>to provide a chart for them.</p> <p>Day 3</p> <p>Have students write John Rolfe’s letter as if he were writing it today. Students must include all of Rolfe’s main ideas.</p> <p>Allow shared reading.</p>	<p>want to borrow from history department</p> <p><input type="checkbox"/> United Streaming Other: Virtual Tour of Jamestown</p>
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	<p>order to create written assignments?</p> <p>Are students able to relate the Jamestown experience to their own lives?</p> <p>Are students able to relate to all cultures seen in these writings? (Empathy)</p>			<p>“April 5, 1614” – marriage</p> <p>Day 4</p> <p>“March 22, 1622” – ¼ of the colonists killed by attacking Indians</p> <p>“April 1622”- Letter to England about the attack. What devastation came from this? What good came from this? Can students relate this to any present day situations?</p> <p>“September 11, 1622”- Note the date and think of our own September 11. This is C. Brooke’s poem “A Poem on the Late Massacre in Virginia.” Read and discuss. How did it relate to the colonists’ situation? Can it be related to modern day? and if so, how?</p> <p>“October 7, 1622”- The letter the colonists received from England. Read and discuss. Did any student predict the</p>	<p>Day 4</p> <p>Have students write a response letter from England. They will predict what the response will be.</p>	
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				<p>response correctly?</p> <p>“1622”- silent read and then discuss plot and characterization.</p> <p>Day 5</p> <p>“November 13, 1622”- a sermon by John Donne. Remind students of “Holy Sonnet 10.”</p> <p>“March 1623”- Ballad about getting revenge on the Indians for their massacre. NOTE: Important for we are Nansemond River High School named for our close proximity to the Nansemond River. This ballad mentions the “Nan-Somond river.” This brings the literature to our local.</p> <p>“1625”- Sir Francis Bacon- famous for his axioms.</p>	<p>Day 5</p> <p>Using “Holy Sonnet 10” and this sermon, compare Donne’s writing style and theme.</p> <p>Have students write their own axioms.</p>	
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			<p>“March 27, 1625”- for interest- King James’s death</p> <p>“April 1625”- petition to reincorporate</p> <p>“May 13, 1625”- King Charles I dissolves the Virginia Company. Legal writing of the time.</p> <p>Day 6</p> <p>Students will use Edmund Spencer’s <u>Amoretti</u> and Samuel Daniel’s <u>Delia</u> to learn sonnet sequence.</p> <p>Students have already studied the Shakespearean (Elizabethan) and Petrarchan (Italian) sonnets.</p> <p>Introduce the sonnet sequences by supplying the history of Spencer’s love for Elizabeth Boyle and Daniel’s infatuation for Sir Philip Sidney’s sister, Mary, the Countess of Pembroke- Delia.</p>	<p>Day 6</p> <p>Have students research Sir Philip Sidney and find the name of his sonnet sequence and its history. Then, each student must select a sonnet from Sidney’s sequence and analyze the one that he or she selected.</p>	
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