



The Humanities

**Frameworks for Columbus
City School's Humanities
Language Arts 8 Course**

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The Frameworks for Success

- 1. Ohio's Learning Standards**
- 2. Humanities Defined Guiding Document**
- 3. CCS Humanities Language Arts Course Description**
- 4. Social Studies 8/English Literature and Composition 8 Curriculum
and High School Humanities Resources for Modeling**
- 5. Suggested Supplementary Materials**
- 6. Team Planning between Social Studies English Teachers**

Framework 1

Ohio's Learning Standards for Grade 8 English & Literacy in Social Studies and Social Studies

Ohio's Learning Standards

-ELA 8

-Social Studies 8

Clear Learning Targets

-ELA 8

-Social Studies 8

Framework 2

Humanities Defined Guiding Document

THE HUMANITIES

To study humanities is to look at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. They are not frivolous social ornaments, but rather integral forms of a culture's values, ambitions and beliefs.

THE SEVEN ASPECTS OF CULTURE

-LITERATURE

-PHILOSOPHY/RELIGION

-MUSIC

-DANCE

-HISTORY

-ARCHITECTURE

-VISUAL ARTS

Framework 3

822000

HUMANITIES LANGUAGE ARTS 8

50156

English

The purpose of this course is to study world history, literature, and culture in a thematic and historical context. Each major world event/movement from the Exploration through Reconstruction will link world studies topics with major and minor literary works. The humanities approach looks at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 8 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 6-8 (reading and writing), and Social Studies (Modern World history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will learn techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, theme, central idea, summary, literary elements, vocabulary, rhetorical elements, point of view, author's purpose, text structure, evaluation of artistic and medium choices, intertextuality, syntax, comparison & contrast, information integration and synthesis, and delineating/evaluating claims and arguments. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using technology, MLA formatting, and coauthoring. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills.

CCS Course Description

Consider the course description for Humanities Language Arts 8 for full integration of standards and skills.

Humanities Language Arts 8

Framework 4

Social Studies 8/English Literature and Composition 8 Curriculum and High School Humanities Resource Samples for Modeling

Social Studies 8 Curriculum Resources

English Literature and Composition 8 and Humanities 8 Curriculum Resources

High School Humanities Resources

Partial Sample Humanities 8 Outline (Missing MUSIC, ART, ARCHITECTURE, DANCE, AND RELIGION/PHILOSOPHY CONNECTIONS)

Humanities Nine SAMPLE Course

Outline (for Modeling)

Guiding Document: Humanities Course Outline

Humanities (World Focus) Course Outline

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UNIT ONE—ENLIGHTENMENT AND COMPARATIVE GOVERNMENTS (18th Century)

HISTORY: Types of Governments/Economies, Scientific Revolution, The Philosophes, The Enlightenment and Enlightenment Thinkers (Hobbes, Locke, Montesquieu, Voltaire, Jefferson, Smith, Beccaria, Rousseau, Franklin, Wollstonecraft, Hidalgo, Bolivar), Comparing Documents (English Bill of Rights, A Declaration of the Rights of Man, Declaration of Independence, US Bill of Rights), French Revolution, French Revolution Film, Congress of Vienna, American Revolution, Latin American Revolutions, Napoleonic Wars, *Waterloo* Film

LITERATURE: *Lord of the Flies* by William Golding (summer reading), *Julius Caesar* by Shakespeare (thematic connection), *Julius Caesar* Film, Neoclassicism (Denis Diderot's *Encyclopedie* excerpt, Alexander Pope's "Essay on Man"), Satire (Oliver Goldsmith's *Citizen of the World* excerpt, Jonathan Swift's *Gulliver's Travels* excerpt), Birth of Modern Novel (Daniel Defoe's *Robinson Crusoe* excerpt), Musician Bios

PHILOSOPHY: Rene Descartes (father of philosophy—prior to time period), Philosophes

ARCHITECTURE: Rococo, Neoclassical (Jacques-Germain Soufflot's Pantheon, Jean-Francois Chalgrin's Arch de Triomphe)

VISUAL ARTS: Visual Satire (William Hogarth's *Gin Lane*, excerpt from *Monty Python's Holy Grail*), Rococo (Jean-Honore Fragonard's *The Swing*), Neoclassicism (Jacques Louis David's *Oath of the Horatii* and *The Death of Socrates*)

MUSIC: Birth of Orchestra/Johann Stamitz, Classical (Haydn's "Surprise Symphony," Mozart's "Eine Kleine Nachtmusik," and Beethoven's "The Eroica")

DANCE: Choreography begins/Raoul Auget Feuillet, Sarabande, Minuet, and Jig

***Some Major Writings/Projects:** EA Island, *Lord of the Flies* Speech, *Lord of the Flies* Comparison/Contrast Essay, *Julius Caesar* Persuasive Essay, Mauritius Activity, Can Citizens Be Trusted to Govern Unit Summary Outline, *Julius Caesar* Socratic Seminar, Tennis Court Speech, Marie Antoinette Internet Activity, Mapping Causes/Effects of the Enlightenment



UNIT TWO—INDUSTRIALIZATION AND ROMANTICISM (19th Century)

HISTORY: Industrial Revolution, *Credit Where It's Due* Film, Theory of Evolution, Social Darwinism, *Fit to Rule* Film, Adam Smith and Karl Marx

LITERATURE: *Frankenstein* by Mary Shelley (begins this unit and finishes during Unit Three), "The Rime of the Ancient Mariner" by Samuel Coleridge, "Lines Composed a Few Miles above Tintern Abbey" by William Wordsworth, "Ode on a Grecian Urn" by John Keats, "Autumn: A Dirge" by Percy Bysshe Shelley, "The Tyger" by William Blake, "She Walks in Beauty" by Lord Byron, "To a Louse" by Robert Burns, "The Erl-King" by Johann Goethe, "The Loreley" by Heinrich Heine, Musician Bios

PHILOSOPHY: Pantheism, Transcendentalism, Labor/Manufacturing



ARCHITECTURE: Neomedievalism (Augustus Pugin's British Houses of Parliament and James Renwick's Smithsonian Castle)

VISUAL ARTS: Landscapes (Barbizon School, John Constable's *Wivenhoe Park*), Gothic Landscapes (Caspar David Friedrich's *Two Men Contemplating the Moon*), Heroic Theme Paintings (Francisco Goya's *The Third of May*, Theodore Gericault's *The Raft of the Medusa*, Eugene Delacroix's *Liberty Leading the People*)

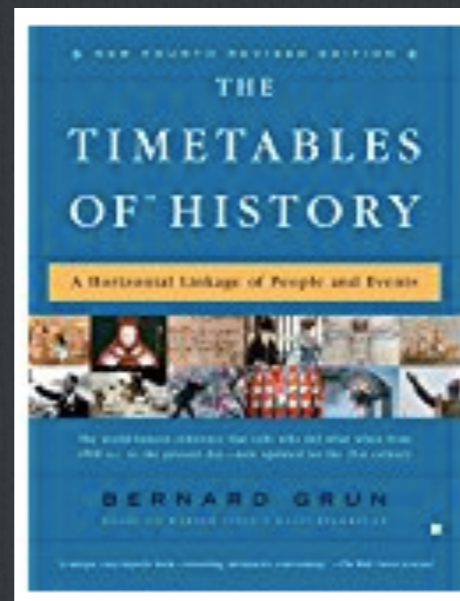
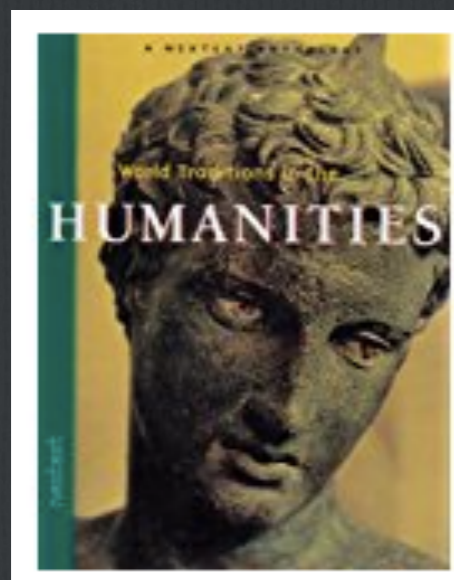
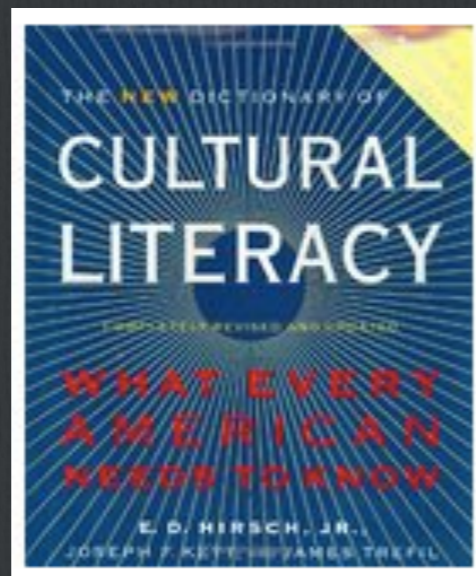
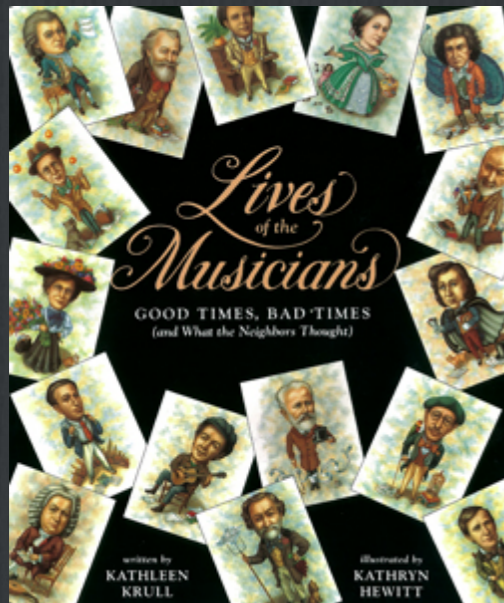
MUSIC: German Art Songs (Clara Schumann "Die Lorelei"), Programmatic Symphonies (Hector Berlioz's *Symphonie Fantastique*), Virtuosos (Frederic Chopin's "Etude in G-flat Major"), Romantic Opera (Giuseppe Verdi's *Aida*)

DANCE: Ballet (Maria Togliana), Waltz

***Some Major Writings/Projects:** Romantic Poetry, Textile Workers Interviews Activity, Diagramming Causes/Effects of Industrial Revolution

Framework 5

Suggested Supplementary Material



- Lives of the . . . Series by Krull and Hewitt (Harcourt)
- The New Dictionary of Cultural Literacy by E.D. Hirsch, JR.
- World Traditions in the Humanities (Nextext)
- Timetables of History by Bernard Grun

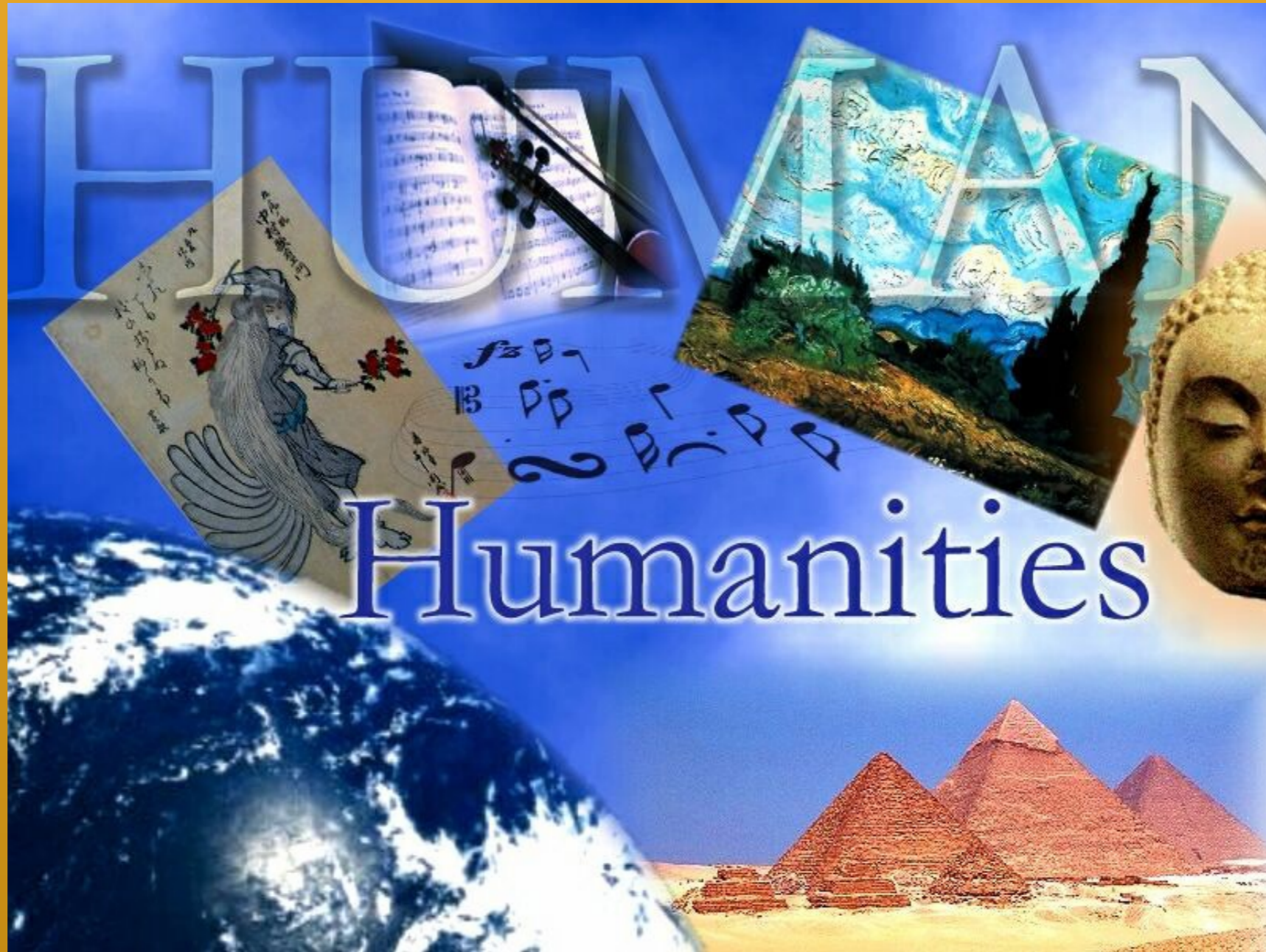
Team Planning between Social Studies and English Teachers

Some Shared Items:

- **Course Outline**
- **Unit Overviews**
- **Unit Presentations**
- **Weekly Syllabi**

Some Items to Consider:

- Correlation to Regular Grade-Level English and Social Studies Courses**
- Time Periods**
- Novel/Reading Selections**
- Grade-Level Projects**
- Interactions with Science, Art, & Physical Education Teacher-led Lessons**



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