

**Social Studies  
Humanities**

**Unit 5: Introduction to Dante’s Inferno**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ The Divine Comedy is the fruition of centuries of Christian philosophy and owes much to the work of St. Thomas Aquinas and Albertus Magnus.</li> <li>▪ The political situation in Italy at the time the Comedy was written impacted Dante’s ideas.</li> <li>▪ The Comedy is a reflection of Dante’s personal journey through life.</li> <li>▪ The Comedy has significant literary importance because of its publication in the vernacular.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ Who was Dante Alighieri?</li> <li>▪ What is the political situation in Italy in the late 13<sup>th</sup> century?</li> <li>▪ Who is Beatrice Portinari and how does she fulfill the idea of courtly love?</li> <li>▪ How is the Divine Comedy constructed?</li> <li>▪ Why does man need a guide on his journey?</li> <li>▪ How is Hell divided?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Dante claims that before achieving moral redemption an individual must take a hard look at evil, both within himself and in the world.</li> <li>▪ It is only by confronting inner evil can people achieve knowledge which is the first step towards redemption.</li> <li>▪ The journey cannot be made alone – man needs a guide.</li> <li>▪ Virgil represents Natural Wisdom and Beatrice represents Divine Grace.</li> <li>▪ Man must understand the perfection of God’s justice. The inscription over the gates of Hell explicitly states that God was moved to create Hell by justice.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Guelph, Ghibelline, vernacular, courtly love, canto, La Vita Nuova, comedy, symbolism</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Develop critical thinking skills.</li> <li>▪ Apply theory to real-life situations.</li> <li>▪ Develop critical reading skills.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"><li>a. Develop research questions related to a current social studies issue.</li><li>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</li><li>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</li><li>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</li><li>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</li><li>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</li><li>g. Develop a clear well-supported position.</li><li>h. Present and defend a well-supported position to a variety of audiences using a prescribed format.</li><li>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.</li><li>j. Access and present information ethically and legally.</li></ol> <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"><li>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</li><li>b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.</li></ol>
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<p><b>Related Maine Learning Results</b></p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> <li>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</li> <li>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</li> <li>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ol> <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Didactic classroom presentation on the Divine Comedy</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Evaluation of student performance in class discussions</li><li>▪ Essay response</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>The Inferno</u></li></ul></li></ul>