Julianne Jones

April 11, 2011 – April 15, 2011

1ST PERIOD

**Goals:**

* Evaluate student writing applying specific literary techniques.
* Analyze themes and concepts of the medieval period.
* Organize and develop thoughts through written expression.
* Test individual comprehension of specific selections in the textbook
* Read and think critically about

**Lesson:**

Monday through Thursday, the students will take a test on the selections assigned on Friday, April 1; there are four selections. After the first test on Monday, we will use 40-60 minutes of the class period to present the Tales Project, the final assessment for *The Canterbury Tales*. Each group will share their general prologue and tale, and discuss the application of specific literary techniques used by Geoffrey Chaucer (rhyme scheme, meter, conventions of the narrative poem). Students will continue working individually on the chivalry packet if we have time during class. The assignment is due Wednesday, April 7.

Once all groups have presented the Tales Project, we will move forward into the next mini-unit: poetry. Before we begin any discussion of poetry, I will ask students to make a list of their favorite songs to possibly use on Wednesday. We will begin this mini-unit on Tuesday by exploring the following poems:

* [Introduction to Poetry](http://www.loc.gov/poetry/180/001.html) by Billy Collins
* [How to Eat a Poem](http://www.tnellen.com/cybereng/poetry/eatpoem.html) by Eve Merriam

The focus of the lesson will be on enjoying the reading of poetry and understanding why we analyze poetry. Using the both poems, we will create Found Poems to enter into a discussion about the writing of poetry. We will share our Found Poems on Wednesday and continue with our discussion from the previous day. Also, we will begin to focus on lyric poems by reading and discussing the following poems and songs:

* Songs – To be announced
* Dreams Deferred by Langston Hughes

\*I have a few more but they are at school and I cannot remember the titles\*

On Thursday, I will introduce students to William Shakespeare by giving them background notes on his life and works. These notes will prepare the students for Mrs. Robbins’ next unit on *Macbeth* and *Othello.* I will also incorporate an interactive lesson about iambic pentameter. Our discussion of lyric poetry will continue on Friday and we will focus on Shakespearean sonnets. I will use direct instruction for three sonnets and set up Poetry Tables for the remainder of class. Each “table” will contain one Shakespearean sonnet for small group discussion. Each group will have 10 minutes to discuss and record thinking in double-entry journals before rotating to the next sonnet.

The following links will help me during this mini-unit:

<http://www.types-of-poetry.org.uk/31-lyric-poetry.htm>

<http://projects.uwc.utexas.edu/handouts/?q=node/34>