February 21, 2011 – February 25, 2010

**DAY 1**

**1ST/2ND/4TH PERIODS**

**Subject:**

English IV – British Literature

**Time:**

90 MINUTES

**NCSCOS:**

2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by researching experience for relevant principles that relate to themes in literature and life and adjusting the diction, tone, language, and method of presentation to the audience.

5.01 Explore British literature by: recognizing common themes that run through works, using evidence from the texts to substantiate ideas; relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities; making associations between historical and current viewpoints; understanding how literary movements influence writers.

5.02 Extend engagement with selected works of British literature by: observing how the imaginative experience of literature broadens and enriches real life; relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry); applying literary, grammatical, and rhetorical terms of literature; demonstrating in various print and non-print media the significance of works; discerning the effect of interpreting literature from various critical perspectives.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus

6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately

**Materials:**

*Beowulf* and Anglo-Saxon Project Guidelines

Other materials needed available upon request

**Lesson:**

5 minutes – Ask students for signed progress reports and other missing forms. Remind students to bring the food for the Beowulf and Anglo-Saxon Project to the classroom. DO NOT ASK SOMEONE TO DELIVER THE FOOD TO THE SCHOOL! THE OFFICE WILL NOT ACCEPT FOOD DELIVERIES! If students need a food item heated in a microwave OR refrigerated until class begins, they need to come to the classroom early to ask me.

5 minutes – Remind students I will be taking pictures this week during presentations to add to my professional portfolio.

70 minutes – Students need to finalize all parts of the project and begin thinking about the presentation. During the time period, all groups need to meet with me to discuss the progress of the group. I need to know which pieces are not complete and if the group has a plan for finishing the project before presentations. I also need to know how many groups are bringing food tomorrow.

10 minutes – Wrap-up group work and go back to the classroom. Reminders: Food day tomorrow, no definitions this week, Group 1 should be ready to present tomorrow.

**DAY 2**

**1ST/2ND/4TH PERIODS**

**Subject:**

English IV – British Literature

**Time:**

90 MINUTES

**NCSCOS:**

2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by researching experience for relevant principles that relate to themes in literature and life.

5.02 Extend engagement with selected works of British literature by observing how the imaginative experience of literature broadens and enriches real life.

**Materials:**

Group Projects

*Beowulf* and Anglo-Saxon Project Rubric

**Lesson:** Beowulf and Anglo-Saxon Project – Food Day

10 minutes – Set up area for food. All students with food need to prepare for a short presentation about the item(s).

20-30 minutes – Each group will present the food item(s) to the class.

50 minutes – Students and teachers will participate in an Anglo-Saxon feast!

If we have time, Group 1 will begin the presentations and will continue into Day 3 if more time is needed.

**DAY 3**

**1ST/2ND/4TH PERIODS**

**Subject:**

English IV – British Literature

**Time:**

90 MINUTES

**NCSCOS:**

2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by adjusting the diction, tone, language, and method of presentation to the audience.

3.01 Research and define issues of public concern by using a variety of resources such as the media center, on-line resources, interviews, and personal reflection.

4.02 Develop critiques that give an audience an understanding of how more than one critical approach affects interpretation.

5.02 Extend engagement with selected works of British literature by: observing how the imaginative experience of literature broadens and enriches real life; relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry); applying literary, grammatical, and rhetorical terms of literature; demonstrating in various print and non-print media the significance of works; and discerning the effect of interpreting literature from various critical perspectives.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus

**Materials:**

Group Projects

*Beowulf* and Anglo-Saxon Project Rubric

**Lesson:** Presentations

1st period – Groups 1, 2, & 3

2nd period – Groups 1, 2, & 3

4th period – Groups 1, 2, & 3

**DAY 4**

**1ST/2ND/4TH PERIODS**

**Subject:**

English IV – British Literature

**Time:**

90 MINUTES

**NCSCOS:**

2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by adjusting the diction, tone, language, and method of presentation to the audience.

3.01 Research and define issues of public concern by using a variety of resources such as the media center, on-line resources, interviews, and personal reflection.

4.02 Develop critiques that give an audience an understanding of how more than one critical approach affects interpretation.

5.02 Extend engagement with selected works of British literature by: observing how the imaginative experience of literature broadens and enriches real life; relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry); applying literary, grammatical, and rhetorical terms of literature; demonstrating in various print and non-print media the significance of works; and discerning the effect of interpreting literature from various critical perspectives.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus

**Materials:**

Group Projects

*Beowulf* and Anglo-Saxon Project Rubric

Daybooks

Writing Exercise Handouts

**Lesson:** Presentations

1st period – Groups 4, 5, & 6

2nd period – Group 4

4th period – Groups 4 & 5

2nd/4th periods – Writing Exercise (attachment on Ning). We will work on Parts 1 & 2 in class and continue with the activity tomorrow.

**DAY 5**

**1ST PERIOD**

**Subject:**

English IV – British Literature

**Time:**

90 MINUTES

**NCSCOS:**

2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by adjusting the diction, tone, language, and method of presentation to the audience.

3.01 Research and define issues of public concern by using a variety of resources such as the media center, on-line resources, interviews, and personal reflection.

4.02 Develop critiques that give an audience an understanding of how more than one critical approach affects interpretation.

5.02 Extend engagement with selected works of British literature by: observing how the imaginative experience of literature broadens and enriches real life; relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry); applying literary, grammatical, and rhetorical terms of literature; demonstrating in various print and non-print media the significance of works; and discerning the effect of interpreting literature from various critical perspectives.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus.

**Materials:**

Group Projects

*Beowulf* and Anglo-Saxon Project Rubric

**Lesson:** Presentations

Groups 7 & 8

**DAY 5**

**2ND/4TH PERIODS**

**Subject:**

English IV – British Literature

**Time:**

90 MINUTES

**NCSCOS:**

1.01 Compose reflective texts that give the audience an understanding of complex thoughts and feelings and a sense of encouragement to reflect on his or her own ideas.

1.02 Respond to texts so that the audience will examine the learner's own response in light of peers' responses recognize features of the author's use of language and how the learner relates these features to his/her own writing.

6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately.

6.02 Discern and correct errors in speaking and writing by reviewing and refining purposeful use of various sentence types.

**Materials:**

Daybook

Pen/Pencil

Writing Exercise Handouts

**Lesson:**

5 minutes – WID:

You’ve finished your first group project for this class! Write about your experience working in

your group.

15 minutes – Group Evaluations. Each student will have the opportunity to discuss the contributions of

each member of the group.

20 minutes – Writing Exercise continued. Discussion of action verbs, participles, and appositives.

30 minutes – Students will use the piece of writing from the previous lesson (Day 4) to work with action verbs, participles, and appositives.

20 minutes – Writing Groups. Divide the students into groups of three to exchange writing. Each student will respond to the writing of a peer using the following writing group strategy:

What did you like? Explain.

What confused you? Explain.