February 28, 2011 – March 4, 2011

**DAY 1**

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

**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, a sense of significance (social, political, or philosophical implications), a sense of encouragement to reflect on his or her own ideas.

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.

**Materials:**

Daybook

Pen/Pencil

Note cards

Glue sticks

Aviary or Garageband

**Lessons:**

5 minutes – WID:

40 minutes – “I am” podcast activity. All students will receive a note card to write “I am” statements. Do not write names on note cards

1. Instruct each student to write about 5 significant moments in his/her life by beginning each sentence with the following words: my, the, and that.
2. After writing 5 statements, ask students to add “I am” to the beginning of each sentence.
3. Take up note cards, shuffle stack, and pass cards back to the students. Make sure each student does not have his/her own note card.
4. Ask students to choose his/her favorite statement and form a line beginning at the podium.
5. Using Aviary or Garageband, record all students reading the “I am” statements.
6. When recording is complete, all students should return to his/her desk and reflect in daybooks.

35 minutes – While I am finalizing the “I am” podcast on Aviary or Garageband, the students will finish watching *A Knight’s Tale*. The movie is an introduction to the medieval period and *The Canterbury Tales*, the next text we will study.

10 minutes – Listen to the final version of the “I am” podcast. As we listen, record your thoughts in your daybook. Share thoughts with a classmate.

**DAY 2**

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

**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, a sense of significance (social, political, or philosophical implications), a sense of encouragement to reflect on his or her own ideas.

5.01 Explore British literature by making associations between historical and current viewpoints.

5.02 Extend engagement with selected works of British literature by observing how the imaginative experience of literature broadens and enriches real life and demonstrating in various print and non-print media the significance of works.

6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.

**Materials:**

Daybook

Word List

Construction Paper

“Tokens”

**Lessons:**

5 minutes – WID:

Imagine you are in a foreign country and you do not know the language. How would you

communicate with the people around you?

80 minutes – Language Activity.

1. 10 minutes - Divide students groups and give students a list of words for the activity, five pieces of construction paper, and “tokens”
2. 20 minutes - Writing your own language. Each group will rename the words listed on the handout. Students will record the words, old and new, in his/her daybook. Do not let the other groups hear your new words.
3. 10 minutes - All groups will be assigned three food items. Write the new names on the construction paper. Also, choose three food items not assigned to your group.
4. 30 minutes - Going to market. Two students from each group will be in charge of the “food tent” and “tokens”. The other students will circulate to food tents to find the food items chosen by his/her group. You must use the new words to communicate with the other groups. If you think you know the new word, you may ask in English to see if you are correct. Once you figure out the new name for the each food you are searching for, record the word on your list. Using your new language, ask the food tent representatives for a token.
5. 10 minutes – Return to groups and report your findings

5 minutes – Reflect on your experience.

**Word List**

I

you

need

want

buy

sell

food

hungry

give

and

yes

no

take

free

hello

token

carrot

watermelon

cucumber

tomato

potato

bean

apple

orange

pear

strawberry

meat

lettuce

squash

plum

bread

onion

rice

broccoli

**DAY 3**

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

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

2.02 Analyze general principles at work in life and literature by discovering and defining principles at work in personal experience and in literature.

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; and understanding how literary movements influence writers.

**Materials:**

Daybook

Pen/Pencil

Prezi – Medieval Period

**Lessons:**

5 minutes – WID:

What do you already know about the medieval period? (I don’t like this topic and I’m trying to

think of something else)

10 minutes – Share responses to WID.

60 minutes – Discuss information on the Medieval Period prezi. Every student should be taking notes in his/her daybook.

15 minutes – Pass out two sticky notes to each student. Ask all students to place a sticky note on the following entries: writing exercise activity and reflection on the language activity. Collect for daybook check.

**DAY 4**

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

**Subject:**

English IV – British Literature

**Time:**

55 minutes (Parent/Teacher Conferences – Early release at 1:00)

**NCSCOS:**

1.02 Respond to texts so that the audience will make connections between the learner's life and the text reflect on how cultural or historical perspectives may have influenced these responses and 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.

4.02 Develop critiques that give an audience an appreciation of how themes relate among texts and an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts.

5.02 Extend engagement with selected works of British literature by relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry).

**Materials:**

Daybook

Pen/Pencil

Dialogue Journal handout

“American Pie” by Don McLean

**Lessons:**

5 minutes – WID: Freewrite

\_\_ minutes – Finish discussion of background information on the medieval period if not completed on

Day 3.

10 minutes – Give students Dialogue Journal handout to glue into daybooks. Show students how to create dialogue journals.

Column 1 – Write about the story and record phrases/lines/words that stand out to you

Column 2 – Write your response/reactions/thoughts

Column 3 – Peer’s response

Column 4 – Final thoughts

30 minutes – Listen to “American Pie” by Don McLean to introduce ballads. As we listen, students will take notes in dialogue journals.

**DAY 5**

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

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

1.01 Compose reflective texts that give the audience a sense of significance (social, political, or philosophical implications).

4.02 Develop critiques that give an audience an appreciation of how themes relate among texts and an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts.

5.02 Extend engagement with selected works of British literature by relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry).

**Materials:**

Daybook

Pen/Pencil

Ballads in textbook

**Lessons:**

5 minutes – WID:

Do you know any other modern ballads like “American Pie” by Don McLean? If you wrote a

ballad, what would you write about?

15 minutes – What is a ballad? What makes the song we listened to a ballad? Discussion of ballads during the medieval period.

50 minutes – Reading of Barbara Allan, Sir Patrick Spens, and Get Up and Bar the Door (p. 193 – 197).

We will use double-entry journals during the reading of the three ballads.

20 minutes - After reading, we will discuss responses to the texts and characteristics of a ballad.

Final question: Why are ballads still popular in the 21st century? For what reasons do you think

ballads have remained in our society?