February 7, 2011 – February 11, 2011

**1st period - Day 1**

**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); and a sense of encouragement to reflect on his or her own ideas.

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.

5.03 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:**

Daybook

Pen/Pencil

*Beowulf*

Anglo-Saxon Background Notes Quiz

Daily Grammar Practice Week 2

**Lesson:**

5 minutes – Writing into the day

Topic: Do you have any questions about *Beowulf*? If not, write about a topic of your choosing.

5 minutes – Daily Grammar Practice (DGP)

30 minutes – Anglo-Saxon Background Notes Quiz

50 minutes – Finish reading *Beowulf* today! Remind students the test is Wednesday (Day 3). If

we have any time at the end of class, I will use the review activity I have planned for 2nd and 4th periods.

**2nd & 4th period - Day 1**

**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), and a sense of encouragement to reflect on his or her own ideas.

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 by understanding how to use and apply grammatical, metaphorical, or rhetorical devices and contrasting use of language conventions of authors in different time periods of British literature.

**Materials:**

Daybook

Pen/Pencil

Boast Assignment

*Beowulf*

Mapping Difficult Texts handout

**Lesson:**

5 minutes – Writing into the day

Topic: Do you have any questions about *Beowulf* and the test on Wednesday? If not, write about a topic of your choosing.

5 minutes – Daily Grammar Practice (DGP)

20 minutes – Boast Workshop: Students will have the opportunity to work on the assignment

during class and conference with the teacher if they have any questions or concerns. The assignment is due tomorrow, February 8th.

60 minutes – Finish reading *Beowulf* today! Begin a review of the text. The handout below,

Mapping Difficult Texts, will be used for review and we will continue with this activity tomorrow.

**Source: Thinking Out Loud On Paper…finish citation**

**Dr. Shana Hartman, Gardner-Webb University**

**Mapping Difficult Text**

You are to create a “literary map” of your reading. Your map should:

1. Designate symbolically the key parts of the text being sure that you cover the argument from beginning to end.
2. Introduce the “road” signs of the text—that is mark portions of the text where you would want your traveler to dwell in the text—places where the reader should stop and spend time.
3. Place scenic emblems from the text: items from the text that the reader should consider as important to her understanding of the article.
4. Interweave significant language from the text within the map.
5. Introduce **symbolically** the central ideas/concepts from the text.
6. Have at least one piece of original text about the reading.

Your map should leave the viewer with a clear sense of the article and the desire to read it. You should also leave your reader with

1. A sense of direction.
2. A question to consider.

**1st period - Day 2**

**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 relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry) and applying literary, grammatical, and rhetorical terms of literature.

**Materials:**

Daybook

Daily Grammar Practice

Pen/Pencil

Boast Assignment – Final Product

**Lesson:**

5-10 minutes – Writing into the day

Topic: Reflect on the experience of writing your boast. What was easy about the

assignment? What was difficult? How do you feel about your final product?

5 minutes – Daily Grammar Practice (DGP)

70 minutes – All students will read boasts to the class.

If any time remains, we will begin a review of *Beowulf* and I will answer any questions students may have about the text. The exam on *Beowulf* is tomorrow!

**2nd & 4th period - Day 2**

**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 relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry) and applying literary, grammatical, and rhetorical terms of literature.

**Materials:**

Daybook

Pen/Pencil

*Beowulf*

Mapping Difficult Texts handout

Daily Grammar Practice Week 2

**Lesson:**

5-10 minutes – Writing into the day

Topic: Reflect on the experience of writing your boast. What was easy about the

assignment? What was difficult? How do you feel about your final product?

5 minutes – Daily Grammar Practice (DGP)

40 minutes – All students will read his/her boast to the class or I will read the boast for the

student.

25 minutes - Since 2nd and 4th periods have fewer students, we will have time at the end of class

to work on the review activity.

**1st, 2nd, & 4th - Day 3**

**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.

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); applying literary, grammatical, and rhetorical terms of literature; and demonstrating in various print and non-print media the significance of works.

**Materials:**

*Beowulf* Exam

Anglo-Saxon/*Beowulf* Project handouts

**Mrs. Robbins and I are currently working on the exam and**

**handout for the project. I will post the final drafts as soon as we finish.**

**Lesson:**

*Beowulf* Exam

If there is time at the end of class, I will introduce the Anglo-Saxon/*Beowulf* Project. We will be working on this project until February 21st in the library.

**1st, 2nd, & 4th - Day 4**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to relate complex issues from a variety of critical stances and discern significant differences and similarities among texts that propose different ideas related to similar concepts.

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.

4.02 Develop critiques that give an audience an appreciation of how themes relate among texts; an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts; and an understanding of how more than one critical approach affects interpretation.

**Materials:**

Daybook

Pen/Pencil

Group List for Project

Anglo-Saxon/*Beowulf* Group Project Handout

Daily Grammar Practice Week 2

**Lesson:**

5 minutes – Writing into the day

Topic: Write about your experiences with group projects. How would you handle talking to a group member who will not help with the project?

5 minutes – Daily Grammar Practice (DGP) Week 2, Day 3 & 4

10 minutes – Announce Group List for Anglo-Saxon/*Beowulf* Project and give students handout

of project ideas (if not accomplished on Day 3).

20 minutes - Allow students to move into their groups and decide which project idea the group

wants to use from the list on the handout.

50 minutes – Students will begin working on the project.

**1st, 2nd, & 4th - Day 5**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to relate complex issues from a variety of critical stances and discern significant differences and similarities among texts that propose different ideas related to similar concepts.

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.

4.02 Develop critiques that give an audience an appreciation of how themes relate among texts; an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts; and an understanding of how more than one critical approach affects interpretation.

**Materials:**

Daybook

Pen/Pencil

Anglo-Saxon/*Beowulf* Group Project Handout

Daily Grammar Practice (DGP) Week 2

**Lesson:**

5 minutes – Writing into the day

Topic: What is your group identity? Are you usually a leader or a follower, or do you like to go your own way? If you do not fall under either label, how would you describe yourself when working in a group?

5 minutes – Daily Grammar Practice (DGP) Week 2, Day 5

80 minutes – Students will continue working on the project in the library or in the classroom.