March 14, 2011 – March 18, 2011

**Day 1**

**1st/2nd/4th periods**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**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.

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 understanding of how authors' assumptions, cultural backgrounds, and social values affect texts.

**Materials:**

Daybook

Pen/Pencil

*The Canterbury Tales* – Images document

*The Canterbury Tales*: Pilgrims Project

*The Canterbury Tales* Character List

*The Canterbury Tales* Reading Questions

**Lesson:**

5 minutes – WID:

Respond to the following quote or choose your own topic:

“It is possible to interpret without observing, but not to observe without interpreting.”

Mason Cooley

5 minutes – Daily Grammar Practice (DGP) Week 3, Day 1

10 minutes – Return work to students and hand out the following documents:

*The Canterbury Tales*: Pilgrims Project

*The Canterbury Tales* Character List

*The Canterbury Tales* Reading Questions

10 minutes – Explanation of Initial Observations and Judgments activity. We will look at various people from society today to understand how we characterize individuals based on outward appearances.

60 minutes – Allow 5 minutes for each image (16 total). The activity will most likely continue into the next day.

**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.

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.

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.

**Materials:**

Daybook

Pen/Pencil

*The Canterbury Tales* – Images document

*The Canterbury Tales*: Pilgrims Project

Magazines

Scissors

Construction paper

Glue sticks

**Lesson:**

5 minutes – WID: Freewrite

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

15 minutes – Finish Initial Observations and Judgments activity.

15 minutes – Introduce *The Canterbury Tales*: Pilgrims Project. Announce groups in each class and the due date for the project. The students will have until Thursday, March 17 to work on the project during class. All products must be finished by Friday. As we read the text, the groups will present the products for each pilgrim.

40 minutes – Students will begin working on the project during class; materials will be provided (Students in 1st period may need to go to the library to work. Two groups will be allowed to move to the library).

10 minutes – Clean up classroom and move all desks back to original position.

**Day 3-4**

**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 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.

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.

**Materials:**

Daybook

Pen/Pencil

*The Canterbury Tales*: Pilgrims Project

Magazines

Scissors

Construction paper

Glue sticks

**Lesson:**

5 minutes – WID:

5 minutes – Daily Grammar Practice (DGP) Week 3, Day \_\_\_

70 minutes – Students will continue to work on the *The Canterbury Tales*: Pilgrims Project. I will circulate to make sure students are on task and on track to finish by the end of class on Thursday, March 17. If any groups finish before this date, the students (in 1st period) can use the time to practice the general prologue in Middle English or I will provide an assignment.

10 minutes - Clean up classroom and move all desks back to original position.

**Day 5**

**1st/2nd/4th Periods**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

4.01 Develop critiques that enable an audience to judge claims and arguments by establishing and applying clear, credible criteria for evaluation and substantiating assessments with reasons and evidence.

4.02 Develop critiques that give an audience 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.

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 contrasting use of language conventions of authors in different time periods of British literature.

**Materials:**

Daybook

Pen/Pencil

Textbook

*The Canterbury Tales*: Pilgrims Project

**Lesson:**

5 minutes – WID: Freewrite

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

15 minutes – Each group will organize the products for the Pilgrims Project and prepare to present when we reach the pilgrims assigned to their groups.

5 minutes – Create a circle with the desks for the reading of *The Canterbury Tales* and students will sit with the other members of his/her group. When we read each pilgrim in the text, each group will present from their seats.

5 minutes – Assign pilgrims to each student for the reading of the text. Volunteers will be given reading parts first and then students will be chosen to read the pilgrims not assigned to a student.

45 minutes – Begin reading The Prologue in *The Canterbury Tales.*

10 minutes – Move desks back to original positions.