March 21, 2011 – March 25, 2011

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

**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 and a sense of significance (social, political, or philosophical implications).

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, presenting a thesis, supporting it, and considering alternative perspectives on the topic, and adjusting the diction, tone, language, and method of presentation to the audience.

3.02 Organize and deliver an argument so that an intended audience respects it by specifying reasons in support of the claim that are likely to be convincing.

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

*The Canterbury Tales* Reading Guide

*The Canterbury Tales*

**Lesson:**

5 minutes – WID:

How was your weekend? Did you go on any “pilgrimages”?

5 minutes – Daily Grammar Practice

10 minutes – Announcements/Reminders: SAT #7 Vocabulary Definitions due Tuesday, turn in “Running and Writing” response, 1st period needs to practice the first 18 lines of *The Canterbury Tales* general prologue for recitations, and all classes should study the background notes for the Medieval period.

15 minutes – Discussion of *The Canterbury Tales* Reading Guide. Students should identify examples of satire with the text as we read during class. We will discuss satire before we begin reading and determine modern examples besides those listed on the handout.

45 minutes – Begin reading the prologue of *The Canterbury Tales*. We will determine who will read each pilgrim description and move the desks into a circle for reading. Students should sit with the members of his/her group. After we read each description of the pilgrims, the groups will present the products from the Pilgrims Project and as each group presents, the other students should record important concepts about each pilgrim. Estimated number of pilgrims discussed today: Knight, Squire, Yeoman, Nun (Prioress), Monk, and Friar.

10 minutes – Rearrange classroom

**Day 2**

**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 significance (social, political, or philosophical implications).

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, presenting a thesis, supporting it, and considering alternative perspectives on the topic, and adjusting the diction, tone, language, and method of presentation to the audience.

3.02 Organize and deliver an argument so that an intended audience respects it by specifying reasons in support of the claim that are likely to be convincing.

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

Daily Grammar Practice

*The Canterbury Tales*

Pilgrims Project

**Lesson:**

5 minutes – WID:

Think about the pilgrims we discussed yesterday and choose one. What moral issue would the

pilgrim choose for his/her tale?

5 minutes – Daily Grammar Practice

10 minutes – Groups should gather all materials for Pilgrims Project and move desks into a circle, again sitting with group members.

60 minutes – Continue reading *The Canterbury Tales*. Students should continue recording important concepts about each pilgrim discussed during class. Estimated number of pilgrims discussed today: Merchant, Oxford Cleric, Sergeant at Law, Franklin, Guildsmen, Cook, Shipman, Doctor, and Wife of Bath.

10 minutes – Rearrange classroom

**Day 3**

**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 significance (social, political, or philosophical implications).

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, presenting a thesis, supporting it, and considering alternative perspectives on the topic, and adjusting the diction, tone, language, and method of presentation to the audience.

3.02 Organize and deliver an argument so that an intended audience respects it by specifying reasons in support of the claim that are likely to be convincing.

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

Daily Grammar Practice

*The Canterbury Tales*

Pilgrims Project

**Lesson:**

5 minutes – WID: Freewrite

5 minutes – Daily Grammar Practice

10 minutes – Groups gather materials for Pilgrims Project and move desks into a circle.

60 minutes – Continue reading *The Canterbury Tales*. Students should continue recording important concepts about each pilgrim discussed during class. Estimated number of pilgrims discussed today: Parson, Plowman, Miller, Manciple, Reeve, Summoner, Pardoner, and Host.

10 minutes – Rearrange classroom

**Day 4**

**Subject:**

English IV – British Literature

**Time:**

90 Minutes

**NCSCOS:**

2.02 Analyze general principles at work in life and literature by predicting what is likely to happen in the future on the basis of those principles.

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.

5.01 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; and making associations between historical and current viewpoints.

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

Daily Grammar Practice

*The Canterbury Tales*

**Lesson:**

5 minutes – WID:

Respond to the following quote: “The love of money is the root of all evil.”

5 minutes – Daily Grammar Practice

10 minutes – Move desks into a circle and prepare to read The Pardoner’s Tale.

10 minutes – Review the Host’s description of the Pardoner and the requirements for the tales. Ask students to identify the moral(s) of the tale and the ways Chaucer uses satire to convey the moral(s).

40 minutes – Read and discuss the Pardoner’s prologue and The Pardoner’s Tale

10 minutes – Review the Host’s description of the Wife of Bath. Students will read The Wife of Bath’s Prologue and The Wife of Bath’s Tale for homework, and be prepared to discuss the moral issues represented in the tale.

10 minutes – Rearrange classroom

**Day 5**

**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.

5.01 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; and making associations between historical and current viewpoints.

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

Daily Grammar Practice

*The Canterbury Tales*

Notecards

**Lesson:**

5 minutes – WID:

If Chaucer was writing about our society, what moral issues could he choose to portray?

5 minutes – Daily Grammar Practice

5 minutes – Move desks into circle and prepare for discussion of The Canterbury Tales

40 minutes – Take 10 minutes to write about the moral issues in The Wife of Bath’s Tale and record examples from the text to support your conclusions. Discussion of The Wife of Bath’s Tale and the techniques used by Chaucer to express commentary on the social issues of the time period.

10 minutes – Assign other tales from *The Canterbury Tales* to students. Students will be responsible for teaching the assigned tale to the class.

20 minutes – Murray Cards activity for definition essay. Students will choose a concept from the Medieval period for this assignment (ex. chivalry or satire).

5 minutes – Rearrange classroom