March 28, 2011 – April 1, 2011

**Day 1**

**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.

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, 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

Definition Essay handout

*The Canterbury Tales*: Tales Project

*The Canterbury Tales* test

Library computers

**Lesson:**

10 minutes – Explanation of definition essay and due dates.

15 minutes – Explanation of *The Canterbury Tales*: Tales Project and group assignments (3

students per group).

40 minutes – Finish *The Canterbury Tales* test. Students who missed class last Friday will have

90 minutes to complete the test. As students finish, they will go to the library to begin

the Tales Project.

20 minutes – All students in library (except those absent last Friday) working on *The Canterbury*

*Tales*: Tales Project.

5 minutes – Students return to classroom

**Day 2**

**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, 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, 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*: Tales Project

King Arthur/Courtly Love Assignment (1st Period)

Library computers

**Lesson:**

5 minutes – WID: Freewrite

5 minutes – Questions about Tales Project?

75 minutes – Library. Students will continue working on the Tales Project. All groups will create goals for the next three days and submit them in writing by the end of class. I will use the goals to help students complete the project by Friday.

5 minutes – Students return to classroom

\*1st period: 15 minutes – Explanation of King Arthur/Courtly Love Assignment. Due dates included on assignment packet.

**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, 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, demonstrating in various print and non-print media the significance of works, and discerning the effect of interpreting literature from various critical perspectives.

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

Pen/Pencil

Definition Essay handout

*The Canterbury Tales*: Tales Project

Library computers

**Lesson:**

5 minutes – WID:

Love, greed, honesty, good, evil, vanity, happiness…Look at the list on the definition

essay handout. Which one will you choose? Why does the term appeal to you?

5 minutes – Questions about Tales Project

75 minutes – Library. Students will continue working on the Tales Project.

5 minutes – Students return to classroom

\*I will conference with students individually throughout the period. Students should have a short list of terms for the definition essay. I will assist students in choosing one term for the assignment if they have not done so already. I will also help students brainstorm ideas for the essay.

**Day 4**

**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, 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, demonstrating in various print and non-print media the significance of works, and discerning the effect of interpreting literature from various critical perspectives.

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

Pen/Pencil

Definition Essay handout

*The Canterbury Tales*: Tales Project

Library computers

**Lesson:**

5 minutes – WID:

5 minutes – Questions about the Tales Project?

60 minutes – Library. Students will continue Tales Project

20 minutes – Students will remain in project groups to discuss the definition essay. Students will discuss his/her term with group members. I will give students a list of questions to help the discussion.

**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, 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, 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*: Tales Project

Library computers

**Lesson:**

5 minutes – WID: Freewrite

10 minutes – Weekly Reflection. Students will reflect on his/her learning experiences in the

classroom.

5 minutes – Reminders for all assignments and SAT #8 handout.

70 minutes – Library. Students will complete the Tales Project by the end of class. I will save

all projects on my personal flashdrive to ensure each group will have the materials for presentations.