**March 7, 2011 – March 11, 2011**

**1ST PERIOD – DAYS 1-3**

**DAY 1**

**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 relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities and making associations between historical and current viewpoints.

5.02 Extend engagement with selected works of British literature by observing how the imaginative experience of literature broadens and enriches real life.

**Materials:**

Daybook

Pen/Pencil

*The Canterbury Tales* In-Class Journal

**Lessons:**

5 minutes – WID: Freewrite

5 minutes – Daily Grammar Practice

30 minutes – Finish *The Canterbury Tales* In-Class Journal. Mrs. Robbins used this activity on

Wednesday, March 2.

30 minutes – Following the same outline as the In-Class Journal, students will focus on

occupations and people found in the school system. After writing about and discussing the people we encounter in the school system, the students will choose one type of individual to focus on for tomorrow’s activity. Lesson idea found at http://www.teamsmedieval.org/scientia\_scholae/0302/chaucerian\_pilgrimage.html

10 minutes – Writing about the “pilgrims” in the school system. Post the following questions on

the board:

What is the individual’s main goal?

What does the individual value?

What do you like/dislike about the individual?

What are some physical characteristics of your “pilgrim”?

Describe his/her personality.

Describe his/her journey on a typical school day.

**DAY 2**

Due to the 10th grade writing test, we will be in Trailer 13. If it does not rain today, 1st period will have class outside.

**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.

5.02 Extend engagement with selected works of British literature by observing how the imaginative experience of literature broadens and enriches real life.

**Materials:**

Daybook

Pen/Pencil

Pilgrimage handout

“Off Limits!” list

**Lesson:**

10 minutes – Find school system “pilgrim” writing. Students will be placed into groups of four

and students will sit together in his/her group until I give further directions.

10 minutes – Map out your journey based on your answers to the questions from Day 1. Pretend

you are the pilgrim. Where would you go? What would you do? Who would you talk to? What would you talk about? Record the answers to these questions in your daybook, paying special attention to the last question.

60 minutes – Each group member will take his/her group on a journey as the pilgrim. On this

journey, you must tell a story to your group. Be creative and make the story interesting! As you listen to your peer’s story, write down any interesting details in your daybook. Students will be given a list of areas across campus off limits for this activity. If your journey requires you to go to these areas, just inform your group of the missing areas and continue with your journey. Use your time wisely!

10 minutes – Report back to Trailer 13 at 9:20!!! Make any final notes in your daybook and I

will check your name off my list for completing the assignment. If I do not see you by 9:30, I will give you two days of ISS for skipping class.

**DAY 3**

**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 and adjusting the diction, tone, language, and method of presentation to the audience.

5.02 Extend engagement with selected works of British literature by observing how the imaginative experience of literature broadens and enriches real life and relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry).

**Materials:**

Daybook

Pen/Pencil

**Lesson:**

5 minutes – WID:

Write a reflection about your experiences on your journey across campus.

5 minutes – Find all notes concerning the pilgrimages made on Tuesday.

70 minutes – Students will write a story introducing the reader to the pilgrim chosen for the

activity and write about the tale told during the pilgrimage. A rough draft will be submitted at the end of class. The draft does not have to be complete but I do need to see that the student is making progress with the assignment. If any student finishes the first draft before the bell rings, the student will begin sketching a picture of the pilgrim.

10 minutes – Wrap-up activity. If you have not submitted your draft, do so at this time. I will

return your drafts on Monday, March 14.

**2ND/4TH PERIODS – DAYS 1-3**

**DAY 1**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

1.02 Respond to texts so that the audience will: empathize with the voice of the text; 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.

2.01 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.

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

Ballads in textbook

Mapping Texts handout

Paper for mapping texts

**Lesson:**

5 minutes – WID:

Many ballads focus on sentimental or tragic events, but they can discuss happy events. If you composed a ballad, what would you write about?

5 minutes – Daily Grammar Practice

5 minutes – Review characteristics of a ballad.

45 minutes – Return to groups formed during the previous day (March 4). Each group member

will have one responsibility. Assign one of the following tasks to each member of the group:

1. Reader – Student will read the ballad aloud to the group while discussing the text and to the class during presentations.
2. Recorder/Note-taker – Student will be responsible for taking notes during group discussion.
3. Artist – Student will be in charge of drawing for “Mapping the Text.” Other group members will contribute to the drawing, but the Artist will be the coordinator.
4. Teacher – Student will present important information and discussion notes to the class.

15 minutes – Gallery Crawl. All text maps will be posted in the classroom. As we walk around

to each text map, we will write any comments and questions on sticky notes and post them on the maps. Also, students will use double-entry journals to take notes on the maps; these notes will be needed after each group teaches their ballad.

15 minutes – Return to groups and discuss the questions and comments from peers. Make any

changes or additions to your notes and begin preparing for presentations. How will you teach the ballad to the class?

**DAY 2**

**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.

2.01 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.

3.02 Organize and deliver an argument so that an intended audience respects it by wording the claim clearly, specifying reasons in support of the claim that are likely to be convincing, and adopting an appropriate tone and stance toward the issue.

**Materials:**

Daybook

Pen/Pencil

Mapping Texts

**Lesson:**

10 minutes – Students will gather any materials and notes they need to teach the ballad assigned

to his/her group. We will also create double-entry journals in our daybooks to respond to each presentation and take notes on the ballads.

20 minutes – Group 1

20 minutes – Group 2

20 minutes – Group 3

15 minutes – Final questions need to be addressed. If we do not get to some questions or

comments, the students should write them down on a piece of paper to hand to me at the end of class.

5 minutes – Post maps for the ballads throughout the room.

**DAY 3**

**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 relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities and making associations between historical and current viewpoints.

5.02 Extend engagement with selected works of British literature by observing how the imaginative experience of literature broadens and enriches real life.

**Materials:**

Daybook

Pen/Pencil

**Lesson:**

5 minutes – WID: Freewrite

40 minutes – *The Canterbury Tales* In-Class Journal.

10 minutes – Following the same outline as the In-Class Journal, students will focus on

occupations and people found in the school system. After writing about and discussing the people we encounter in the school system, the students will choose one type of individual to focus on for next activity. Lesson idea found at http://www.teamsmedieval.org/scientia\_scholae/0302/chaucerian\_pilgrimage.html

10 minutes – Writing about the “pilgrims” in the school system. Post the following questions on

the board:

What is the individual’s main goal?

What does the individual value?

What do you like/dislike about the individual?

What are some physical characteristics of your “pilgrim”?

Describe his/her personality.

Describe his/her journey on a typical school day.

20 minutes – Draw your pilgrim.

5 minutes – Return all materials to original place in classroom and clean up your area. Turn in

your drawing to me before the bell rings. Tonight, use your notes on the pilgrim you chose for the activity and write a short introduction for your character. You will turn in your introduction tomorrow at the beginning of class and I will return your draft to you on Monday, March 14.

**1ST/2ND/4TH PERIODS – Days 4-5**

**DAY 4**

**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.

2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus.

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.

**Materials:**

Daybook

Pen/Pencil

**Lesson:**

5 minutes – WID:

Think about the character named Geoffrey Chaucer in the movie, *A Knight’s Tale*. How would you describe the character?

25 minutes – Discussion of background information on Geoffrey Chaucer and the writing of *The*

*Canterbury Tales*.

50 minutes – Mrs. Robbins will be in the classroom to teach the Middle English pronunciation of

“The Prologue” for *The Canterbury Tales*. 1ST period students need to learn and memorize the Middle English version of “The Prologue” for recitations. Over the next two weeks, Mrs. Robbins will be in the classroom on specific days to help students with the Middle English pronunciation of “The Prologue”

10 minutes – Individual practice. Continue working on the pronunciations until the bell rings.

**DAY 5**

**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.

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.

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.

5.03 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*

**Lesson:**

5 minutes – WID: Freewrite

10 minutes – Help students with double-entry journals. All students will use the double-entry

journal for note-taking while we read *The Canterbury Tales*.

 Column 1 – Notes

 Column 2 – My Response

70 minutes – Begin reading “The Prologue” (pages 112-136). As we read, pay attention to

Chaucer’s attitude towards the pilgrims and the tone of his writing. Also, take note of the characterization of the pilgrims. Other literary devices in *The Canterbury Tales* will be discussed next week.

5 minutes – Weekly Reflection

***The Canterbury Tales***

**In-class Journal**

Think about all the different roles people play in our society. There are all kinds of occupations and lifestyles, and many times, people of differing occupations and lifestyles end up coming together in some way. Here is your assignment for this journal:

1. For the next five minutes, list all the occupations and lifestyles you can think of that are prominent in today’s society. Do not stop writing. Write until I call time.
2. For about the next five minutes, discuss with those around you the different occupations and lifestyles you wrote down. Talk about this until I call time.
3. Now, make a list of different activities or journeys in which people participate today. What are some of the things that are important to people? List until I call time.
4. Now, discuss this list with those around you. Talk about this until I call time.
5. O.K., look at your two lists and group people under the activities or journeys you listed. How might people of different “walks of life” participate in the same activities/journeys? Explain this a bit in your grouping.
6. Last part- List all the problems people have today. These problems can be physical, mental, emotional, etc. Just about anything will work. List until I call time.