	[				
English 12	Monday	Tuesday	Wednesday	Thursday	Friday
	RL.11-12.1 - Cite strong	RL.11-12.1 - Cite strong	RL.11-12.1 - Cite strong	RL.11-12.1 - Cite strong	
	and thorough textual	and thorough textual	and thorough textual	and thorough textual	
	evidence to support	evidence to support	evidence to support	evidence to support	
	analysis of what	analysis of what	analysis of what	analysis of what	
		the text says explicitly as	the text says explicitly as	the text says explicitly as	
		well as inferences drawn	well as inferences drawn	well as inferences drawn	
	from the text.	from the text.	from the text,	from the text,	
	including determining	including determining	including determining	including determining	
	where the text leaves	where the text leaves	where the text leaves	where the text leaves	
	matters uncertain.	matters uncertain.	matters uncertain.	matters uncertain.	
	RL.11-12.3 - Analyze the	RL.11-12.3 - Analyze the	RL.11-12.3 - Analyze the	RL.11-12.3 - Analyze the	RL.11-12.1 - Cite strong
	impact of the author's	impact of the author's	impact of the author's	impact of the author's	and thorough textual
		choices regarding where	choices regarding where	choices regarding where	evidence to support
	a story is set, how the	a story is set, how the	a story is set, how the	a story is set, how the	analysis of what
	action is ordered, how	action is ordered, how	action is ordered, how	action is ordered, how	the text says explicitly as
	the characters are	the characters are	the characters are	the characters are	well as inferences drawn
	introduced and	introduced and	introduced and	introduced and	from the text,
	developed	developed	developed	developed	including determining
	W.11-12.6 - Use	W.11-12.6 - Use	W.11-12.6 - Use	W.11-12.6 - Use	where the text leaves
	technology, including the	technology, including the	technology, including the	technology, including the	matters uncertain.
	Internet, to produce,	Internet, to produce,	Internet, to produce,	Internet, to produce,	RL.11-12.3 - Analyze the
	publish, and update	publish, and update	publish, and update	publish, and update	impact of the author's
	individual or shared	individual or shared	individual or shared	individual or shared	choices regarding where
	writing products in	writing products in	writing products in	writing products in	a story is set, how the
	response to ongoing	response to ongoing	response to ongoing	response to ongoing	action is ordered, how
	feedback,	feedback,	feedback,	feedback,	the characters are
	including new arguments	including new arguments	including new arguments	including new arguments	
	or information	or information	or information	or information	developed
			L.11-12.4a - Use context	L.11-12.4a - Use context	
	(e.g., the overall	(e.g., the overall	(e.g., the overall	(e.g., the overall	(e.g., the overall
	meaning of a sentence,	meaning of a sentence,	meaning of a sentence,	meaning of a sentence,	meaning of a sentence,
	paragraph, or text; a	paragraph, or text; a	paragraph, or text; a	paragraph, or text; a	paragraph, or text; a
	word's position or	word's position or	word's position or	word's position or	word's position or
	function in a sentence)	function in a sentence)	function in a sentence)	function in a sentence)	function in a sentence)
	as a	as a	as a	as a	as a
	clue to the meaning of a	clue to the meaning of a	clue to the meaning of a	clue to the meaning of a	clue to the meaning of a
ACCRS	word or phrase	word or phrase	word or phrase	word or phrase	word or phrase

Before	ACT Practice	ACT Practice	Review examples of direct and indirect characterization	Review pilgram chart	Review pilgram chart Place characters in groups based on either their personalities, their social standing, or their religion
During	Review presentation on assigned Canterbury Tale character to verify that all information about the character has been included	Begin presentations	Continue student presentations	Create a Google slide on each assigned character to share with the class	Create a seating chart for one dinner table with 11 of the pilgrams Using textual evidence give a rationale for seating these 11 characters at the same table
After	Edit presentations as necessary	Students will create cards for each Canterbury Pilgrim using the information given in the student presentations.	Students will create cards for each Canterbury Pilgrim using the information given in the student presentations.	Each group will complete their charts	Share seating charts with the class
Desired Outcome	Students will understand how their assigned characters reflect society	Students will understand how their assigned characters reflect society	Students will understand how their assigned characters reflect society	Students will understand how their assigned characters reflect society	Students will understand how their assigned characters reflect society
Formative/ Summative Assessment	student presentations		Completed Charts	Quiz on assigned characters	Test on the Prologue

Higher Order Question	How does literature reflect society?				
Homework:					