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