

Teacher:

Course: **English IV-H**

Period(s): 1<sup>st</sup> Block

Week of: / Dates: September 18-22, 2017

Unit Title:

State Standards:

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Plan Activities (aligned, sequenced, build, time)	Student Work (Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, >2, written)	Grouping Method	Materials	Accommodations (IEP, 504, ESOL)
Monday	RL-1 RL-2 RL-4 RL-10 RI-1 RI-5 W1-a-e	<p>The students will:</p> <ul style="list-style-type: none"> <li>Read, interpret, analyze, and evaluate a heroic epic focusing on a chieftain's battles with three monsters.</li> <li>Understand how the Anglo-Saxon Period influenced this piece of literature</li> <li>Analyze and understand <i>alliteration</i>, <i>motif</i>, and <i>kennings</i></li> <li>ask and answer questions about the reading.</li> <li>Participate in class discussion based on the reading</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>Direct classroom discussion of <i>Beowulf</i></li> <li>Monitor responses and behavior of students</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Ask, respond, and participate in class discussion.</li> </ul>	Teacher observation and student questions and responses	Whole group	Text books Student notes	
Tuesday		<p>The Students will:</p> <ul style="list-style-type: none"> <li>Review Beowulf by comparing/contrasting to "Wild, Wild West."</li> <li>Identify problems and concerns about the excerpts from Beowulf.</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>Share the song "Wild, Wild West" with the students and the accompanying handouts.</li> <li>monitor students as they listen and write a response.</li> <li>Allow students to work in pairs to complete handouts and share with the rest of the class.</li> <li>Guide students in identifying similarities and differences between the two stories.</li> </ul>	<p>The students will:</p> <ul style="list-style-type: none"> <li>Ask, respond, and participate in class discussion.</li> </ul>	Teacher observation and student questions and responses	Whole Group; pairs	Text books Student notes Teacher made handouts.	

Wednesday		<ul style="list-style-type: none"> <li>The students will show knowledge of Anglo Saxon Period and Beowulf on objective test.</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>Monitor students as they take test</li> </ul>	<p>The students will:</p> <ul style="list-style-type: none"> <li>Take test</li> </ul>	<p>Teacher will grade test.</p>	<p>Individuals.</p>	<p>Copies of test</p>	
Thursday		<p>The students will:</p> <ul style="list-style-type: none"> <li>Understand the impact of historical, social and political elements on the literature extending from the beginnings of the British tradition to 1066 B.C.</li> <li>Identify characteristics of literature of the Anglo-Saxon Period</li> <li>Appreciate and identify the literature of history, miracle tale, heroic epic, elegy, and riddles (throughout the unit)</li> <li>Ask, answer, listen, write notes on introduction to <i>The Canterbury Tales</i></li> <li>Read, interpret, analyze and evaluate the frame tale to a famous collection of stories.</li> <li>Understand the influence of the Medieval Period on this literature.</li> <li>Analyze and understand <i>characterization</i> and <i>irony</i></li> <li>Develop writing and other language skills within the reading and writing.</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>Share notes with students</li> <li>Discuss background information of the Medieval Period of literature and <i>The Canterbury Tales</i></li> <li>Begin reading the Prologue with the students</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Ask, respond, and participate in note taking and in class discussion.</li> </ul>	<p>Homework Assignment: Read <i>The Prologue</i> to the <i>Canterbury Tales</i>. Pages 113-121 (lines 1-294—The Knight thru the Merchant) and write a summary of each pilgrim that you meet.</p> <p>Launch: (exit slip) “Stories have to be told or they die, and when they die, we can’t remember who we are or why we’re here.” — <a href="#">Sue Monk Kidd</a>, <i>The Secret Life of Bees</i>: when do people tell stories? What types of stories do people tell?:</p>	<p>Whole group</p>	<p>Text books Student notes Teacher made handouts.</p>	

Friday		<p>The Students will:</p> <ul style="list-style-type: none"> <li>• Read, interpret, analyze and evaluate the frame tale to a famous collection of stories.</li> <li>• Understand the influence of the Medieval Period on this literature.</li> <li>• Analyze and understand <i>characterization</i> and <i>irony</i></li> <li>• Develop writing and other language skills within the reading and writing.</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Monitor, guide, and evaluate students as they read, discuss, and identify the characters.</li> </ul>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Ask, respond, and participate in note taking and in class discussion.</li> </ul>	<p>Homework Assignment: Read <i>The Prologue</i> to the <i>Canterbury Tales</i>. Pages 121-to the end (lines 294–(The Oxford Cleric through the host) and description of the contest.) write a summary of each pilgrim that you meet and answer the review questions at the end of the handouts.</p>		<p>Text books Student notes Teacher made handouts.</p>	
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\* All plans are subject to change. Student progress will be monitored and adjustments will be made.