Heidi Huntley Honors English IV

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| Module 1: Early British LiteratureStart date: 2/3/2014End date: 2/14/2014 |
| Module ObjectiveCCSS | Students will be able to articulate the influences of Anglo-Saxon literature on our society today by completing various activities involving critical reading questions, rhetorical maps, various writing prompts and quizzes/test where the students show mastery of 80% or better. RL 1- 7, 9, 10 RI 1, 2, 6, 7, 9, 10 W 1, 1a, 2, 2a, 2b, 3, 3a, 3b, 3e, 5, 7, 8, 9, 9a, 10 SL 1, 1a, 1b, 1d, 4 L 1, 1a, 3, 4, 4a-d, 5, 5a, 5b, 6 |
| Essential Questions | How has Anglo-Saxon literature influenced literature today?What do the gender roles tell you about this society? |
| Other Objectives: | Students will analyze and connect historical happenings to the literature of the Anglo-Saxon time period by engaging with an historical overview of language and events by completing a PERSIAN chart.Students will understand Anglo-Saxon literature through analyzing "The Wife's Lament" and completing critical reading questions and a rhetorical map.Students will analyze "The Seafarer" focusing on authenticity, audience and tone by completing critical reading questions and a rhetorical map.Students will evaluate the effectiveness and authenticity of the speakers by writing a comparative essay on "The Wife's Lament" and "The Seafarer." |
| Materials | All materials are located under Module 1 on the weebly.Main Materials: The Wife’s Lament, The Seafarer, Rhetorical Maps, flipchart, critical reading questions |
| Midpoint Goal: | * To be completed with “The Wife’s Lament” and reading “The Seafarer”
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| Lessons: | Students will begin on the flipchart on the weebly. Half-way through class, teacher will give them a brief language lesson on Old English using “The Lord’s Prayer.”Students will continue to work collaboratively and independently where necessary. Lessons to be taught throughout the module:* Annotation mini lesson on Monday for the whole class.
* Individual/Small Group reteaching of “The Wife’s Lament”/ “The Seafarer” determined by data
* Mini-conferences with students for writing
* Specific content reteaching for quizzes and exams.
* When necessary, and data suggests it, teacher will teach whole group content as determined by the students.
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