

English IV

Daily Activities
The Canterbury Tales

8/21/13

- Essential Question: Can you find influences from our texts (*The Canterbury Tales*, “Seafarer”, *Beowulf*, etc.) to our current way of life? To the Bible? In film?
- Bell-ringer: What is a historical narrative? Find the answer (using your book, Google, etc.) and record your findings on the board.
- Today’s objectives:
 - Share insights from yesterday’s reading of “The Seafarer.”
 - Review the historical time period in which *The Canterbury Tales* were written.
 - Summarize *The Ecclesiastical History of the English People* using historical narrative.
 - Become familiar with the author of *TEHEP*, Venerable Bede.

8/22/13

- Essential Question: Can you find influences from our texts (*The Canterbury Tales*, etc.) to our current way of life? To the Bible? In film?
- Bell-ringer: Review and complete the grammar workshop found on page 96 in your literature book.
- Today's objectives:
 - Pop Quiz! Hope you took Wednesday's reading seriously...
 - Explore the author: who IS this Chaucer person? (pg. 100, and film clips)
 - HW: Prepare for tomorrow's senior memory blog. We will meet in lab room 714 tomorrow. (It is on the freshman side, right before the entrance to guidance.)
 - Homework for Monday: Read "The Prologue," pg. 102, focusing on prediction and evidence of characterization.

8/26/13

- Essential Question: Can you find influences from our texts (*The Canterbury Tales*, etc.) to our current way of life? To the Bible? In film?
- Bell-ringer: Read pages 98-99 and be prepared to discuss.
- Today's objectives:
 - Explore the origin of the current English language.
 - Rewrite a passage of middle English.
 - Discussion of "The Prologue," focusing on prediction and evidence of characterization.
 - REMINDER: Unit test will be on THURSDAY, 8/29!

8/27/13

- Essential Question: Can you find influences from our texts (*The Canterbury Tales*, etc.) to our current way of life? To the Bible? In film?
- Bell-ringer: Relative pronouns—What are they? Look up (in a grammar book or using your own technology) a description of a relative pronoun. Then, find examples and list at least three relative pronouns from the current reading (The Prologue.) Cite page number, line number, and quote the text.
- Today's objectives:
 - Follow the “literary element” directions (in pink) on direct & indirect characterization, pg. 124.
 - Organize your characters on the T-chart: name, description, likes, dislikes, predictions.
 - Homework: Read “The Pardoner’s Tale” and be prepared to discuss irony, tone, and evidence of the tale as an **exemplum**.

8/28/13

- Essential Question: Essential Question: How is sin reflected and perceived in each of the tales we read? Is this a standard Anglo-Saxon view?
- Bell-ringer: In your writing section, see if you can list the “seven deadly sins” without using any references. Don’t show (or tell) your neighbor...there may be a competition;
 - <http://chsmrsadkins.weebly.com/seven-deadly-sins.html>
- Today’s objectives:
 - Discussion of “The Pardoner’s Tale.” We are looking for examples of irony, tone, and evidence of the tale as an **exemplum**.
 - Homework: Read “The Wife of Bath’s Tale” We are looking for examples of irony, tone, and evidence of the tale as **narrative poetry**.
 - UNIT TEST TOMORROW! (Beowulf, hero article, The Seafarer, The Ecclesiastical History of the English People, The Canterbury Tales)

9/3/13

- Essential Question: How is sin reflected and perceived in this film? Is this a standard Anglo-Saxon view?
- Bell-ringer: Create your own story part I...time to write your own tale. Today, you should (with your group) determine your “traveler”, their religious view, and give him or her a background story.
- Today’s objectives:
 - Today we will begin watching *A Knight’s Tale*. We are looking for examples of irony, tone, and evidence of the tale as narrative poetry, an exemplum, and references to Chaucer.
 - CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
 - CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

9/4/13

- Essential Question: How is sin reflected and perceived in this film? Is this a standard Anglo-Saxon view?
- Bell-ringer: Create your own story part II...time to write your own tale. Today, you should (with your group) determine the exemplum, keeping it dependent on the background story of your traveler.
- Today's objectives:
 - Today we will continue watching *A Knight's Tale*. We are looking for examples of irony, tone, and evidence of the tale as **narrative poetry, an exemplum, and references to Chaucer**.
 - CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
 - CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

9/5/13

- Essential Question: Does *A Knight's Tale* support the idea of the epic hero?
- Bell-ringer: Answer the EQ using only drawn pictures—for real.
- Today's objectives:
 - Today we will complete watching *A Knight's Tale*. We are looking for examples of irony, tone, and evidence of the tale as narrative poetry, an exemplum, and references to Chaucer.
 - In the second half of class, you will completely finish your original tale...and hopefully share them!