|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday** | I am learning about how two or more themes develop and interact in a text.I am learning about narrative techniques, including satire. | I can discuss how two or more themes can develop and interact in a text as we discuss background information with Wife of Bath. | Students will receive notes on narrative writing, satire, and background notes on Wife of Bath. Students will receive notes on Socratic seminars. | We will start reading Wife of Bath. | Students will do a couple of mini exercises on satire. | 321. |
| **Tuesday** | I am learning about how two or more themes develop and interact in a text. | I can discuss how two or more themes can develop and interact in a text as we discuss background information with Wife of Bath. | Students will answer what they believe the theme is so far. What happens if the author’s intention shifts? Does the theme shift? | Students will continue reading Wife of Bath. If we started yesterday, we should be able to be finished today.  | Students will answer a guided worksheet with questions to help them with a socratic seminar. <https://www.youtube.com/watch?v=Gi0dPdHUSDc>  | 321. |
| **Wednesday** | I am learning about how two or more themes develop and interact in a text.  | I can discuss how two or more themes can develop and interact in a text as we discuss background information with Wife of Bath. | Students should be finished with the worksheet and be prepared to do a socratic seminar.  | Students will fill out a worksheet with their groups and be prepared for a guided seminar on Friday.  | Students will finish up reading Wife of Bath on their own.  | Students will provide at least one talking point and evidence. |
| **Thursday** | I am learning about Historical European Martial Arts and how it ties into the thematic elements of King Arthur's tales.  | I can write a short narrative writing piece that includes the pieces of the chivalric code as a thematic element that incorporates at least one element that was discussed during the HEMA lesson. | Students should have prior knowledge of the chivalric code and be able to list a couple of key topics.  | Students will receive a lecture from Mr. Engstrom on the Historical European Martial Arts in order to provide an immersive experience into the texts. By the end, the students should be able to see how much the knightly culture ties into the stories and influences the thematic values. |  Imagine you are a knight in King Arthur's court, and you have returned from a battle where the chivalric code was challenged. In your reflection, describe the battle. How did the principles of chivalry influence your decision-making process? Additionally, analyze how the HEMA practices of the time helped or hinder your ability to adhere to the code of chivalry?  | 321 |
| **Friday** | I am learning about how two or more themes develop and interact in a text.I am learning about how characters are developed throughout the text and how they support the theme. | I can discuss how two or more themes develop and interact in Le Morte d’Arthur. I can discuss how characters are developed throughout the text and how they support the theme. | Students will be able to start/finish their narrative writing piece.  | Students will be able to start/finish their narrative writing piece. | Students will be able to start/finish their narrative writing piece. | 321 – 3 things I learned from the story2 things I liked in the story1 question I have about the story. |