

**Unit Number: Two**  
**Unit Title: Search for the Chivalric Identity**

Writing Focus/Skills	Literary Selection	Grammar/ Purposeful Use of Language (in context of writing)	Reading/ Literary Skills	Inquiry/ Research	Listening/ Speaking/ Viewing/ Representing	Resources
<p><u>Prewriting (Student Pilgrim’s Tale)/ Journal Writing:</u> If you decided to go on a pilgrimage, where would you go? Why? Who would you want to go with? <b>TEKS 1A, C, 2A, B, 4A, B, H</b></p> <p><u>Prewriting (Student Pilgrim’s Tale):</u> Build a Character activity. Students develop their own character like the characters Chaucer describes in the Prologue. Students use characterization techniques, tone, irony and attempt</p>	<p>Selections from <i>The Canterbury Tales</i></p> <p>Prologue from <i>The Canterbury Tales</i> <i>LOL</i> p. 111- 136 <b>TEKS 8A, C, D, 9 A-D, 10 A- C</b></p>	<p>Use precise language and correct grammar in order to develop ideas and voice and to formulate and refine topics. Precise language is also used to reflect and explore topic. <b>TEKS 2A, 4A, B, H</b></p> <p>Use precise language and correct grammar in order to develop ideas and voice and to formulate and refine topics. <b>TEKS 2A, 4A, B, H</b></p>	<p><u>Characterization, tone, irony:</u> Students may fill out a table to identify characterization, tone, and irony with each character mentioned in the prologue. Examples appear or are explained in the following sources: “Analyzing Characterization” <i>LOL</i> Teacher’s Edition p.112, “Analyzing Characterization” Unit One Resource Book p. 26. “Making Judgments” activity described in Interactive Reader p. 20, chart located on p. 90 <u>Iambic pentameter, couplet:</u> <i>LOL</i> p. 1339, 1333. Discuss iambic pentameter and couplet. Have students</p>	<p><u>Historical background:</u> Research Chaucer, current events during the Middle Ages, and character occupations which appear in the Prologue. Students present their findings to the rest of the class. <i>LOL</i> p. 130 <b>TEKS 14A, B E, F, 17 F</b></p>	<p>Listen to the disk recording of the Prologue CD 3.</p> <p>Build a Character activity. (See description in Writing Focus/ Skills column). Students present written descriptions and illustrations to class. <b>TEKS 15 A- E, 16B, 17F, G, 21</b></p>	<p><i>LOL</i> Interactive Reader Unit One Resource Book Audio Library CD 3</p>

**Unit Number: Two**  
**Unit Title: Search for the Chivalric Identity**

<p>to write in iambic pentameter. Students then share their character description with a partner. Partners exchange characters and illustrate them. Partners then present their characters to the rest of the class.  <b>TEKS</b> 1A- E, 2A, C, D,</p> <p><u>Journal Writing:</u>  Have you ever encountered a hypocrite? What was he/ she like? What did he/ she do? Did you like this person?  <b>TEKS</b> 1A, C, 4H</p>	<p>from <i>The Pardoner’s Tale</i> from <i>The Canterbury Tales</i>  <i>LOL</i> p. 141- 151  <b>TEKS</b> 8A, C, D, 9A- D, 10 A- C</p>	<p>Use precise language and correct grammar in order to clarify ideas and to reflect on the topic.  <b>TEKS</b> 4A, H</p>	<p>identify both elements while reading <i>Canterbury Tales</i>  <b>TEKS</b> 7A, B, 8G, 11B, D, 12 E, G, 13 B, F,</p> <p><u>Moral Tale:</u> “Literary Analysis” <i>LOL</i> p. 141. Students complete “Literary Analysis Skillbuilder” Unit One Resource Book p. 31  <u>Allegory, Frame Story:</u> “Literary Analysis” <i>LOL</i> Teacher’s Edition p. 142 read and complete activity with students. Students complete “Active Reading Skillbuilder” on Predicting and Foreshadowing Unit One Resource Book p. 32  <b>TEKS</b> 7A, B, 8G,</p>	<p><u>Historical Background:</u>  Research religious practices, occupations, and religion in Medieval England. Students will present their findings to the class.  <b>TEKS</b> 14A, B E, F, 17 F</p>	<p>Listen to the disk recording of <i>The Pardoner’s Tale</i> CD 4  View <i>The Pardoner’s Tale</i> on the text video cassette.  <b>TEKS</b> 15A- E, 20D</p>	<p><i>LOL</i>  Audio Library CD 4  McDougal video cassette  Unit One Resource Book</p>
--	---	---	--	--	--	--

**Unit Number: Two**  
**Unit Title: Search for the Chivalric Identity**

<p><u>Journal Writing/ Prewriting</u>  <b>(Literary Analysis Essay):</b>          What are your rules of dating (or what are the rules of dating)? Discuss/ explain this code of behavior.  <b>TEKS 1A, C, 2A, B, 4A, B, H</b></p> <p><b>*Student Pilgrim's Tale:</b>          In groups, students will create their own Pilgrim's Tale prologue outlining their chosen characters and the</p>	<p><i>The Wife of Bath's Tale</i> from <i>Canterbury Tales</i>  <i>LOL</i> p. 154- 166  <b>TEKS 8A, C, D, 9A-D, 10 A- C</b></p> <p><i>Frederigo's Falcon</i> from <i>The Decameron</i>.  <i>LOL</i> p. 171- 176  <b>TEKS 8A, C, D, 9A-D, 10 A- C</b></p>	<p>Use precise language and correct grammar in order to develop ideas and voice and to formulate and refine topics. Precise language is also used to reflect and explore topic.  <b>TEKS 2A, 4A, B, H</b></p> <p>Use precise language in order to communicate ideas clearly. Correct grammatical elements should such as subject- verb agreement and verb forms should be</p>	<p>11B, D, 12 A, E, F, G, 13C, D, E, F</p> <p><u>Frame Story:</u>          Complete Reader's Notebook activity "Analyzing Structure"  <i>LOL</i> p. 154  <u>Irony:</u> "Literary Analysis" activity <i>LOL</i> Teacher's Edition p. 160  <u>Characterization:</u>          "Cooperative Learning Activity" chart details which illustrate the characteristics of the Wife of Bath <i>LOL</i> p. 167  <b>TEKS 7A, B, 8G, 11B, D, 12 A, E, F, G, 13C, D, E, F</b></p> <p><u>Irony:</u> review device with students "Literary Analysis" <i>LOL</i> Teacher's Edition p. 174  <b>TEKS 7A, B, 8G, 11B, D, 12 E, G, 13 B, F,</b></p>	<p><u>Historical Background:</u>          Research the role of women in Medieval England. Students will present their findings to the class.  <b>TEKS 14A, B E, F, 17 F</b></p>	<p>Listen to the disk recording of <i>The Wife of Bath's Tale</i> CD 4</p> <p>In groups, students share answers to PreWriting/ Journal Writing prompt. In small groups, come up with a set of Rules for Dating, or a code of behavior people should follow when dating. List these rules on butcher paper. Groups present to rest of class. Class discusses rules.  <b>TEKS 15 A- E, 16A-H 17F, 20D</b></p> <p><b>Student Pilgrim's Tale:</b>          See attached handout for specific instructions.  <b>TEKS 16A, 17F, G 20D, 21B, D</b></p>	<p><i>LOL</i>          Audio Library CD 4</p> <p><i>LOL</i></p>
--	--	---	--	---	---	---

**Unit Number: Two**  
**Unit Title: Search for the Chivalric Identity**

<p>destination of their pilgrimage. Students will then individually create their own tales incorporating the literary devices covered while reading <i>Canterbury Tales</i>. See attached handout for specific instructions.  <b>TEKS 1A- F, 2A- C, G, 5C,</b></p> <p><u>Journal:</u>          What is romance? What do you think of when you hear words like romance or romantic?  <b>TEKS 1A, C, 4H</b></p>	<p style="text-align: center;"><b><u>Romance</u></b></p> <p>from <i>Sir Gawain and the Green Knight</i> <i>LOL</i> p. 209- 221  <b>TEKS 8A, C, D, 9A- D, 10 A- C</b></p>	<p>demonstrated in a final, error free draft.  <b>TEKS 2E, F, 3A, B, C, D</b></p> <p>Use precise language and correct grammar in order to clarify ideas and to reflect on the topic.  <b>TEKS 4A, H</b></p>	<p><u>Simile:</u> have students study <i>Sir Gawain</i> and identify simile. Follow activity suggested under “Literary Analysis” <i>LOL</i> Teacher’s Edition p.216  <u>Analogy:</u> have students study <i>Sir Gawain</i> and identify analogy. Follow activity suggested under “Literary</p>	<p><u>Historical Background:</u>          Research chivalry and the chivalric code of behavior. Was it an ideal or actual way of life? Present findings to rest of class.  <b>TEKS 14A, B, E, F, 17F</b></p>	<p>Listen to the disk recording of <i>Sir Gawain</i> CD 6</p> <p>In groups, students create skits that illustrate chivalric behavior. Each group then acts out their skits for the rest of the class.  <b>TEKS 16A- D, H, 17C, F, G</b></p>	<p>Unit One Resource Book          Audio CD 6  <i>LOL</i></p>
---	--	---	--	--	---	---

**Unit Number: Two**  
**Unit Title: Search for the Chivalric Identity**

<p><u>News Report</u>  Students write a news report on events from <i>Le Morte d' Arthur</i>. Students then present their reports to the class. Listening students write down facts and opinions they hear. In small groups, students discuss fact v. opinion and give each other constructive criticism about presentations. This activity is</p>	<p>From <i>Le Morte d' Arthur</i>  <i>LOL</i> p. 225- 237  <b>TEKS</b> 8A, C, D, 9A- D, 10 A- C</p>	<p>Use precise language and correct grammar in order to present ideas clearly and concisely.  <b>TEKS</b> 2A, 4A</p>	<p>Analysis” <i>LOL</i> Teacher’s Edition p. 220  <u>Romance</u>: Complete “Literary Analysis Skillbuilder” Unit One Resource Book p. 64  Complete “reading a Narrative Poem” Unit One Resource Book p. 63  <b>TEKS</b> 7A, B, 8G, 11B, D, 12A, E, F, G, 13C, D, E, F</p> <p><u>Characterization</u>:  Complete “Literary Analysis Skillbuilder” over characterization Unit One Resource Book p. 69  <b>TEKS</b> 8G, 11B,D, 12G, 13C</p>		<p>Listen to the disk recording of <i>Le Morte d' Arthur</i> CD 6</p> <p><u>News Report</u>: see instructions under Writing focus/ skills and further instructions in <i>LOL</i> Teacher’s Edition p. 234 “Speaking and Listening”  <b>TEKS</b> 1A-B, C, E, F, 15E, 16A-D, G, H, 17E,F,G, 18C</p>	<p>Unit One Resource Book Audio CD 6  <i>LOL</i></p>
--	---	--	--	--	---	--

**Unit Number: Two**  
**Unit Title: Search for the Chivalric Identity**

<p>further outlined in <i>LOL</i> teacher’s edition p. 234 “Speaking and Listening”  <b>TEKS</b> 1A-B, C, E, F, 15E, 16A-D, G, H, 17E,F,G, 18C</p> <p><b>Literary Analysis</b>  Write a literary analysis paper comparing and contrasting chivalric values. Students have the option of choosing many literary selections in this unit such as <i>The Wife of Bath’s Tale</i>, <i>Frederigo’s Falcon</i>, <i>Sir Gawain and the Green Knight</i>, <i>Le Morte d’ Arthur</i>, and <i>The Ramayana</i>  <b>TEKS</b> 1B-F, 2A-H, 3D, 4G, 8E, 12A, B</p>	<p>from the <i>Ramayana LOL</i> p.240- 250  <b>TEKS</b> 8A, C, D, 9A-D, 10 A- C</p>	<p>Use precise language in order to communicate ideas clearly. Correct grammatical elements should such as subject- verb agreement and verb forms should be demonstrated in a final, error free draft.  <b>TEKS</b> 2E, F, 3A, B, C, D</p>	<p><b>Metaphor:</b> Complete “Literary Analysis” activity over the reading <i>LOL</i> Teacher’s Edition p. 244  <b>Symbolism:</b> Complete “Literary Analysis” activity over the reading <i>LOL</i> Teacher’s Edition p. 246  Complete “Literary Analysis Skillbuilder” w.s. “Supernatural Elements.”  Unit One Resource Book p. 74. Students identify supernatural elements in this epic. They should also review other romances and identify supernatural elements elsewhere.  <b>TEKS</b> 7A, B, 8G, 11B, D, 12A, E, F, G, 13C, D, E, F</p>	<p><b>Historical Background</b>  Students may research many aspects of this epic including its history, its place in Indian culture, and the significance of the characters featured in <i>The Ramayana</i>  <b>TEKS</b> 14A, B, E, F, 17F</p>	<p>Listen to disk recording of <i>Ramayana</i> CD 7</p> <p>Have students study the picture featured on p. 247 of <i>LOL</i>. In groups, students should study the picture and discuss how it illustrates supernatural elements present in the epic. They should also study the picture for realistic elements in the epic.  <b>TEKS</b> 19A, B,</p>	<p>Unit One Resource Book  Audio CD 7  <i>LOL</i></p>
--	---	--	--	--	---	---

**Unit Number: Two**  
**Unit Title: Search for the Chivalric Identity**

<p><b><u>Ballad</u></b>          Students write a ballad incorporating characteristics of ballads outlined under “Literary Analysis” <i>LOL</i> p. 198. Students also have the option of setting their ballads to music. Students will present their ballads to the rest of the class.  <b>TEKS</b> 1A-B, C, E, F, 15E, 16A-D, G, H, 17E,F,G, 18C</p>	<p><b><u>Ballads</u></b>  <i>Barbara Allan, Sir Patrick Spens, Get Up and Bar the Door</i>  <i>LOL</i> p. 193, 194-195, 196- 197  <b>TEKS</b> 8A, C, D, 9A-D, 10 A- C</p>	<p>Use precise language in order to communicate ideas clearly. Correct grammatical elements should such as subject- verb agreement and verb forms should be demonstrated in a final, error free draft.  <b>TEKS</b> 2E, F, 3A, B, C, D</p>	<p><b><u>Dialogue, rhyme, rhythm, repetition, quatrains, rhyming pattern:</u></b> Complete Cooperative Learning Activity under “Literary Analysis” <i>LOL</i> p. 198. Students find examples of these poetic elements and share answers with the rest of class.  <b>TEKS</b> 7A, B, 8G, 11B, D, 12A, E, F, G, 13C, D, E, F</p>	<p>Students research modern ballads finding examples.  <b>TEKS</b> 14A, B, E, F, 17F</p>	<p>Students present their own ballads. Requirements outlined in Writing focus/ skills section.  <b>TEKS</b> 1A-B, C, E, F, 15E, 16A-D, G, H, 17E,F,G, 18C</p>	<p><i>LOL</i></p>
---	---	--	--	--	---	-------------------