

**CRISS Strategic Learning Plan created by Susan Mount
Class English IV**

Enduring Understandings

Process: To assist students in applying CRISS Principles and Philosophy to their own learning.
To guide students' use of transformation strategies before, during, and after reading.

Content: To determine where Old English/Middle English came from and how it affects literary interpretation of text.

Assessment: Essay, two column notes distinguishing the various characters and their trades

Content (written text, video, lecture, visuals, etc.): Elements of Literature Level Six

Preparing for Understanding (bringing out and building background knowledge, setting purposes for learning):

Geoffrey Chaucer *from the Canterbury Tales*
Notes from lecture on The Gift of the Story pg 89.

Engaging Students with Content and Transforming Information:

- 1) Students will begin with **two-column note taking** adjudicating notes from the information relative to the tales read in class and the social classes influences on the trades of the pilgrims.
- 2) Students will then read the tales over a three to four day time period.
- 3) Essay dealing with the theme of one of the tales.

Reflecting on Content and the Learning Process:

- 1) **Metacognition - Students were evaluated on the essay submitted and on the two column notes**
- 2) **Background knowledge was meet with the class lectures on the class differences and the societal differences of serf, lord, knight, etc.**
- 3) **Purpose setting was established with the direct correlation between peasant life and life of the nobility.**
- 4) **Active Involvement was established as I read with the students while the students were actively reading the tales.**