Name: Brittany D. Parks

Lesson Title: The Teller of the Tale

Suggested Grades: 10-11

Estimated time: 120 minutes (two lessons)

Student Prior Knowledge: Students will have read the Prologue to Chaucer’s *The Canterbury Tales* and will have knowledge of how to use word processing software and use internet research sources.

Standard: LA.910.2.1.5—The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery)

Goals: Given the Prologue from Chaucer’s *Canterbury Tales*, students will be analyze Chaucer’s characterization in order to get a better understanding of the characters for further reading of the text. Understanding how writers uses characterization is important to understanding literature in general.

I Can Statement: I can evaluate an author’s use of characterization. This means I can choose a modern famous personality who fits the character of one of the pilgrims in Chaucer’s *The Canterbury Tales*, defending my choice in a group presentation.

Procedures:

Day 1

1. Review the Prologue and the characters introduced. Make sure students understand how each character fulfills a type common at the time. (10 minutes)
2. Hand out copies of a graphic organizer to aid note taking (see sample attached). Review the methods of direct and indirect characterization of main/minor characters in a work. As a class, read and evaluate the knight. Guide students as they fill in their organizers for this character. (15 minutes)
3. Hand out the assignment sheet. Allow each student to choose a character to evaluate. The student will read the lines describing his/her assigned character and complete the graphic organizer for that character. (20 minutes)
4. Allow students who chose the same character to get into groups to share their graphic organizers. As explained by the assignment sheet, each group will select a famous person who best fits the description of their character. (15 minutes)

Day 2

1. Allow computer time for the slideshow assignment of the Chaucer character they've studied. Students can research their characters and work on their slideshows in groups. Students will use Prezi to create their presentations. Remind students to cite all sources. I will walk around answering questions and assisting in research.

* Gifted/Advanced Assignment: gifted/advanced students will all work together to create a presentation on the background for each characterization, the tropes and beliefs that fueled each characterization. (40 minutes)

1. Show students how to upload their presentations to the class wiki and give them time to do so. (10 minutes)
2. Explain the homework assignment: to watch each presentation and fill out graphic organizers on each character. Students will have one week to complete homework. (10 minutes)

Homework: each student will watch each Prezi and fill out graphic organizers for each character. To be turned in one week from day of lesson.

Assessment: each student will hand in graphic organizers for a grade, and the presentations will be graded with a rubric.

Accommodations: Students with reading disabilities will be able to listen to an audio recording of the prologue, students who need to will be able to have directions explained to them again, and students who have trouble writing will be able to fill out the graphic organizer on the computer.

Resources:

<http://www.wikispaces.com/>

<http://www.pics4learning.com/>

<https://creativecommons.net/>

<http://prezi.com/>

Adapted from:

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| This lesson provided by: | | |
|  | Author: | Lindsay Ford |  |
| System: | Calhoun County |  |
| School: | Saks High School |  |

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| Lesson Plan ID: | 16946 |
| **Title:** | Teaching the Prologue to *The Canterbury Tales* |
| **Overview/Annotation:** | In this self-directed study involving research, composition, and presentation, students analyze Chaucer's characters of *The Canterbury Tales* as presented in the Prologue. Each student casts a modern personality in the role of one of the characters and writes an essay defending the choice. |
| **Content Standard(s):** | |  |  | | --- | --- | | EL(12) | 4. Read for pleasure and research selections from British literature. | | EL(12) | 9. Recall the general historical development of language and literature in the British Isles. | | EL(12) | 14. Interpret and evaluate oral and written material. | | EL(12) | 19. Use available modern technology for a variety of communication purposes. | | EL(12) | 25. Write to clarify opinions and interpretations. | | EL(12) | 27. Apply conventions of standard English, appropriate diction, and proper tone in class discussions. | | EL(12) | 28. Produce formal oral presentations for a variety of purposes. | | ELA(12) | 1. Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly British short stories, drama, poetry, essays, and other nonfiction literature. | | ELA(12) | 2. Read with comprehension a variety of informational and functional reading materials, including comparing bias and persuasive techniques in passages. | | ELA(12) | 3. Analyze British literature for style, audience appeal, cultural significance, and plot structure. | | ELA(12) | 5. Determine word meaning in British literature using word structure and context clues. | | ELA(12) | 6. Compare the writing styles of two or more British authors. | | ELA(12) | 7. Write for a variety of purposes including critical essays on literary topics, college application essays, résumé cover letters, and résumés. | | ELA(12) | 8. Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes. | | ELA(12) | 9. Revise drafts to increase sentence complexity. | | ELA(12) | 10. Use the research process to manage, document, organize, and present information to support a thesis on a teacher-approved topic of student interest. | | TC2(9-12) Computer Applications | 9. Practice ethical and legal use of technology systems and digital content. | |
| **Local/National Standards:** |  |
| **Primary Learning Objective(s):** | Students will listen to the reading of Middle English and discuss its differences from Modern English. Students will analyze characters from Chaucer's *Canterbury Tales*. Students will conduct Internet research on an assigned character from the Prologue and write an analysis of the character. Students will cite sources correctly in written work and the presentation. Students will use technology for research and presentation. |
| **Additional Learning Objective(s):** |  |
| **Approximate Duration of the Lesson:** | Greater than 120 Minutes |
| **Materials and Equipment:** | Copies of *The Canterbury Tales* by Geoffrey Chaucer, project guidelines (see attached), graphic organizer (sample attached) |
| **Technology Resources Needed:** | Computers with Internet access and RealPlayer for audio of lines 1-42 (or other recording), presentation software such as *PowerPoint*, LCD projector for project presentation |
| **Background/Preparation:** | Provide a brief background of medieval Europe including the social hierarchy as represented by the Church, the Court, and the Commoners. Also, discuss the methods of directly and indirectly characterizing main/minor characters in a work. |
| **Procedures/Activities:** | 1.)Assign or read together an introduction to the tales (all high school texts include this.) Be sure students understand that the Prologue to the tales only introduces the characters who will tell the tales. Explain that each character is described by Chaucer as if he were one of the pilgrims on the trip.  ([Virginia Military Institute Department of English](http://academics.vmi.edu/english/audio/audio_index.html)) *Audio of selected lines of the tales read in Middle English*  2.)Play a recording of the first 42 lines of the Prologue in Middle English. Discuss. Explain that students will read the characterizations in Modern English. Point out the rhyme and meter of the poem. ([The Chaucer Metapage Audio Files](http://academics.vmi.edu/english/audio/audio_index.html)) *These are links to web pages with excerpts from Chaucer's works read by professors.*  3.)Hand out copies of a graphic organizer to aid note taking (see sample attached). Review the methods of direct and indirect characterization of main/minor characters in a work. As a class, read and evaluate the knight. Guide students as they fill in their organizers for this character.  4.)Hand out the assignment sheet (see attached). Assign each student a character. The student will read the lines describing his/her assigned character and complete the graphic organizer for that character.  5.)As explained by the assignment sheet, each student will select a famous person who best fits the description of his/her character and provide a picture of that person either downloaded from the Internet or cut from a magazine or newspaper.  6.)Assign a five-paragraph essay which explains/defends how the student's choice of actor or personality meets the criteria in his/her description (see step 5). Explain that this requires a thorough understanding of Chaucer's character. Websites listed on the assignment sheet can help students as they work. Remind students to cite all sources. [(MLA Citation Style)](http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm)  ([Geoffrey Chaucer](http://www.courses.fas.harvard.edu/%7Echaucer/)) *Harvard Chaucer page, valuable resource, easy to use*  7.)Allow computer time for the slideshow aspect of the assignment (see assignment sheet) which requires students to prepare a presentation (3-5 minutes) of the Chaucer character they've studied and researched. If computers are not available, presentation can be made as part of a round table group discussion. Remind students to cite all sources.  8.)Schedule time for students to make presentations. Remind other students to take notes on their graphic organizers as each student presents.  9.)Be sure all students read the conclusion of the Prologue before the tales begin. Refer students to these presentations and their notes as the tales are studied. |
| **Attachments:**\*\*Some files will display in a new window. Others will prompt you to download. | [Makes Sense.dot](http://alex.state.al.us/uploads/16946/Makes%20Sense.dot) [The Canterbury Tales Assignment.doc](http://alex.state.al.us/uploads/16946/The%20Canterbury%20Tales%20Assignment.doc) |
| **Assessment Strategies:** | Graphic organizers will be checked for completeness. Compositions will be assessed in accordance with general class expectations. A [Presentation Rubric](http://www.ncsu.edu/midlink/rub.pres.html) may be used to assess the presentations. A teacher-made or standarized unit test may also be used. |
| **Extension:** | Many students enjoy the traditional assignment of committing lines of the Prologue in Middle English to memory. Students can read the tales told by their pilgrims even if they are not included in the high school text. |
| **Remediation:** |  |
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| *Each area below is a direct link to general teaching strategies/classroom accommodations for students with identified learning and/or behavior problems such as: reading or math performance below grade level; test or classroom assignments/quizzes at a failing level; failure to complete assignments independently; difficulty with short-term memory, abstract concepts, staying on task, or following directions; poor peer interaction or temper tantrums, and other learning or behavior problems.* | |
| [Presentation of Material](http://alex.state.al.us/misc/pres_mat.html) | [Environment](http://alex.state.al.us/misc/environment.html) |
| [Time Demands](http://alex.state.al.us/misc/time_demands.html) | [Materials](http://alex.state.al.us/misc/materials.html) |
| [Attention](http://alex.state.al.us/misc/attention.html) | [Using Groups and Peers](http://alex.state.al.us/misc/grps_peers.html) |
| [Assisting the Reluctant Starter](http://alex.state.al.us/misc/reluctant.html) | [Dealing with Inappropriate Behavior](http://alex.state.al.us/misc/behavior.html) |
| *Be sure to check the student's IEP for specific accommodations.* | |
| **Variations Submitted by ALEX Users:** |  |