

Mr. Brubaker

The Canterbury Tales Unit Plan #2



Big Ideas

1. Social commentary is constantly critiquing our society and sparking competition.
2. Social status is vital to being accepted by various communities.
3. Stereotyping leads to misconceptions and prejudice.
4. The Power of Faith!

Essential Questions

1. What role does social status have on society's perception of an individual?
2. How do stereotypes serve to guide or mislead one's perception of an individual?
3. What role does corruption play in the establishing of new ideals?
4. How does art reflect the political and social views of the time period in which it is produced?

Topical Questions

1. How do the pilgrims in the *Canterbury Tales* display or use their wealth? What can we learn about their characters from these choices?
2. Which characters are good at making money, and how do they accomplish this?
3. How does a pilgrim's relationship to money and wealth, or their handling of money and wealth, reflect upon their moral virtue?
4. How can *tales* be a tool of competition? How can *words* be a tool of competition?
5. To what extent does the competition between the pilgrims enhance the fellowship, or feeling of community, among them, and to what extent does it threaten to destroy the fellowship?

Unit focus

- Students will learn how the stereotypes and characterization of Chaucer's pilgrims reflect his views of religious corruption and social boundaries in the Medieval Period. They will consider how the themes reflected in the General Prologue carry over to the tales told by the pilgrims and whether the morals of the tales are universal and applicable to the modern world.

Anchor Text

- “The General Prologue”

Additional Texts

- “The Pardoner’s Tale”
- “The Wife of Bath’s Tale”
- “Meet Geoffrey Chaucer”

Objectives

- To analyze character interactions and make logical predictions
- To use writing to analyze and critique the author’s purpose
- To analyze and eventually evaluate Middle English Poetry
- Students will present analysis of the text within collaborative discussions.
- Students will comprehend and apply newly discovered vocabulary words from their workbook.
- Students will comprehend and identify figurative language use.

Assessments

- Reading Checks
- Reflective Writings
- Unit Pre & Post Test
- Character Analysis – Character Reports
- Literary Elements/Vocabulary
- Create Pilgrimage

Writing Assignments

- Pilgrimage
- Today’s Canterbury Characters
 - Students are asked to think critically about their own culture and society. What are some character types they observe? Put another way, if Chaucer was writing *The Canterbury Tales* now, what is one “character type” he’d be sure to include?
 - Students must choose one such character type and write at least two paragraphs describing him or her. Consider what this character type looks like as well as his/her positive and negative personality traits.
 - Just as Chaucer was known for his use of indirect characterization, students should be sure to utilize both direct and indirect characterization in their character sketch.

Multimodal Texts

- “The Daily Show”

- http://www.youtube.com/watch?v=vBa5nN_JyPk&feature=youtu.be&safe=active

Research

- Geoffrey Chaucer – Who is this man?

Additional Learning

- Vocabulary Workbook
- Figurative Language (Continued throughout the year)
- Literary Element Analysis (Continued throughout the year)
- Literary Terms (Continued throughout the year)
- Heroic Couplet (Poetry)

Additional Assessments

- Vocabulary Workbook
- Vocabulary Chapter Test
- Vocabulary Unit Test
- Vocabulary Extended Response
- Idioms Worksheet
- Figurative Language Discovery Assignment
- Figurative Language Quiz
- Figurative Language Unit Test

Common Core State Standards

Reading

- **R.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **R.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **R.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. (Include Shakespeare as well as other authors.)
- **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- **RI.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **RI.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 (e.g., satire, sarcasm, irony, or understatement).
- **RI.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **R.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing

- **W.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- **W.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

- **SL.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **SL.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language

- **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression