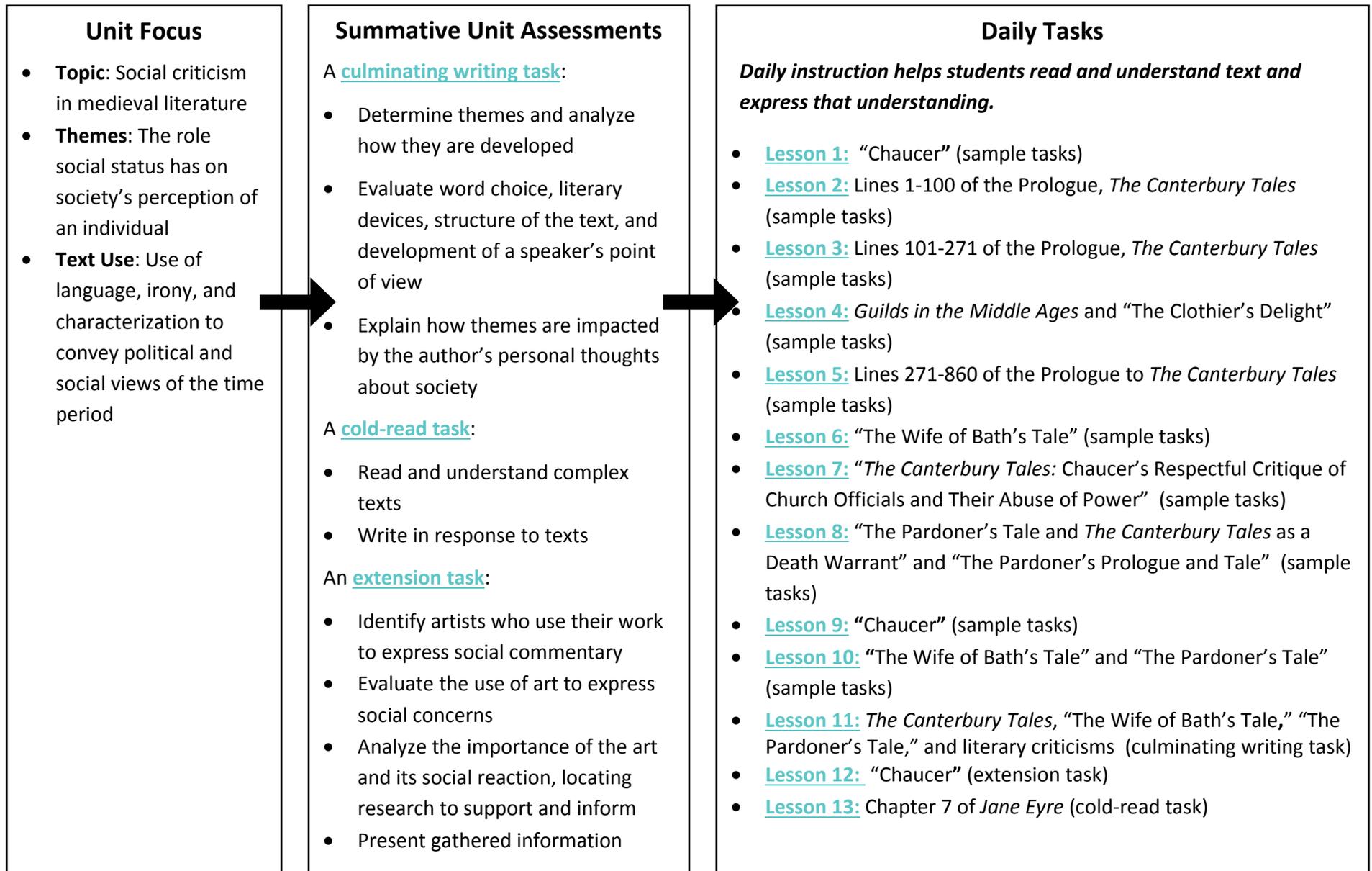


## UNIT: CANTERBURY TALES

<p><b>ANCHOR TEXT</b></p> <p><a href="#">Prologue</a> (Middle English) to <i>The Canterbury Tales</i>, Geoffrey Chaucer</p> <p><b>RELATED TEXTS</b></p> <p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“The Wife of Bath’s Tale”</a> from <i>The Canterbury Tales</i>, Geoffrey Chaucer</li> <li>• <a href="#">“The Pardoner’s Prologue and Tale”</a> from <i>The Canterbury Tales</i>, Geoffrey Chaucer</li> <li>• <a href="#">“The Clothier’s Delight”</a> (no author)</li> <li>• <a href="#">Chapter 7</a> of <i>Jane Eyre</i>, Charlotte Bronte</li> </ul> <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Guilds in the Middle Ages</a>, Georges Renard</li> <li>• <a href="#">“The Pardoner’s Tale and The Canterbury Tales as a Death Warrant”</a> from <i>The Life, Death and Afterlife of Geoffrey Chaucer</i>, Robin Wharton</li> <li>• <a href="#">“The Canterbury Tales: Chaucer’s Respectful Critique of Church Officials and Their Abuse of Power,”</a> Lauren Day</li> <li>• “Chaucer,” Lee Patterson</li> </ul> <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“The Clothier’s Delight”</a> (Audio)</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students 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.</p> <p><b>Text Use:</b> Use of language, irony, and characterization to convey political and social views of the time period</p> <p><b>Reading:</b> <a href="#">RL.11-12.1</a>, <a href="#">RL.11-12.2</a>, <a href="#">RL.11-12.3</a>, <a href="#">RL.11-12.4</a>, <a href="#">RL.11-12.5</a>, <a href="#">RL.11-12.6</a>, <a href="#">RL.11-12.10</a>, <a href="#">RI.11-12.1</a>, <a href="#">RI.11-12.2</a>, <a href="#">RI.11-12.3</a>, <a href="#">RI.11-12.4</a>, <a href="#">RI.11-12.5</a>, <a href="#">RI.11-12.6</a>, <a href="#">RI.11-12.8</a>, <a href="#">RI.11-12.10</a></p> <p><b>Writing:</b> <a href="#">W.11-12.1a-e</a>, <a href="#">W.11-12.2a-f</a>, <a href="#">W.11-12.3a-e</a>, <a href="#">W.11-12.4</a>, <a href="#">W.11-12.5</a>, <a href="#">W.11-12.6</a>, <a href="#">W.11-12.7</a>, <a href="#">W.11-12.8</a>, <a href="#">W.11-12.9a-b</a>, <a href="#">W.11-12.10</a></p> <p><b>Speaking and Listening:</b> <a href="#">SL.11-12.1a-d</a>, <a href="#">SL.11-12.2</a>, <a href="#">SL.11-12.3</a>, <a href="#">SL.11-12.4</a>, <a href="#">SL.11-12.5</a>, <a href="#">SL.11-12.6</a></p> <p><b>Language:</b> <a href="#">L.11-12.1a</a>, <a href="#">L.11-12.2a-b</a>, <a href="#">L.11-12.3a</a>, <a href="#">L.11-12.4a-d</a>, <a href="#">L.11-12.5a-b</a>, <a href="#">L.11-12.6</a></p> <p><b>CONTENTS</b></p> <p><b>Page 371:</b> Text Set and Unit Focus</p> <p><b>Page 372:</b> <i>The Canterbury Tales</i> Unit Overview</p> <p><b>Pages 373-378:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 379:</b> Instructional Framework</p> <p><b>Pages 380-394:</b> Text Sequence and Sample Whole-Class Tasks</p>
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## Canterbury Tales Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

Analyze how Chaucer’s choices as an author lead to the development of multiple themes in *The Canterbury Tales*. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6) (Note: Refer to literary criticism to provide necessary support.) Write an argumentative essay that determines two or more themes of *The Canterbury Tales* and makes claims as to how Chaucer’s choices develop those themes, using valid reasoning and relevant and sufficient evidence. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6)

**Sample themes/topics might include:** The rise of the middle class in medieval England through the development of the trade and craft guilds or Chaucer’s views of the medieval church in comparison with his characterization of the Parson.

**Teacher Note:** Students should write an essay that introduces a claim about how the author develops a theme; cites strong and thorough textual evidence; organizes reasons and evidence logically; creates cohesion through words, phrases, and clauses; establishes and maintains a formal style and objective tone; and provides a related conclusion. (RL.11-12.1, RI.11-12.1, W.11-12.1 a-e, W.11-12.4, W.11-12.5, W.11-12.9a, W.11-12.10) The completed writing should use grade-appropriate words and phrases; demonstrate command of conventions of grammar, usage, punctuation, and spelling; and employ a variety of syntax for effect. (L.11-12.2b, L.11-12.3a, L.11-12.6) Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and improve student writing ability (e.g., using appropriate organization and style or correct grammar and punctuation). (W.11-12.4, W.11-12.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Social criticism in medieval literature</li> <li>• <b>Themes:</b> The role social status has on society’s perception of an individual</li> <li>• <b>Text Use:</b> Use of language, irony, and characterization to convey political and social views of the time period</li> </ul>	<p><b>What shows students have learned it?</b></p> <p><b>This task assesses:</b></p> <ul style="list-style-type: none"> <li>• Determining themes and analyzing how they are developed</li> <li>• Evaluating word choice, literary devices, structure of the text, and development of a speaker’s point of view</li> <li>• Explaining how themes are impacted by the author’s personal thoughts about society</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## COLD-READ TASK<sup>2</sup>

*Jane Eyre* is a novel set in England that depicts Jane’s journey from orphaned child to heiress after working as a governess in a wealthy household and falling in love with the master of the house. Read paragraphs 8-54 of [Chapter 7](#) of *Jane Eyre* by Charlotte Bronte independently, and then **answer** a combination of multiple-choice and constructed-response questions<sup>3</sup> about the text, using evidence for all answers. Sample questions include:

1. How do the elevated diction and elaborate syntax contrast with the feelings of the narrator in paragraphs 11-12? **(RL.11-12.3, L.11-12.3a)**
2. How would you best describe the central idea of this chapter? Which phrase from the chapter best helps develop the central idea? How does the central idea of this chapter relate to Chaucer’s themes in *The Canterbury Tales*? **(RL.11-12.1, RL.11-12.2, RL.11-12.10)**
3. Identify and interpret the architectural images Jane uses to denote Mr. Brocklehurst in this chapter. What is the impact of these images on the development of his character? **(RL.11-12.3, RL.11-12.4, RL.11-12.10, L.11-12.5a)**
4. What does Mr. Brocklehurst’s analogy between the ill-prepared breakfast and the “sufferings of the primitive Christians...the torments of martyrs...the exhortations of our blessed Lord Himself” reveal about his character? How does this attitude contrast with that of Miss Temple to reveal the author’s social message? **(RL.11-12.3, RL.11-12.4, RL.11-12.6, L.11-12.5a)**
5. Reread the following passages:

“And, ma’am,” he continued, “the laundress tells me some of the girls have two clean tuckers in the week: it is too much; the rules limit them to one.”

“Julia Severn, ma’am! And why has she, or any other, curled hair? Why, in defiance of every precept and principle of this house, does she conform to the world so openly—here in an evangelical, charitable establishment—as to wear her hair one mass of curls?”

“Naturally! Yes, but we are not to conform to nature; I wish these girls to be the children of Grace: and why that abundance? I have again and again intimated that I desire the hair to be arranged closely, modestly, plainly. Miss Temple, that girl’s hair must be cut off entirely; I will send a barber to-morrow.”

“(T)hree other visitors, ladies, now entered the room. They ought to have come a little sooner to have heard his lecture on dress, for they were splendidly attired in velvet, silk, and furs. The two younger of the trio (fine girls of sixteen and seventeen) had grey beaver hats, then in fashion,

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<sup>2</sup> Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing.

shaded with ostrich plumes, and from under the brim of this graceful head-dress fell a profusion of light tresses, elaborately curled; the elder lady was enveloped in a costly velvet shawl, trimmed with ermine, and she wore a false front of French curls.”

Analyze the author’s use of irony in describing Mr. Brocklehurst’s family in the second passage. How does the author contrast this description with Mr. Brocklehurst’s lecture to Miss Temple to provide social commentary on perceptions of class during this time? (RL.11-12.1, RL.11-12.2, RL.11-12.6, RL.11-12.10)

6. Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Carefully read the excerpt from *Jane Eyre*. Then, in a well-written multiparagraph essay, explain how the author uses various literary devices (such as irony, characterization, and figurative language) to provide social commentary, or how the character’s alienation reveals the surrounding society’s assumptions and moral values. (RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.4, RL.11-12.5, RL.11-12.6, W.11-12.2a-f, W.11-12.9a, W.11-12.10, L.11-12.1a, L.11-12.2a-b, L.11-12.3a, L.11-12.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Social criticism in medieval literature</li> <li>• <b>Themes:</b> The role social status has on society’s perception of an individual</li> <li>• <b>Text Use:</b> Use of language, irony, and characterization to convey political and social views of the time period</li> </ul>	<p><b>This task focuses on:</b></p> <ul style="list-style-type: none"> <li>• Reading and understanding complex texts</li> <li>• Writing in response to texts</li> </ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> <li>• <a href="#">Lesson 13</a> (use this task)</li> </ul>

## EXTENSION TASK<sup>4</sup>

Reread the lecture on Chaucer by Yale Professor Lee Patterson and closely examine his views on *The Canterbury Tales* as a social and political piece. Describe the role Patterson intended this text play in society and the role it actually plays today. (RI.11-12.1, RI.11-12.3)

Considering the legacy and appeal of *The Canterbury Tales* throughout history, conduct research on the “material conditions” of art (e.g., visual art, performance art, graffiti, theater/drama, music, literature, films). (Note: Research can focus on a specific work, a single art form, or various art forms). Then write a research-based informational essay that examines and explains how art reflects, critiques, and/or challenges the social, economic, and political conditions of the time in which the art is produced. (W.11-12.2a-f, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, W.11-12.10)

Use texts from this unit and at least two additional, reliable sources. Integrate several pieces of strong and thorough textual evidence and a combination of images, graphics, and specific examples to support and maintain the flow of ideas while avoiding plagiarism and overreliance on one source. Use proper citation and follow MLA guidelines. (W.11-12.7, W.11-12.8, W.11-12.9a-b) Demonstrate proper grammar, conventions, and spelling, and use grade-appropriate words and phrases, varying syntax for effect. (L.11-12.3a, L.11-12.6)

Then, working collaboratively in a small group, create an informative multimedia presentation that demonstrates the various research conclusions. Make sure the presentation strategically uses a form of art to enhance understanding of findings, reasoning, and evidence and to add interest. Information and findings are clearly conveyed, and alternative or opposing perspectives are addressed. (SL.11-12.1a-b, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topic:</b> Social criticism in medieval literature</li><li>• <b>Themes:</b> The role social status has on society’s perception of an individual</li><li>• <b>Text Use:</b> Use of language, irony, and characterization to convey political and social views of the time period</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Identifying artists who use their work to express social commentary</li><li>• Evaluating the use of art to express social concerns</li><li>• Analyzing the importance of the art and its social reaction, locating research to support and inform</li><li>• Presenting gathered information</li></ul>	<b>Which tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks included)</li><li>• <a href="#">Lesson 4</a> (sample tasks included)</li><li>• <a href="#">Lesson 6</a> (sample tasks included)</li><li>• <a href="#">Lesson 7</a> (sample tasks included)</li><li>• <a href="#">Lesson 9</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 12</a> (use this task)</li></ul>

<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>5</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>5</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>6</sup></p> <p>“Chaucer,” Lee Patterson</p>	<p><b>TEXT DESCRIPTION:</b> This lecture discusses Chaucer’s possible motivations and political implications of <i>The Canterbury Tales</i>. Patterson reflects on Chaucer’s writing style, his characterizations, and his ability to deliver a message through his characters.</p> <p><b>TEXT FOCUS:</b> This lecture explains the economic, social, and political conditions of fourteenth century England and Chaucer’s place in it. Prior to analyzing Chaucer’s social criticisms in <i>The Canterbury Tales</i> students require knowledge of the system as it existed. This text provides a purpose for reading <i>The Canterbury Tales</i> and will be revisited again within the unit. Students can summarize the content of the lecture and write a reflective journal in which they answer the question, “Why do we read Chaucer?” (RI.11-12.2, W.11-12.9b, W.11-12.10)</p>
<p><b>LESSON 2:</b></p> <p>Lines 1-100 of the <a href="#">Prologue</a> (Middle English) to <i>The Canterbury Tales</i>, Geoffrey Chaucer (Focus on “The Knight” and “The Squire”)</p>	<p><b>TEXT DESCRIPTION:</b> The beginning of the Prologue of <i>The Canterbury Tales</i> introduces readers to the setting and reasons for the pilgrimage and also introduces the frame story of telling tales along the journey. The first two characters described by the narrator are the worthy, brave, and devoted knight and his well-dressed lover boy of a son.</p> <p><b>TEXT FOCUS:</b> The Prologue of <i>The Canterbury Tales</i> provides an introduction to Middle English and opportunities to discuss language evolution and development. (L.11-12.1a) It also provides a snapshot of the setting and narrative voice of Chaucer’s tale and includes stereotypical character descriptions to cast light on the social classes of the medieval period. (RI.11-12.3) It is one of the key pieces of literature used to understand the individuals who lived during the time period. The study of the Prologue introduces the narrative and poetic structure of the work and begins the development of various themes of the entire work. (RI.11-12.2, RL.11-12.5)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the Prologue, initially focusing on unknown words and those with multiple meanings and phrases, then analyzing Chaucer’s use of language in describing the knight and the squire.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Students are likely to need support decoding the text in Middle English. Have students read and then listen to the text being read several times. Discuss the evolution of language and noting similarities and differences in words in modern English versus Middle English. (RI.11-12.10, L.11-12.1a)</li> </ul>

<sup>6</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Provide students with a five-column graphic organizer to complete while reading the Prologue. The column headings are: (1) pilgrim name, (2) class/occupation, (3) physical description, (4) contrasts with, and (5) fulfills or contradicts role. Instruct students to determine the class of pilgrim for each description (feudal, religious, middle class) and use the graphic organizer to trace how Chaucer develops, contrasts, and emphasizes variations in the three basic classes of people described in the Prologue to <i>The Canterbury Tales</i>.</li> <li>• For this lesson, focus on the first two pilgrims, “The Knight” and “The Squire.” Cite thorough textual evidence and identify where the text requires inference or leaves the matter of class uncertain. <b>(RL.11-12.1, RL.11-12.3)</b></li> <li>• Explore the meaning of <i>pilgrim</i> and <i>pilgrimage</i> and unknown and multiple-meaning words and phrases in the Prologue by using context clues. <b>(L.11-12.4a)</b> Verify the preliminary definition of a word’s meaning. <b>(L.11-12.4d)</b></li> <li>• Interpret figures of speech and analyze the connotation of words with similar denotations and words that are particularly fresh, engaging, or beautiful to determine the specific impact of Chaucer’s word choice on meaning and tone. <b>(RL.11-12.3, RL.11-12.4, L.11-12.4a-d, L.11-12.5a-b)</b> <ul style="list-style-type: none"> <li>○ What is the speaker’s attitude toward the various classes of pilgrims based on the language he uses to describe them?</li> <li>○ How is the voice of Chaucer separated from the voice of his speaker, who is also named Chaucer?</li> <li>○ What is the function of the frame narrative structure on the meaning of the text? <b>(RL.11-12.5)</b> What effect does it create and how does it influence the point of view of the text? <b>(RL.11-12.6)</b></li> </ul> </li> <li>• Analyze the impact of the author’s descriptions of the Knight and the Squire. <ul style="list-style-type: none"> <li>○ How does Chaucer use indirect characterization through inferences to develop the reader’s perceptions of the characters’ true nature? <b>(RL.11-12.1, RL.11-12.3)</b></li> <li>○ What effect does Chaucer achieve by contrasting the Squire with the Knight?</li> </ul> </li> <li>• <b>Note for Small-Group Reading:</b> <i>As students need additional support in understanding the historical context of the pilgrimage to Canterbury, consider engaging them in an independent reading of “<a href="http://www.eyewitnesstohistory.com/becket.htm">The Murder of Thomas Becket in 1170</a>”<sup>7</sup>.</i></li> </ul>

<sup>7</sup> <http://www.eyewitnesstohistory.com/becket.htm>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Conclude the lesson by having students write a short summary identifying Chaucer’s true opinion of each pilgrim without use of understatement or irony. Prompt students to cite strong and thorough textual evidence to support their inferences drawn from the text. <b>(RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, W.11-12.9a, W.11-12.10)</b></li> </ul>
<p><b>LESSON 3:</b></p> <p>Lines 101-271 of the <a href="#">Prologue</a> (Middle English) to <i>The Canterbury Tales</i>, Geoffrey Chaucer (Focus on “The Prioress” and “The Friar”)</p>	<p><b>TEXT DESCRIPTION:</b> Other than the outdoorsy Yeoman, the descriptions in this section center on the clergy: the Prioress, the Monk, and the Friar. Each supposedly devout of religion, Chaucer points out their various weaknesses.</p> <p><b>TEXT FOCUS:</b> The Prologue of <i>The Canterbury Tales</i> provides an introduction to Middle English and opportunities to discuss language evolution and development. <b>(L.11-12.1a)</b> It also provides a snapshot of the setting and narrative voice of Chaucer’s tale and includes stereotypical character descriptions to cast light on the social classes of the medieval period. <b>(RL.11-12.3)</b> It is one of the key pieces of literature used to understand the individuals who lived during the time period. The study of the Prologue introduces the narrative and poetic structure of the work and begins the development of various themes of the entire work. <b>(RL.11-12.2, RL.11-12.5)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the Prologue, analyzing Chaucer’s use of characterization to develop theme, then analyze his use of language, including syntax and understatement, to make a distinction between what is directly stated in the text and what he really means.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Students are likely to need support decoding the text in Middle English. Have students read and then listen to the text being read several times. Discuss the evolution of language and noting similarities and differences in words in modern English versus Middle English. <b>(RL.11-12.10, L.11-12.1a)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Instruct students to use the five-column graphic organizer from lesson 1 to determine the class of pilgrim for each description (feudal, religious, middle class) and trace how Chaucer develops, contrasts, and emphasizes variations in the three basic classes of people described in the Prologue to <i>The Canterbury Tales</i>. Prompt students to cite thorough textual evidence, and identify where the text requires more inference or leaves the matter of class uncertain. For this section, focus on “The Prioress” and “The Friar.” <b>(RL.11-12.1, RL.11-12.3)</b></li> <li>Determine two or more themes that develop through the Prologue, focusing on “The Prioress” and “The Friar.” <ul style="list-style-type: none"> <li>Have students brainstorm and share a list of adjectives to describe their ideas of the model nun and friar. Write the list on the board.</li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Next have student cite evidence from the text to support a list of adjectives describing Chaucer’s Prioress and Friar. Write the adjectives the students derive next to the previous list.</li> <li>○ Facilitate a discussion of the contrasting nature of the lists and use this discussion to have students determine two or more themes that develop in this section (i.e., corruption of the religious and breaking of social barriers). Prompt students to cite evidence that supports the themes, including demonstrating how Chaucer reflects on and critiques his society via these two characters. <b>(RL.11-12.1, RL.11-12.2)</b></li> <li>● Instruct students to conduct a close rereading the Prologue in small groups or pairs. Prompt them to use annotations to trace Chaucer’s use of literary devices by highlighting or circling text. <ul style="list-style-type: none"> <li>○ Model the use of notations to denote whether Chaucer’s literary devices imply a positive or negative connotation (e.g., Write a + for a positive connotation, a – for a negative connotation, and a +/- for language that is meant to appear positive but is, in fact, a criticism).</li> <li>○ Prompt students to determine how what the narrator Chaucer says differs from what the author Chaucer implies.</li> </ul> </li> <li>● As a class, examine Chaucer’s use of understatement and complex syntax to demonstrate understanding of meaning, especially through Chaucer’s use of litotes. Enlist a volunteer to define the specialized form of understatement, “litotes.” Then allow students time to search the text for examples of Chaucer’s use of litotes (e.g. line 205 “He was nat pale as a forpynd goost”). <b>(RL.11-12.6, L.11-12.3a)</b></li> <li>● Use the annotations to conduct a discussion in which students analyze the impact of Chaucer’s choices (i.e., understatement, direct/indirect characterization, stereotypes and point of view) on the understanding of characters, themes, and messages conveyed through the tales. <b>(RL.11-12.3, RL.11-12.4, RL.11-12.6, L.11-12.5a)</b> Prompt students to use <b>accountable talk</b><sup>8</sup> and cite textual evidence throughout the discussion. <b>(RL.11-12.1, SL.11-12.1a-d)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● Instruct students to use the description of each pilgrim to analyze how Chaucer’s style and content contribute to his point of view both as a writer and as a naïve narrator within the group. Then write a timed essay that explains the differences between the narrator Chaucer and author Chaucer. <b>(RL.11-12.1, RL.11-12.3, RL.11-12.6, W.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.3a)</b></li> </ul>

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 4:</b></p> <p><a href="#">“<i>Guilds in the Middle Ages</i>,”</a> Georges Renard</p> <p><a href="#">“<i>The Clothier’s Delight</i>”</a> and <a href="#">“<i>The Clothier’s Delight</i>”</a> (Audio)</p>	<p><b>TEXT DESCRIPTION:</b> <a href="#">“<i>Guilds in the Middle Ages</i>”</a> reflects on the development of the craft guilds of the medieval period and the connection they had with the local municipal governments. <a href="#">“<i>The Clothier’s Delight</i>”</a> is a ballad, written in the voice of a guildsman, that describes the hardships of trade and the working class and management of wages within guilds.</p> <p><b>TEXT FOCUS:</b> Understanding how tradesman came into certain powers during this time is key to recognizing the early development of the middle class.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read excerpts from <a href="#">“<i>Guilds in the Middle Ages</i>”</a> in groups, analyzing the author’s use of language in describing the guild system. Then students read along to <a href="#">“<i>The Clothier’s Delight</i>”</a> and take note of another viewpoint on the emerging middle class.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Assign <i>Guilds in the Middle Ages</i> for small-group reading, instructing students to focus on pages 9-12 (which connect the tradesman and the municipal governments) and pages 56-65 (which support the development of the middle class and its role in the breakdown of feudalism).</li> <li>• Students are likely to need support decoding the text in Middle English. Use the audio version of the poem to help students note the similarities and differences in modern English and Middle English. <b>(RI.11-12.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Instruct students to closely read and annotate the excerpted passages from <i>Guilds in the Middle Ages</i>.</li> <li>• Have students work in pairs to summarize the excerpted passages. <b>(RI.11-12.1, RI.11-12.2, SL.11-12.1a-d)</b> Have groups share their summaries when completed, noting common central ideas.</li> <li>• In small groups, have students analyze the complex syntax to develop understanding of the author’s meaning, and use context clues to determine the meaning of key words and phrases in the texts. <b>(L.11-12.4a)</b> In particular, have them determine the meaning of words and phrases used on page 9 of <i>Guilds in the Middle Ages</i> (e.g., “master craftsman,” <i>enterprise</i>, and <i>associative</i>). Have students discuss, “How does the author refine the meaning of these terms to support the development of the guild system?” <b>(RI.11-12.4, L.11-12.6)</b></li> <li>• Instruct students to use precise language to explain in writing how the guild system was both “public and private, associative and individual.” <b>(RI.11-12.1, RI.11-12.3, RI.11-12.4, W.11-12.9b, W.11-12.10, L.11-12.3a)</b></li> <li>• Then conduct a class discussion to determine the author’s viewpoint of different guildsmen based on the language used. Possible discussion questions include:</li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ How does the author use structure to convey his ideas? Is this use effective? <b>(RI.11-12.5)</b></li> <li>○ How does the author use metaphor and imagery to distinguish between guild classes on pages 56-65? <b>(L.11-12.5a)</b></li> <li>○ What is the central idea for each excerpted passage? How is that idea developed? What sequence of events led to the development of the middle class? <b>(RI.11-12.2, RI.11-12.3)</b></li> </ul> <ul style="list-style-type: none"> <li>• Then have students write a timed essay in response to the following prompt: Explain how the feudal system defined social interaction in the middle ages. How were specific social groups formed and how did they interact to define this system? <b>(RI.11-12.1, RI.11-12.2, W.11-12.2a-f, W.11-12.4, W.11-12.9b, W.11-12.10, L.11-12.6)</b></li> <li>• Have students read along as they listen to “The Clothier’s Delight.”</li> <li>• Facilitate a class discussion to analyze the emerging theme of middle-class development. Prompt students to use <a href="#">accountable talk</a><sup>9</sup> and cite textual evidence throughout the discussion. <b>(RI.11-12.1, SL.11-12.1a-d)</b> Ask students the following questions: <ul style="list-style-type: none"> <li>○ What social class distinctions do the clothiers make between themselves and their workmen?</li> <li>○ Why do the clothiers feel justified in their actions?</li> <li>○ How are these attitudes similar to or different from the view of the middle class today?</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• In preparation for the unit assessments, have students begin to gather relevant information from the unit texts that support or challenge the themes developed over the course of the anchor text. <b>(RI.11-12.1, RI.11-12.2, RI.11-12.1, RI.11-12.2)</b> For each entry, have students assess the texts’ strengths and limitations in providing evidence for the themes developed over the course of the anchor text. <b>(W.11-12.8)</b> Show students how to create an <a href="#">annotated bibliography</a><sup>10</sup> and assign them to create their own, determining the usefulness of each text in supporting a claim for the development of theme in the anchor text. Prompt students to use domain-specific vocabulary. <b>(W.11-12.9a-b, W.11-12.10, L.11-12.6)</b></li> </ul>

<sup>9</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>10</sup> <https://owl.english.purdue.edu/owl/resource/614/03/>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 5:</b></p> <p><b>Prologue</b> (Middle English) to <i>The Canterbury Tales</i>, Geoffrey Chaucer</p>	<p><b>TEXT DESCRIPTION:</b> The remainder of the Prologue continues Chaucer’s descriptions of various pilgrims of all three classes: nobility, clergy, and peasants. He highlights the irreproachable character of the Parson while criticizing the deplorable character of the Pardoner and the Summoner.</p> <p><b>TEXT FOCUS:</b> The Prologue of <i>The Canterbury Tales</i> provides an introduction to Middle English and opportunities to discuss language evolution and development. It also provides a snapshot of the setting and narrative voice of Chaucer’s tale and includes stereotypical character descriptions to cast light on the social classes of the medieval period. It is one of the key pieces of literature used to understand the individuals who lived during the time period. The study of the Prologue introduces the narrative and poetic structure of the work and begins the development of various themes of the entire work.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the remainder of the Prologue and discuss the impact of Chaucer’s characterization on theme. Finally, students write a narrative of a current event or description of a public figure using the techniques of Chaucer.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read and then listen to the text being read several times.</li> <li>• Discuss the evolution of language, noting similarities and differences of words in modern English versus Middle English. <b>(RL.11-12.10, L.11-12.1a)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Instruct students to use the five-column graphic organizer from Lesson 1 to determine the class of pilgrim for each description (feudal, religious, middle class) and trace how Chaucer develops, contrasts, and emphasizes variations in the three basic classes of people described in the Prologue to <i>The Canterbury Tales</i>.</li> <li>• Have students complete the graphic organizer for this section of text.</li> <li>• Then have students discuss the following prompt in small groups: Determine what Chaucer infers about the characters through his use of understatement (litotes) and direct/indirect characterization. <b>(RL.11-12.3, RL.11-12.6)</b></li> <li>• Conduct a <b>Socratic seminar</b><sup>11</sup> based on the following questions: <ul style="list-style-type: none"> <li>○ How does the social class of each pilgrim influence how they are characterized?</li> </ul> </li> </ul>

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ How do Chaucer’s choices and characterizations (including stereotypes and points of view) develop meaning in and influence the understanding of characters, themes, and messages conveyed through the tales? <b>(RL.11-12.2, RL.11-12.3, RL.11-12.6)</b></li> </ul> <p>Allow students time to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar. <b>(RL.11-12.1, W.11-12.8)</b> During the seminar, divide the class into two circles (inner and outer). <b>(SL.11-12.1b)</b> Then have the inner circle discuss the questions for a certain time limit. <b>(SL.11-12.1c-d, SL.11-12.4, SL.11-12.6)</b> While the inner circle discusses, students in the outer circle will evaluate the reasoning and use of evidence of a person in the inner circle, noting any discrepancies in evidence. <b>(SL.11-12.3)</b> Have students in the outer circle track their evaluations and integrate ideas, information, and evidence from the discussion of the inner circle on a backchannel platform like <a href="#">TodaysMeet</a>. Then swap positions of the circles and repeat the process. <b>(W.11-12.6, SL.11-12.2)</b></p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● Instruct students to write a narrative detailing a current event or description of a public figure using the techniques of Chaucer. <b>(W.11-12.3a-e, W.11-12.4, W.11-12.10)</b> Prompt students to mimic structure and figurative devices employed by Chaucer to engage the reader and to accurately describe the event or public figure. Instruct students to use precise words to convey vivid images and demonstrate command of the conventions of standard English grammar in writing. <b>(L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)</b> Have students post the narratives electronically for other students to evaluate and provide feedback. Allow students to then make revisions before finally publishing their narratives. <b>(W.11-12.5, W.11-12.6)</b></li> </ul>
<p><b>LESSON 6:</b></p> <p>“<a href="#">The Wife of Bath’s Tale</a>” from <i>The Canterbury Tales</i>, Geoffrey Chaucer</p>	<p><b>TEXT DESCRIPTION:</b> “The Wife of Bath’s Tale” is a narrative whose purpose is to promote the rights of women, as limited as they were, during the medieval ages. The character of the crone helps to present the truths and misconceptions about social inequality during the time period.</p> <p><b>TEXT FOCUS:</b> The students evaluate whether the tale meets the goals of being entertaining and presenting a good moral. Students engage in a close reading of the crone’s defense of gentility in order to make the connection between gentility of noble birth and gentility of character.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students independently read “<a href="#">The Wife of Bath’s Tale</a>” followed by small-group analysis. Students then participate in a discussion relating the tale to the themes of the emerging middle class and then write an argumentative essay on the topic.</p>

TEXT SEQUENCE	TEXT USE
	<p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read/listen to “<a href="#">The Wife of Bath’s Tale</a>” independently. <b>(RL.11-12.10)</b> Then have them annotate the text by highlighting phrases that (1) contribute to the entertaining nature of the tale and (2) present the moral.</li> <li>• Then have students form small groups and answer the following questions in writing: <ul style="list-style-type: none"> <li>○ How does Chaucer use the old crone in this tale? How does he interact with the wife of bath, the knight, and the moral of the tale? How does Chaucer further use this character to contextualize the moral at the end of tale? What is the impact of Chaucer’s choices on meaning or themes of the tale? <b>(RL.11-12.2, RL.11-12.3)</b></li> <li>○ Identify a theme from the Prologue that is developed in the crone’s speech on gentility in “The Wife of Bath’s Tale” (e.g., idea of an emerging middle class). How does Chaucer develop the identified theme in the tale? <b>(RL.11-12.2)</b></li> </ul> </li> <li>• In small groups, instruct students to use their annotations to analyze the development of the moral over the course of the tale. <b>(RL.11-12.3, RL.11-12.5, SL. 11-12.1, SL.11-12.4)</b> Possible questions: <ul style="list-style-type: none"> <li>○ How does Chaucer use digressions and first person observations to establish the wife of bath’s narrative voice? How does this structure reinforce a theme of the tale? <b>(RL.11-12.2, RL.11-12.6)</b></li> <li>○ What is the aesthetic impact of Chaucer’s decision to end the tale in the way he does? <b>(RL.11-12.5)</b></li> </ul> </li> <li>• Conduct a group discussion. Prompt students to use <a href="#">accountable talk</a><sup>12</sup> and cite textual evidence throughout the discussion. <b>(RL.11-12.1, SL.11-12.1a-d)</b> Possible questions: <ul style="list-style-type: none"> <li>○ How does the crone’s speech compare to the social constraints felt under feudalism, as expressed through <i>Guilds in the Middle Ages</i> and other texts read in the unit?</li> <li>○ Explain how the idea of an emerging middle class has been developed over the course of the General Prologue, “The Wife of Bath’s Tale,” and <i>Guilds in the Middle Ages</i>?</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Following the discussion, have students write a timed essay in response to the discussion questions. Prompt students to introduce claims and distinguish those claims from opposing claims gleaned from the discussion, citing relevant evidence as support. <b>(RL.11-12.2, W.11-12.1a-e, W.11-12.4, W. 11-12.9a-b, W.11-12.10)</b></li> </ul>

<sup>12</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 7:</b></p> <p><a href="#">“The Canterbury Tales: Chaucer’s Respectful Critique of Church Officials and Their Abuse of Power,”</a> Lauren Day</p>	<p><b>TEXT DESCRIPTION:</b> The essay analyzes the religious characters depicted in the Prologue. It addresses the corruption evident in the church as well as Chaucer’s need to continue his show of respect for the office of the church.</p> <p><b>TEXT FOCUS:</b> This informational text provides opportunities to determine author’s point of view and evaluate word choice and syntax.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read and annotate the essay in small groups, followed by whole-class discussion and analysis. Students continue their annotated bibliography.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• The essay is lengthy and should be pared down to smaller reading passages.</li> <li>• The teacher should read the text aloud while students follow along with a printed copy. It may be necessary to reread the text multiple times. This close reading should: 1) demonstrate proper techniques for literary analysis with textual support, 2) analyze the method used by the author to expose the characters without incriminating himself, and 3) demonstrate development of a theme across a text.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students work in small groups to reread the text and annotate the essay, highlighting phrases that indicate Chaucer’s intentions as the author of <i>The Canterbury Tales</i>.</li> <li>• Have groups share their annotation and discuss the author’s point of view about Chaucer’s intentions as the author of <i>The Canterbury Tales</i>.</li> <li>• Select and project excerpts of the essay in which word choice is particularly effective so that students can analyze how style and content contribute to the persuasiveness of the text. In particular, discuss the methods by which the author suggests Chaucer was able to separate himself from the tales and attitudes of his characters (e.g., “This is yet another device employed by Chaucer in his tales. He creates a persona Chaucer who is on the pilgrimage to Canterbury, separate from himself the poet, Chaucer. With this device, he simultaneously brings himself closer to the subject matter by becoming a character in his own narrative while retaining the right to claim that the Chaucer in the work is a character and not himself”). (RI.11-12.1, RI.11-12.4, RI.11-12.6)</li> <li>• Project paragraphs 5, 7, and 16. Ask students to determine the meaning of words and phrases by using context clues, patterns of words, and reference materials to clarify meaning of unknown and multiple-meaning words. Ask students to evaluate how the author’s syntax varies to convey meaning, particularly with the words <i>critique</i>, <i>criticize</i>, and <i>criticism</i>. (L.11-12.3a, L.11-12.4a-d)</li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>As a whole class, discuss how the author explains Chaucer’s criticism of the church over the course of his tales. (RI.11-12.2, RI.11-12.3)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>In preparation for the unit assessments, have students continue to gather relevant information from the unit texts that support or challenge the themes developed over the course of the anchor text. (RL.11-12.1, RL.11-12.2, RI.11-12.1, RI.11-12.2) Include this text and for each entry, have students assess the text’s strengths and limitations in providing evidence for the themes developed over the course of the anchor text. (W.11-12.8) Instruct students to continue their annotated bibliography, determining the usefulness of each text in supporting a claim for the development of theme in the anchor text. Prompt students to use domain-specific vocabulary. (W.11-12.9a-b, W.11-12.10, L.11-12.6)</li> </ul>
<p><b>LESSON 8:</b></p> <p>“<a href="#">The Pardoner’s Tale and the Canterbury Tales as a Death Warrant</a>,” from <i>The Life, Death, and Afterlife of Geoffrey Chaucer</i>, Professor Robin Wharton</p> <p>“<a href="#">The Pardoner’s Prologue and Tale</a>” of <i>The Canterbury Tales</i>, Geoffrey Chaucer</p>	<p><b>TEXT DESCRIPTION:</b> This blog by Professor Robin Wharton of Georgia Tech reviews materials read during a college course and also provides a brief synopsis of the college-level text <i>Who Murdered Chaucer</i> by Terry Jones. This text highlights the theory that the presiding archbishop of Canterbury was unhappy with Chaucer’s portrayal of church officials and the apparent endorsement of sinful activities by the clergy. “The Pardoner’s Tale” is a narrative about the effects of greed. Within the context of <i>The Canterbury Tales</i>, this piece, in particular, helps to establish the corruption that was becoming rampant within the church.</p> <p><b>TEXT FOCUS:</b> By providing insight into reactions to Chaucer’s work, the blog reinforces the idea of Chaucer as social critic. Reading the prologue, tale, and epilogue to the tale will allow students to analyze both the character of the Pardoner and the moral he attempts to teach the pilgrims.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students independently read and annotate the prologue, essay, tale, and epilogue, followed by small-group and whole-class discussion and analysis. Students write to compare the conclusions drawn in the epilogue and “<a href="#">The Canterbury Tales: Chaucer’s Respectful Critique of Church Officials and Their Abuse of Power</a>.”</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Students need to understand that this is a blog intended for students taking the college course. The professor correctly uses source citation to direct students to the original works studied in class.</li> <li>As with any of the tales, ask students to evaluate whether the tale meets the goal of being entertaining and presenting a good moral. Ensure students read the prologue and epilogue along with the tale, so that students can analyze the development of themes and refer back to the description of the Pardoner to help them see the development of the theme from the very beginning.</li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Assign the “<a href="#">Prologue to the Pardoner’s Tale</a>” (lines 41-174) and “<a href="#">The Life, Death, and Afterlife of Geoffrey Chaucer</a>” for independent reading. Instruct students to answer the following questions in writing to prepare for a group discussion: <ul style="list-style-type: none"> <li>○ On what topic does the Pardoner focus much of his discussion, and what could be the reasoning behind this?</li> <li>○ What evidence from the text helps to reveal his true motives?</li> <li>○ How does the Pardoner lay the groundwork for the theme he plans to present in his tale?</li> <li>○ How does this theme support or contradict what you’ve learned about him through the Prologue to <i>Canterbury Tales</i> and through the “Prologue to the Pardoner’s Tale”?</li> <li>○ Why might the presiding archbishop of Canterbury have been opposed to Chaucer’s characters and messages? (<b>RL.11-12.1, RL.11-12.3, RL.11-12.5, RI.11-12.1, RI.11-12.5, W.11-12.9a, W.11-12.10, SL.11-12.1a-d, SL.11-12.6, L.11-12.6</b>)</li> </ul> </li> <li>• Have students read/listen to “The Pardoner’s Tale” and “Epilogue,” annotating the text by highlighting phrases that contribute to the entertaining nature of the tale and present the moral. Have them answer the following questions: <ul style="list-style-type: none"> <li>○ How does the character introduce his story through his prologue?</li> <li>○ How does Chaucer use irony and repetition in the way the Pardoner introduces his tale? (<b>RL.11-12.4, RL.11-12.5, RL.11-12.6</b>)</li> </ul> </li> <li>• In small groups, have students work collaboratively to analyze the development of the theme (i.e., “The Pardoner’s Tale” helps to establish the corruption that was becoming rampant within the church) across the General Prologue, “Prologue to the Pardoner’s Tale,” and “The Pardoner’s Tale.” Possible focus questions for analysis: <ul style="list-style-type: none"> <li>○ How does Chaucer satirize greed? (<b>RL.11-12.6</b>)</li> <li>○ How does the character of the Pardoner and the moral he attempts to teach the pilgrims relate to Chaucer’s social/moral commentary via the characters in the tale and the Pardoner himself? (<b>RL.11-12.3</b>)</li> <li>○ What impact does greed have on characters in “The Pardoner’s Tale”?</li> <li>○ Would the Pardoner heed his own story?</li> <li>○ What impact does greed have on people today? (<b>RL.11-12.1, RL.11-12.2</b>)</li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Conduct a class discussion comparing the conclusions drawn in “<a href="#">The Canterbury Tales: Chaucer’s Respectful Critique of Church Officials and Their Abuse of Power</a>” and the epilogue of the tale. (SL.11-12.1a-d) Instruct students to respond in writing to the following question: How does the epilogue support the essay? (RL.11-12.1, RL.11-12.2, W.11-12.10)</li> </ul>
<p><b>LESSON 9:</b> “Chaucer,” Lee Patterson</p>	<p><b>TEXT DESCRIPTION:</b> This lecture discusses Chaucer’s possible motivations and political implications of <i>The Canterbury Tales</i>. Patterson reflects on Chaucer’s writing style, his characterizations, and his ability to deliver a message through his characters.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> After rereading the lecture, students discuss and evaluate the argument in small groups. Then students conduct an independent close-read and annotation of the lecture followed by a Socratic seminar and timed writing on Chaucer’s social criticisms.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Have students review their objective summaries from Lesson 1 then reread the lecture in small groups focusing on the author’s argument.</li> <li>In small groups, have students conduct an initial evaluation of the speaker’s point of view, reasoning, and use of evidence and rhetoric. Ask students: <ul style="list-style-type: none"> <li>Does the author take a clear stance?</li> <li>What are the various premises or points of emphasis he presents to support his point of view?</li> <li>Does he link his ideas and evidence to produce a clear argument?</li> <li>Do the author’s word choice and tone convey his point of view?</li> </ul> </li> </ul> <p>Instruct students to work collaboratively to construct a graphic organizer with four columns highlighting these key areas of evaluation (e.g., point of view, reasoning, and use of evidence and rhetoric). Prompt students to complete the organizer with text evidence supporting their evaluation of the essay. (RI.11-12.2, SL.11-12.3)</p> <ul style="list-style-type: none"> <li>Assign the lecture for independent close-reading, instructing students to refer to the summary and initial graphic organizer as needed.</li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Prompt students to annotate the lecture while reading, focusing on determining and then analyzing the author’s use of discourse markers throughout the text to emphasize his key ideas.</li> <li>○ Then have students use the annotations to delineate the reasoning of the lecture, identify and analyze paragraphs that are particularly persuasive, and determine and discuss with a partner how the author develops two or more central ideas of the text and conveys his purpose and premise, citing specific evidence.</li> <li>○ In writing, have students evaluate the structure of the text, including whether the structure makes points clear, convincing, and engaging, citing strong and thorough textual evidence. <b>(RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.10)</b></li> </ul> <ul style="list-style-type: none"> <li>● Conduct a <a href="#">Socratic seminar</a><sup>13</sup> in preparation for the extension task that considers the connections between the central ideas of the lecture and <i>The Canterbury Tales</i>. Use evidence from the lecture and from the anchor text to support conclusions. <b>(RL.11-12.1, RL.11-12.2, RI.11-12.1, SL.11-12.1a-d, SL.11-12.6)</b> Questions to consider: <ul style="list-style-type: none"> <li>○ What social issue is Chaucer acknowledging?</li> <li>○ What is he saying through his literary artwork?</li> <li>○ Does Chaucer offer any kind of solution to the corruption or societal issues he brings to light?</li> </ul> </li> </ul> <p>Allow students time to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar. <b>(RL.11-12.1, W.11-12.8)</b> During the seminar, divide the class into two circles (inner and outer). <b>(SL.11-12.1b)</b> Then have the inner circle discuss the questions for a certain time limit. <b>(SL.11-12.1c-d, SL.11-12.4, SL.11-12.6)</b> While the inner circle discusses, students in the outer circle will evaluate the reasoning and use of evidence of a person in the inner circle, noting any discrepancies in evidence. <b>(SL.11-12.3)</b> Have students in the outer circle track their evaluations and integrate ideas, information, and evidence from the discussion of the inner circle on a backchannel platform like <a href="#">TodaysMeet</a>. Then swap positions of the circles and repeat the process. <b>(W.11-12.6, SL.11-12.2)</b></p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● Following the seminar, have students write a timed essay in response to the seminar questions: What societal issue is Chaucer acknowledging? Does Chaucer offer any kind of solution to the corruption or societal issues he brings to light? Prompt students to introduce claims and distinguish those claims from opposing claims gleaned from the seminar, citing relevant evidence as support. <b>(W.11-12.1a-b, W.11-12.4, W.11-12.10)</b></li> </ul>

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 10:</b></p> <p>“<a href="#">The Wife of Bath’s Tale</a>” from <i>The Canterbury Tales</i>, Geoffrey Chaucer</p> <p>“<a href="#">The Pardoner’s Tale</a>” from <i>The Canterbury Tales</i>, Geoffrey Chaucer</p>	<p><b>TEXT DESCRIPTION:</b> “The Wife of Bath’s Tale” is a narrative whose purpose is to promote the rights of women, as limited as they were, during the medieval ages. “The Pardoner’s Tale” is a narrative about the effects of greed. Within the context of <i>The Canterbury Tales</i>, this piece helps to establish the corruption that was becoming rampant within the church.</p> <p><b>TEXT FOCUS:</b> The character of the crone helps to present the truths and misconceptions about social inequality during the time period and allows Chaucer to make social commentary via this character. Reading the prologue, tale, and epilogue to the tale will allow students to analyze both the character of the Pardoner and the moral he attempts to teach the pilgrims.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students reread both tales using the lecture from the previous lesson for perspective. After answering a series of questions, students participate in a discussion on the role of social status and/or stereotype of the pilgrim. To conclude the lesson, students analyze effects of Chaucer’s choices as an author with regard to the structure of the <i>Canterbury Tales</i>.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Instruct students to reread both tales in light of the lecture by Lee Patterson, analyzing the relationship between the storyteller and his/her tale. Prompt students to answer the following questions in writing. <ul style="list-style-type: none"> <li>○ How does the crone redefine gentility, poverty, age, and ugliness?</li> <li>○ How does the female perspective inform the story and its theme?</li> <li>○ How do you, as a modern reader, interpret the conclusion of the story?</li> <li>○ Do the characters in the story find justice?</li> <li>○ Is love a type of “magic”?</li> <li>○ What is the hypocrisy of the Pardoner and people in general?</li> <li>○ What aspects of the Pardoner’s character are revealed through his tale and develop a universal theme?</li> <li>○ How does Chaucer use the Wife’s character and tale to develop a universal theme related to the question he poses via the Wife of Bath?</li> </ul> </li> <li>• Then conduct a <a href="#">Socratic seminar</a><sup>14</sup> based on the following questions:</li> </ul>

<sup>14</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ What role did social status or stereotype of the teller play in the overall effect the tale had for the reader?</li> <li>○ How well did the teller meet the goal of ascribing to morality and providing good pleasure? <b>(RL.11-12.1, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6)</b></li> </ul> <p>Allow students time to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar. <b>(RL.11-12.1, W.11-12.8)</b> During the seminar, divide the class into two circles (inner and outer). <b>(SL.11-12.1b)</b> Then have the inner circle discuss the questions for a certain time limit. <b>(SL.11-12.1c-d, SL.11-12.4, SL.11-12.6)</b> While the inner circle discusses, students in the outer circle will evaluate the reasoning and use of evidence of a person in the inner circle, noting any discrepancies in evidence. <b>(SL.11-12.3)</b> Have students in the outer circle track their evaluations and integrate ideas, information, and evidence from the discussion of the inner circle on a backchannel platform like <a href="#">TodaysMeet</a>. Then swap positions of the circles and repeat the process. <b>(W.11-12.6, SL.11-12.2)</b></p> <p><b>EXPRESS UNDERSTANDING:</b></p> <p>As preparation for the Culminating Writing Task, instruct students to use a graphic organizer to analyze the effects of Chaucer’s choices as an author with regard to the structure of the <i>Canterbury Tales</i> (use of frame narrative, naïve narrator, rhyming couplets, and iambic pentameter). How does his use of literary devices create a narrative that is both informative and engaging? In pairs, select one 10- to 20-line passage that is particularly fresh, and discuss how structure and language affect the aesthetic impact of the poem. <b>(RL.11-12.4, RL.11-12.5, L.11-12.4, L.11-12.5, W.11-12.1, W.11-12.4)</b></p>
<p><b>LESSON 11:</b></p> <p><a href="#">Prologue</a> (Middle English), <a href="#">“The Wife of Bath’s Tale”</a> and <a href="#">“The Pardoner’s Tale”</a> from <i>The Canterbury Tales</i>, Geoffrey Chaucer</p> <p>Literary criticisms</p>	<p><b>TEXT DESCRIPTION:</b> The Prologue of <i>The Canterbury Tales</i> provides a snapshot of the setting and narrative voice of Chaucer’s tale and includes stereotypical character descriptions to cast light on the social classes of the medieval period. <b>(RL.11-12.3)</b> “The Wife of Bath’s Tale” is a narrative whose purpose is to promote the rights of women, as limited as they were, during the medieval ages. “The Pardoner’s Tale” is a narrative about the effects of greed. Within the context of <i>The Canterbury Tales</i>, this piece, in particular, helps to establish the corruption that was becoming rampant within the church.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 12:</b></p> <p>“Chaucer,” <b>Lee Patterson</b> <b>(Lecture)</b></p>	<p><b><u>TEXT DESCRIPTION:</u></b> This lecture discusses Chaucer’s possible motivations and political implications of <i>The Canterbury Tales</i>. Patterson reflects on Chaucer’s writing style, his characterizations, and his ability to speak a message through his characters.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>
<p><b>LESSON 13:</b></p> <p><a href="#">Chapter 7</a> of <i>Jane Eyre</i>, Charlotte Bronte</p>	<p><b><u>TEXT DESCRIPTION:</u></b> Chapter 7 of <i>Jane Eyre</i> depicts Jane’s encounter with Mr. Brocklehurst, who represents society’s view of lower-class girls in the Victorian era, at Lowood School.</p> <p><b><u>TEXT FOCUS:</u></b> This chapter illustrates social commentary about cultural values, disparity of rich and poor, and literary devices. Students determine the central ideas of the text, and how those ideas are conveyed through the author’s use of characterization, language, and irony.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>