

Getting to the Core

English Language Arts

Grade 12 Unit of Study

“The Road to Canterbury”



The Canterbury Tales.

Student Resources

Final Version: September 17, 2013

Image #1

SO THE HARDER A WIFE WORKS, THE CUTER SHE LOOKS!

I. GOSH, HONEY, YOU SEEM TO THRIVE ON COOKING, CLEANING AND DUSTING- AND I'M ALL TUCKERED OUT BY CLOSING TIME. WHAT'S THE ANSWER?

VITAMINS, DARLING! I ALWAYS GET MY VITAMINS

Kellogg's PEP
VITAMIN-ENRICHED
30% BEAN FLOUR

Vitamins for pep! PEP for vitamins!*

The advertisement features a central illustration of a man in a suit embracing a woman in a patterned dress and apron. To the right, a large speech bubble contains the headline. Below this, a comic strip shows the man asking the woman about her energy. At the bottom left is a box of Kellogg's PEP cereal, and at the bottom center is the slogan.

<http://psupopculture.files.wordpress.com/2011/02/vintage-women-ads-1.jpg>



Image #2

Dorothea Lange

<http://2.bp.blogspot.com/-ErPiQueORlg/T53Ac1JSttI/AAAAAAAAABvA/54tB4-4ki9Q/s1600/Dorothea+lange+12.jpg>

Image #3



<http://mylinkage.com/blog/beyond-the-balancing-act-with-susan-brady/>

Image Analysis Chart

	Describe the image. (What do you see?)	What message about society does this image reveal? (What are the values and beliefs?)	Provide evidence. (How can you tell?)
Image #1	<i>Starter: I see a man in a suit with his arm around a woman in a dress, apron, and duster...(add to this)</i>	<i>Starter: This society values women as homemakers and men as breadwinners...(add to this)</i>	<i>Starter: The man says, "So the harder a wife works, the <u>cuter</u> she <u>looks!</u>" (add to this)</i>
Image #2			
Image #3			

Extended Anticipatory Guide

Read the following statements and first decide whether or not you agree with them. After completing the reading and viewing the videos, decide whether you still have the same opinions. Provide evidence to support your responses.

	AGREE	DISAGREE	AGREE	DISAGREE	EVIDENCE: EXPLAIN USING YOUR OWN WORDS
1. Religion was not important to all people during the Middle Ages.					
2. During the Middle Ages, people of all classes went on pilgrimages-a kind of group tour-for religious purposes.					
3. Medieval women were free to do what they thought was best for them. Men respected their decisions.					
4. There was corruption in the church during the Middle Ages. For example, pardons for sins were sold to people.					
5. Knights obtained much land during the Crusades.					

Vocabulary Notebook: Middle Ages & *The Canterbury Tales*

Word & Translation (Students may provide translation in their home language if desired)	Can define/ Use it	Heard it/ Seen it	Don't know	Definition	Application or example in texts
clergy					
crusade					
feudalism					
pagan					

Word & Translation (Students may provide translation in their home language if desired)	Can define/ Use it	Heard it/ Seen it	Don't know	Definition	Application or example in texts
pilgrim					
pilgrimage					
plague					
relic					
Muslim					

Word & Translation (Students may provide translation in their home language if desired)	Can define/ Use it	Heard it/ Seen it	Don't know	Definition	Application or example in texts
Lesson 2: frame story				A narrative within which one or more of the characters proceed to tell individual stories.	
Lesson 2: prologue				An opening to a story which establishes setting and often gives background details.	
Lesson 2: Three Estates				The division of Medieval society into 3 groups or social classes. The “First Estate” was the Church. The “Second Estate” was the nobility. The “Third Estate” was the peasantry, skilled and unskilled workers.	
Lesson 2: satire				A kind of writing that ridicules human weakness, vice, or folly in order to bring about social reform.	

Word & Translation (Students may provide translation in their home language if desired)	Can define/ Use it	Heard it/ Seen it	Don't know	Definition	Application or example in texts
/					
/					
/					
/					
/					

Word & Translation (Students may provide translation in their home language if desired)	Can define/ Use it	Heard it/ Seen it	Don't know	Definition	Application or example in texts
/					
/					
/					
/					
/					

Word & Translation (Students may provide translation in their home language if desired)	Can define/ Use it	Heard it/ Seen it	Don't know	Definition	Application or example in texts
/					
/					
/					
/					
/					

Viewing with a Focus: Middle Ages

Question	Plague Video	Crusades Video
1. What information is being presented in the video?		
2. Write 3 emotions the video makes you feel.	This video makes me feel... 1. 2. 3.	This video makes me feel... 1. 2. 3.
3. Why do you suppose the video producer decided to use unsettling images?	I think the video producer decided to use unsettling images because...	I think the video producer decided to use unsettling images because...
4. What does this video reveal about society during the Middle Ages? (answer by yourself)	This video reveals...	This video reveals...
5. What does this video reveal about society during the Middle Ages? (GROUP CONSENSUS)	My group agrees that this video reveals...	My group agrees that this video reveals...

This page may be used for notes.

This page may be used for notes.

COLLABORATIVE ANNOTATION CHART
“PLACES OF PILGRIMAGE”

Symbol/ Paragraph	Comment/Question/Response	Partner's Comment/Question/Response
<i>Example: ? P. 1</i>	<i>I wonder who is the Wife of Bath?</i>	<i>She is one of the pilgrims in “The Canterbury Tales.”</i>

<i>Symbol</i>	<i>Comment/Question/Response</i>	<i>Sample language support</i>
?	Questions I have I wonder what ____ means Confusing parts for me	The statement, “____” is confusing because... I am unclear about the following sentence(s): I don’t understand what s/he means when s/he says...
*	Author’s main points Key ideas expressed Significant ideas	One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
!	This is surprising to me...	The fact that ____ does ____ makes me think he may be _____.

This page may be used for notes.

Viewing with a Focus: Pilgrimage Slide Show

Question	Our Lady of Guadalupe: Tepeyac Hill	Muslim Pilgrimage to Mecca
Describe the images you see (include at least 3 per slide show).		
Write 3 emotions the slide show makes you feel.	This slide show makes me feel... 1. 2. 3.	This slide show makes me feel... 1. 2. 3.
What types of groups do you observe?		
What items do the pilgrims have with them? What is the significance of these items?		

Think about the essential questions: In what ways are values and social structures revealed in societies? How do values affect the journeys people take? How do we tell the tales of our journeys?

UNIT: Text Selection in Reading
LESSON: *The Canterbury Tales* Jigsaw Project

Chaucer and the Canterbury Tales

notes

Geoffrey Chaucer was born in the early 1340s in London, England. His father was a successful wine merchant who had duties in the King's court. As a merchant affiliated with the King's court, the Chaucer family had considerable status. Though not much is known about Geoffrey Chaucer's early life, we know that he learned several languages and was familiar with the work of important writers and thinkers. As a young man, he was a member of a noble household. Later, he traveled to France and Italy. His early poetry was based on the stories of Italian and French writers he had read and, sometimes, met.

Chaucer's wrote the *Canterbury Tales* in around 1387, when he was in his forties. As you read earlier in "Pilgrimage to Canterbury," the *Canterbury Tales* was the first major work in England to be written in the English language. Chaucer's focus on "the pilgrimage" was, as you know, familiar to all readers. But the tales themselves dealt with every day issues of class, nobility, marriage, and the Church in ways that were novel to many. Poets and other writers usually wrote in ideal ways about courtly love and the chivalrous or gallant behavior of Knights. Chaucer's decision to write about society as it really was, in realistic ways, provides us with a deeper understanding of the attitudes and beliefs shared by many at that time.

Social structure during Chaucer's time

In the time period that Chaucer lived, people's position in society, their work and role in life, were organized into three main groups: the nobility, composed of members who inherited their titles and lands, the working class, formed by tradespeople and peasants, and the clergy, who were part of the Catholic Church. The King, counts, dukes and other lords who were part of the upper nobility had legally recognized privileges and powers that were passed from generation to generation. Knights were professional soldiers who were in service to noblemen and considered part of the lower nobility. Workers were beneath the nobility, but they also had a social hierarchy. Merchants usually had a higher status in society than tradesmen or craftsmen. With the increase of merchants and tradesmen in towns, a middle class – one between the nobility and the peasants – began to form. Peasants were the lowest class. They had to pay money or material goods to a lord to rent land. The lives of some peasants, known as serfs, were completely controlled by their lords. Serfs were the poorest peasants, and they had the lowest status of all.



The Catholic Church, the third main group in medieval society, was its own world, with a political and legal structure separate from the other major groups. In the Church, the Pope had power equal to a King. The Church was so powerful that it was not required to pay taxes to the King. Instead, all people, including the King, were expected to pay a portion of their income to the Church. The Church also received income from every ceremony it performed. People paid for confessions, for marriages, for baptisms and for any other service the clergy performed.

At the time that Chaucer wrote the *Canterbury Tales*, people were upset about corruption in the Church. Archbishops lived like royalty in palaces. The lower level of the clergy --friars and pardoners who preached or heard confessions--kept the money they charged people. Chaucer, like many of his peers, was critical of this practice and of the wealthy lifestyle of the clergy in the higher levels.

In Chaucer's time, women as a group had little control over their lives. Fathers and husbands had almost complete power over a woman's life. Women could not choose their husbands, own property when married, or practice a profession. Fathers could arrange marriages when girls were 7 years old, though the actual marriage took place in early adolescence.




There were, however, great differences in women's lives based on place in society. Girls of the noble class were educated by being sent to nunneries. They learned to read and write, how to play chess, sing, tell stories and play instruments, and how to behave and speak in ways considered to be appropriate for their social class. If a noble woman's husband died, she was expected to manage their estate as well as her husband had. In the working class, girls were apprenticed in trades. They worked as shopkeepers, shoemakers, dressmakers other trades considered appropriate for women. Some were nurses or midwives. Depending on their family circumstances they may have had some education. Peasant women's education was limited to religion. Women may have wanted more control and power, and some did assume key roles in society and the Church, but at that time in history, women could not change the social order. The control men had over women and the reality of marriage in the fourteenth century is examined in several of the *Canterbury Tales*.

The *Canterbury Tales* provide a glimpse into the world as Chaucer knew it. Though he does not explicitly say what he believed or thought about the power of the Church, the role of women, the actions of nobility, or the plight of peasants, the mix of people who are narrators in the tales and the content of the tales help us understand what was important to him.



COLLABORATIVE ANNOTATION CHART

Symbol/ Paragraph	Comment/Question/Response	Partner's Comment/Question/Response
<i>Example:</i> ?/P. 1	<i>I wonder what "affiliated" means.</i>	<i>I think it means that he was part of the king's approved list of merchants.</i>

<i>Symbol</i>	<i>Comment/Question/Response</i>	<i>Sample language support</i>
	Questions I have I wonder what ____ means Confusing parts for me	The statement, "____" is confusing because... I am unclear about the following sentence(s): I don't understand what s/he means when s/he says...
	Author's main points Key ideas expressed Significant ideas	One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
	Connections	I can make a connection between this and ____. This concept is related to _____

This page may be used for notes.

*** CLARIFYING BOOKMARK : TALK ABOUT WHAT YOU UNDERSTAND**

What I can do	What I can say	What my partner can say
Think About Meaning	<p><i>After rereading this part, I think it may mean...</i></p> <p><i>I'm not sure what this is about, but I think it means...</i></p>	<p><i>I agree/disagree because...</i></p> <p><i>I think I can help, this part means...</i></p>
Get the Gist/ Summarize	<p><i>What I understand about this so far is...</i></p> <p><i>The main points of this section are...</i></p> <p><i>I can paraphrase this part in these words...</i></p>	<p><i>I agree/disagree because...</i></p> <p><i>I agree disagree and I would like to add...</i></p> <p><i>I don't understand, can you explain more?</i></p>

? CLARIFYING BOOKMARK 3: ASK QUESTIONS AND USE RELATED TEXT FEATURES

What I can do	What I can say	What my partner can say
Ask Questions	<p><i>I have a question about...</i></p> <p><i>I understand this part, but I have a question about...</i></p>	<p><i>I can answer your question, I...</i></p> <p><i>Can you explain more about your question?</i></p> <p><i>I have the same question, let's see if we can answer our question by...</i></p>
Use related text, pictures, tables, and graphs	<p><i>This _____ gives me more information about _____. I think I understand....</i></p> <p><i>When I scanned the earlier part of this chapter, found...</i></p>	<p><i>I agree/disagree, I think the _____ tells us...</i></p> <p><i>Show me where you found...</i></p>

CLARIFYING BOOKMARK : MAKE CONNECTIONS

What I can do	What I can say	What my partner can say
<p>Use Prior Knowledge</p>	<p><i>I know something about this from...</i></p> <p><i>I don't understand some of this, but I do recognize...</i></p>	<p><i>I also know something about this, and I would like to add...</i></p> <p><i>I think I can help, I read/heard about this when...</i></p>
<p>Apply Related Concepts and/or Readings</p>	<p><i>We learned about this idea/concept when...</i></p> <p><i>This concept is related to...</i></p> <p><i>When I read/studied _____, I learned _____ about this.</i></p>	<p><i>Tell me more about _____; I don't think I studied about....</i></p> <p><i>I agree/disagree, I think the concept is related to...</i></p> <p><i>I learned about this when...</i></p>

The Prologue to The Canterbury Tales, lines 1-18

Directions: You will read and listen to the poem in Middle English as Chaucer originally wrote it. Some of the words are similar to Modern English. Before you listen to the audio, read through the poem and circle any words you recognize. While listening to the audio version, be aware of the musical quality that is created by the rhythm and rhyme that Chaucer uses to tell about the pilgrims' journey. You may also find more words that you recognize based on the reader's pronunciation. Circle those as you listen.

Middle English Version

- 1 **Whan that Aprill with his shoures soote**
- 2 **The droghte of March hath perced to the roote**
- 3 **And bathed every veyne in swich licour**
- 4 **Of which vertu engendered is the flour,**
- 5 **Whan Zephirus eek with his sweete breeth**
- 6 **Inspired hath in every holt and heeth**
- 7 **The tender croppes, and the yonge sonne**
- 8 **Hath in the Ram his half cours y-ronne,**
- 9 **And smale foweles maken melodye**
- 10 **That slepen al the nyght with open eye,**
- 11 **So priketh hem Nature in hir corages,**
- 12 **Than longen folk to goon on pilgrimages,**
- 13 **And palmeres for to seken straunge strondes,**
- 14 **To ferne halwes kouthe in sundry londes,**
- 15 **And specially, from every shires ende**
- 16 **Of Engelond, to Caunterbury they wende,**
- 17 **The holy, blissful martir for to seke**
- 18 **That he m hath holpen whan that they were**
seeke

5. **Zephyrus:** in Greek mythology, god of the west wind.

8. **Ram:** Aries, first sign of the zodiac. The time is mid-April.

13. **Palmeres:** people who had visited the Holy Land and wore palm fronds to show it.

16. **Wend:** go, travel

This page may be used for notes.

DO-SAY Chart

Lines	Do (What is the purpose of the passage?)	Say (What is the author saying?)
Lines 1-11	<i>Example: Chaucer is describing the setting in April. It is a time of rebirth.</i>	
Lines 12-18		
Lines 19-27		
Lines 28-34		
Lines 35-42		

This page may be used for notes.

***The Prologue to The Canterbury Tales* – TEXT-DEPENDENT QUESTIONS**

1. When does the pilgrimage take place? How does Chaucer describe this time of the year in lines 1-10?
2. Considering the nature of pilgrimages, why is it significant that this journey begins at this time?
3. Chaucer writes that the pilgrims seek the “holy blissful martyr, quick/To give his help to them when they were sick” (17-18). Why are they seeking the martyr? From what you have read about the Middle Ages and pilgrimages, what might be the nature of their sickness?
4. According to the narrator, how many pilgrims came into the Tabard, where he is lodged? He describes these characters as “sundry folk” (line 25). What do you think he means? Why is the fact that they are “sundry folk” important for the frame story?
5. The narrator says that before his story begins, he will tell what the “condition” was of each of the pilgrims as it appeared to him (lines 38-39). What is he proposing to do in his prologue?

This page may be used for notes.

Wreck the Text Activity

Lines	Modern Translation	Wrecked Text
Lines 1-4 (example)	<p><i>When in April the sweet showers fall And pierce the drought of March to the root, and all The veins are bathed in liquor of such power As brings about the engendering of the flower,</i></p>	<p><i>The rain falls in April and waters the roots of the flowers creating blooms.</i></p>
Lines 5-11	<p><i>When also Zephyrus with his sweet breath Exhales an air in every grove and heath Upon the tender shoots, and the young sun His half-course in the sign of the Ram has run, And the small fowl are making melody That sleep away the night with open eye (So nature pricks them and their heart engages)</i></p>	
Lines 12-18	<p><i>Then people long to go on pilgrimages And palmers long to seek the stranger strands Of far-off saints, hallowed in sundry lands, And specially, from every shire's end Of England, down to Canterbury they wend To seek the holy blissful martyr, quick To give his help to them when they were sick.</i></p>	

<p>Lines 19-27</p>	<p><i>It happened in that season that one day In Southwark, at The Tabard, as I lay Ready to go on pilgrimage and start For Canterbury, most devout at heart, At night there came into that hostelry Some nine and twenty in a company Of sundry folk happening then to fall In fellowship, and they were pilgrims all That towards Canterbury meant to ride.</i></p>	
<p>Lines 28-34</p>	<p><i>The rooms and stables of the inn were wide: They made us easy, all was of the best. And, briefly, when the sun had gone to rest, I'd spoken to them all upon the trip And was soon one with them in fellowship, Pledged to rise early and to take the way To Canterbury, as you heard me say.</i></p>	
<p>Lines 35-42</p>	<p><i>But none the less, while I have time and space, Before my story takes a further pace, It seems a reasonable thing to say What their condition was, the full array Of each of them, as it appeared to me, According to profession and degree, And what apparel they were riding in; And at a Knight I therefore will begin.</i></p>	
<p>What effective techniques is Chaucer using in the original that are not captured by the “wrecked” text?</p>		

Partner Pilgrim Analysis-“The Knight”

The Canterbury Tales – The General Prologue

With your partner, read the narrator’s description of your assigned pilgrim. Underline any confusing diction (words) in your passage. Look at the structure of the sentences to help you understand what is being said. Use footnotes in the text and the dictionary to define these words. Write these on your own paper.

Pilgrim: _____ Page in Text: _____

1. After defining any confusing or antiquated (outdated) words in your section, find one line or sentence that really defines or identifies your pilgrim. Write this below (be sure to use the correct quotation punctuation).

2. What character traits does the above quotation reveal about your pilgrim?

3. Write down any specific physical traits that are revealed about your pilgrim. Consider height, weight, hair color, skin tones, facial qualities, hair (or not), etc.

4. What is your pilgrim wearing that might help us characterize him? (include clothing, head covering and/or jewelry)

5. Does your pilgrim carry anything? List these in the space below along with what you think that might represent or symbolize.

6. Does your pilgrim have a companion? This may be another pilgrim he/she is riding with or an animal (Chaucer may even describe a pilgrim's horse). Describe this "companion" and what he/she/it might signify, or tell us about the pilgrim.

7. Explain your pilgrim's motivation for going on a pilgrimage. This may be something you will have to infer (to guess based on evidence) from your passage.

8. Finally, is your pilgrim "virtuous" or "dishonest?" What is your evidence for this? Write a line or more to support your analysis.

Partner Pilgrim Analysis

NAMES _____

The Canterbury Tales – The General Prologue

With your partner, read the narrator’s description of your assigned pilgrim. Underline any confusing diction (words) in your passage. Look at the structure of the sentences to help you understand what is being said. Use footnotes in the text and the dictionary to define these words. Write these on the passage.

Pilgrim: _____ Page in Text: _____

1. After defining any confusing or antiquated (outdated) words in your section, find one line or sentence that really defines or identifies your pilgrim. Write this below (be sure to use the correct quotation punctuation).

2. What character traits does the above quotation reveal about your pilgrim?

3. Write down any specific physical traits that are revealed about your pilgrim. Consider height, weight, hair color, skin tones, facial qualities, hair (or not), etc.

4. What is your pilgrim wearing that might help us characterize him? (include clothing, head covering and/or jewelry)

5. Does your pilgrim carry anything? List these in the space below along with what you think that might represent or symbolize.

6. Does your pilgrim have a companion? This may be another pilgrim he/she is riding with or an animal (Chaucer may even describe a pilgrim's horse). Describe this "companion" and what he/she/it might signify, or tell us about the pilgrim.

7. Explain your pilgrim's motivation for going on a pilgrimage. This may be something you will have to infer (to guess based on evidence) from your passage.

8. Finally, is your pilgrim "virtuous" or "dishonest?" What is your evidence for this? Write a line or more to support your analysis.

Lost and Found (Hypocrisy and Satire in the Prologue)

Hypocrisy: Claiming to have moral values or beliefs which do not necessarily align or match to one’s own behavior.

Example: A teacher who states that she believes Reality Television is the road to ruin for American society, auditions and appears on the Real Housewives of OC.

1. Write down your own example of hypocrisy that you have witnessed:

2. Now, thinking about your Pilgrim from the *Canterbury Tales*, what is the expected behavior of this character in the medieval society?

3. Does your character behave as is expected (according to your description above)? If so, explain how this true. If not, explain what s/he does differently from expectations. *For example, the Knight should be honorable, chivalrous and brave.*

4. Based on your understanding of your pilgrim’s character, if your pilgrim found a purse or satchel (many were carried by the pilgrims in the Middle Ages) which contained a silver coin (quite a large sum to any of our pilgrims), papers giving the bearer a large allotment of land and ownership contracts for several young ponies) would he/she

- A) Announce he had found the purse and search to find it’s owner
- B) Take the coin and then search to find the owner of the purse
- C) Stash the entire purse away in his saddlebag and never say a word
- D) Use the coin to pay for a meal at the next pub for all the pilgrims
- E) Leave the purse where he/she found it
- F) Give the purse to the next poor person that he/she meets
- G) Give the purse to the Host and let him deal with it

Once you decide what your pilgrim would do, write your reasoning in the space below and determine whether or not your pilgrim is a HYPOCRITE based on your choice.

Satire: A kind of writing that ridicules human weakness, vice, or folly in order to bring about social reform.

Example: Characters on the TV show “The Simpsons” are often shown behaving badly in order to comment on or reveal flaws in our modern American society.

5. Is Chaucer SATIRIZING the role of your character in Medieval Society? If yes, explain what he is saying about this class of person; if no, explain what he is praising about this person.

6. Why is your character satirized (or not)? What does this say about Chaucer's attitude toward your character? Defend his choice to use (or not use) satire.

This page may be used for notes.

fakebook

Tweet 0

Disclaimer: This tool is for educational purposes. It is NOT affiliated with Facebook or any other social networking site.

New

Save

Animate

Gallery!

Search

Browse

Print

Embed

Download

Premium

Login

Helpsheet

Mischeme

Report



The Knight

Edit Profile

📅 Birthday 1st January 1340 📍 Job Distinguished Soldier 📄 Status Married: One Son - The Squire 📄 Core Beliefs Chivalry, truth, honor, generosity and courtesy 📄 Battles Fought Alexandria, Lithuania, Russia, Granada, Benamann, Anatolia, Tramsseene, Bay of Belat 📄 In my free time I go on pilgrimages to thank God for my safe return to my country, England.

[Add Post]



The Yeoman

Caught some young ruffians poaching, sir. Strange name, Robin of the Hood I believe. Any advice?

5th June 1370 | comment



The Squire

The Knight Yo, man ... put them in the dungeon for a few days and let them go. Forgiveness is a great virtue.

6th June 1370



The Yeoman



Geoffrey Chaucer

The Lady In Waiting



Dear ~ Another Battle? You have got to be kidding me?! I have been waiting for you to return home, but you are either at a battle or on a pilgrimage! I may not 'wait' much longer for you. Stop by once in awhile, please!

1st June 1370 | comment



The Lady in Waiting



The Knight

Just home from a pilgrimage to Canterbury to pray to the great St. Thomas a' Becket and thank God for my safe return and victory in battle. Looking for the next big event. Any ideas?

May, 1370 | comment



The Squire Hey Dad, We had a great trip, didn't we? That Pardoner was really something! I heard there may be some action in Scotland. It's close to home and we can probably ride together. Don't know if the Yeoman can make it though

May, 1370

Rationale Discussion Guide

Discuss with partner.

Student A – I will include on my “Fakebook” the _____ of my character,
(quality, trait, characteristic, feature)

_____, because _____.

Student B – I understand how this _____ provides the viewer
(quality, trait, characteristic, feature)

with an understanding of the character’s _____. You might consider
(role in society)

adding _____.

Reverse roles and repeat conversation. You will do this for most of your posts on your character’s “Fakebook” page.

Fakebook Checklist

Directions: Your Fakebook page should reflect Chaucer’s characterization of the pilgrim along with the items from this check list. Make sure the information you include creatively addresses the following:

- Is the pilgrim virtuous or dishonest?
- Is the characterization of this pilgrim satirical or positive?

✓ **Check off when you have completed the following tasks:**

_____ Graphics

- Profile pictures
- Family
- Friends
- Photos
- Events
- Interests

_____ Biographical information

- Name
- Status in society
- Class
- Age
- Gender
- Physical attributes
- Accessories
- Beliefs
- Interests
- Associations and Clubs

_____ Friends

- Family
- Friends
- Animal companions

_____ Likes

- Interests
- Organizations
- Famous people
- ?

_____ Posts (minimum of 5 main posts plus responses)

- Self
- Others
- Responses

_____ Advertisements (minimum of 2)

- Ad that profiles a product
- Ad that profiles an establishment

Character Trait Examples

Character traits are all the aspects of a person’s behavior and attitudes that make up that person’s personality. Everyone has character traits, both good and bad. Even characters in books have character traits. Character traits are often shown with descriptive adjectives, like patient, unfaithful, or jealous.

Types of Character Traits

The old expression that actions speak louder than words is very true when it comes to character traits. You learn about who people are and what their character traits are by watching how they interact with the world and paying attention to how they treat you and interact with you.

There are literally countless character traits that you can identify in others, and that you can identify in yourself.

Some character traits have to do with your underlying values or beliefs. Some examples of these types of character traits include:

- Religious
- Honest
- Loyal
- Devoted
- Loving
- Kind
- Sincere
- Devoted
- Ambitious
- Satisfied
- Happy
- Faithful
- Patient
- Determined
- Persistent
- Adventurous
- Homebody
- Considerate
- Cooperative
- Cheerful
- Optimistic
- Pessimistic
- Funny

Some character traits can be bad, and you may not want these traits associated with you. Some examples of these types of character traits include:

- Dishonest
- Disloyal
- Unkind
- Mean
- Rude
- Disrespectful
- Impatient
- Greedy
- Angry
- Pessimistic
- Repugnant
- Cruel
- Unmerciful
- Wicked
- Obnoxious
- Malicious
- Grumpy
- Quarrelsome
- Caustic
- Selfish
- Unforgiving

A leader or person who likes to be in charge may have the following character traits:

- Domineering
- Boorish
- Persuasive

- Ambitious
- Bossy
- Disparaging
- Picky
- Sly
- Cold-hearted
- Rude
- Self-centered
- Conceited

Some character traits can be consciously developed, learned or acquired. For example, character traits that you may consciously choose to learn or adopt include:

- Educated
- Informed

Some character traits for children include:

- Playful
- Zany
- Active
- Wild
- Silly
- Affectionate
- Funny
- Rough
- Talkative
- Rowdy
- Smart
- Fidgety
- Shy
- Lively
- Submissive
- Stubborn

Character Traits in Literature and Movies

In storybooks and novels and movies, there are often archetypes of characters. For instance, there might be a romantic hero, or a leader or a heroine who needs to be rescued. Often, these characters in books or movies have certain classic traits that help you to identify what role they play in the story.

For example, some character traits that can be used for a main character that is a hero include:

- Dauntless
- Strong
- Courageous
- Reliable
- Fearless
- Daring
- Tough
- Brave

If a hero or story character is a romantic interest, he may have the following character traits:

- Charming
- Loving
- Affectionate
- Lovestruck
- Charismatic
- Ugly
- Evil
- Cunning
- Deceptive
- Murderous
- Psychotic

As you can see, there are literally hundreds of character traits that will add depth and dimension to any characters. You simply need to observe people in different settings to get a general idea

how certain people behave. This can help you to recognize positive character traits that you want to look for in people.

Bring Your Characters to Life

By learning more about character traits through observation, you can also develop richer characters in your writing that are more true-to-life. Having well-developed characters in your writing will help the reader identify and/or sympathize with the character. Well-defined character traits will bring your characters to life.

fakebook Template

Your character _____

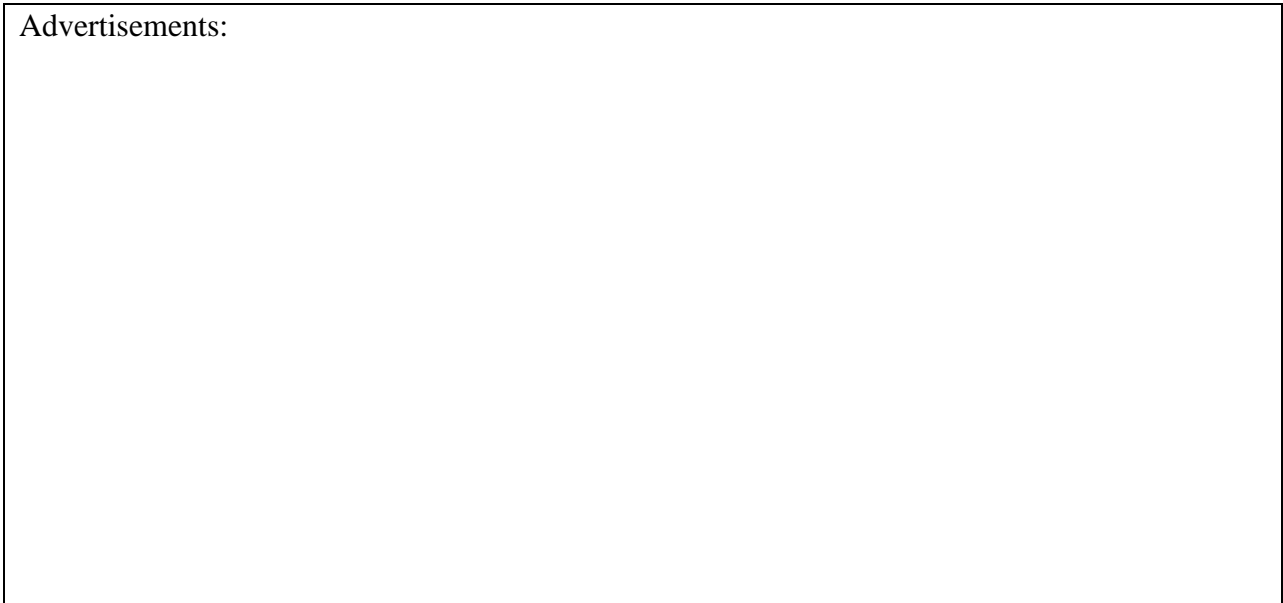
Profile:

Friends:

Posts/Comments:

A large, empty rectangular box with a thin black border, intended for students to write posts or comments. It occupies the upper half of the page.

Advertisements:

A large, empty rectangular box with a thin black border, intended for students to write advertisements. It occupies the lower half of the page.

Pilgrim Fakebook Analysis

Pilgrim	Description	What characteristics does the Fakebook page reveal about the pilgrim? (Is the pilgrim virtuous or dishonest? Is the characterization satirical or positive?)	Provide Evidence (How do you know? What information on the Fakebook page helped you make those inferences?)

This page may be used for notes.

ANALYSIS CHART – “The Pardoner’s Tale,” pages 146-153

Individually or with a partner, read through “The Pardoner’s Tale” in chunks, stopping to answer the questions on the chart below and discussing your responses with your partner and/or the class.

Chunk of text (line numbers)	Explain what is happening in this part:	Answer these questions about the text:	List your evidence from the text to support your answers:
<p>Prologue (Lines 1-40)</p>	<p><i>The Pardoner is explaining his purpose for preaching and sharing his own vices with the other pilgrims.</i></p>	<p>How does the Pardoner describe his own character and morals? <i>Even though he preaches having good morals, he describes himself as greedy, drunken, and lustful.</i></p>	<p><i>Lines 5-6: “And thus I preach against the very vice I make my living out of - avarice.”</i> <i>Lines 30-31: “Let me drink the liquor of the grape and keep a jolly wench in every town!”</i></p>
<p>Chunk #1 (Lines 41-102)</p>		<p>What do the three rioters reveal about their character when they decide to “kill” Death?</p>	




Chunk of text (line numbers)	Explain what is happening in this part:	Answer these questions about the text:	List your evidence from the text to support your answers:
<p>Chunk #2 (Lines 103-161)</p>		<p>How do the three rioters treat the old man? What do you think he symbolizes, and why?</p>	
<p>Chunk #3 (Lines 162-199)</p>		<p>Look at lines 178-195. What do the speaker's words reveal about him?</p>	

Chunk of text (line numbers)	Explain what is happening in this part:	Answer these questions about the text:	List your evidence from the text to support your answers:
<p>Chunk #4 (Lines 200-230)</p>		<p>Why is this discussion between the two rioters ironic?</p>	
<p>Chunk #5 (Lines 231-290)</p>		<p>What does the author mean by "this devil's clay" in line 273? How does this metaphor describe the rioter's character?</p>	

Chunk of text (line numbers)	Explain what is happening in this part:	Answer these questions about the text:	List your evidence from the text to support your answers:
<p>Chunk #6 (Lines 285-333)</p>		<p>Explain the irony in the fact that the Pardoner preaches a story with this particular moral. Why do you think he does this?</p>	
<p>Think about how Chaucer uses satire to bring about changes in society. What behaviors are ridiculed in this tale? How do you think Chaucer wants to reform his society? Provide examples from the text to support your responses.</p>			

COLLABORATIVE ANNOTATION CHART

Symbol/ Line(s)	Comment/Question/Response	Partner's Comment/Question/Response
<i>Example:</i> ?/Line 42	<i>I wonder what “haunting vice and ribaldry” means.</i>	<i>Since “ribaldry” means vulgar language or humor, this line probably means that the youngsters were behaving badly.</i>

<i>Symbol</i>	<i>Comment/Question/Response</i>	<i>Sample language support</i>
	Questions I have I wonder what ____ means Confusing parts for me	The statement, “____” is confusing because... I am unclear about the following sentence(s): I don’t understand what s/he means when s/he says...
	Author’s main points Key ideas expressed Significant ideas	One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
	Connections	I can make a connection between this and ____. This concept is related to _____

This page may be used for notes.

Extended Dialogue Instructions

Your group will be assigned to one of the parts of the tale below:

- a. As three young men sit in a tavern, a coffin passes, bearing the body of a man who they learn has been murdered by a thief called Death.
- b. The three decide to find Death and kill him. Shortly after they set out, the men encounter an old man who tells them that Death waits under a nearby tree.
- c. They go there and instead of Death find a stash of gold coins, which they decide to steal.
- d. While the youngest is in town getting supplies, the other two decide to kill him when he returns and share the gold between them.
- e. But the youngest, also motivated by greed, plots to get rid of the other two by poisoning the wine.
- f. When he returns, he is indeed killed by his two accomplices, but after they drink the wine, they die too.

You will collaborate to write an extended dialogue to illuminate your assigned part of the tale. Explicitly address how social values and structures are revealed. If you choose to make your scene modern, you could present it as a form of “media,” such as a talk show or sitcom.

Use a dramatic scene format as shown below to write the dialogue:

Format sample:

PARDONER: I know many stories from times long past about how greed is the root of all evil.

HOST: Please, sir, give us a good tale!

PARDONER: Now that I’ve drunk a pint of ale, I will gladly preach about the folly of three young rioters who tried to cheat death. But first, you must pay me your silver since I have to make a living.

HOST: No, no, not I, and may God strike me dead if I do!

Your group must write a full-length scene that you will rehearse and present orally to the class. You will all need to write out the lines on your own paper to make it easier to read aloud. However, only one copy for the whole group will be turned in for credit. Be sure to put all your names on the final copy.

This page may be used for notes.

Selling Salvation?

May 11, 2007

ABC NEWS Retrieved from <http://abcnews.go.com/2020/story?id=3164858&page=1>

By Jim Avila, Senior Law and Justice Correspondent, Glenn Ruppel and Donna Hunter

Through the haze of late-night insomniac television viewing, the Rev. Peter Popoff's weekly program may, at first glance, appear to be just another get-rich-quick infomercial. Testimonials roll by from people who gleefully tell of receiving thousands of dollars in cash, new cars, and even houses. But when the raucous miracles begin, it becomes clear that this is much more than an infomercial — a faith healer is at work.

An energetic announcer promises that "God can reverse every negative verdict in your life." And the star of the show, Popoff, pronounces that he has the key to success and healing: a small plastic packet filled with miracle spring water. He'll mail it to you free of charge, and promises that if you send away for the water, you'll receive "miracle release, miracle money, miracle healing, and miracle deliverance in your life" as a result.

A miracle was exactly what Carol Bercier felt that she needed. In 2001, both of her sons had been diagnosed with serious illnesses and she was desperate for help. When Bercier came across Popoff's television ministry, she said she was quickly drawn to him. "I saw him talking to me, straight to me, like he was, he was just telling me exactly what I was going through," she said. "So, of course, I called, I called right away."

'Divine Leading and Direction'

Bercier said she soon received her miracle water in the mail, along with a letter from Popoff. "20/20" obtained a similar letter, which claims the miracle water comes from a Russian spring that, after the Chernobyl nuclear accident, had actually protected those who drank from it.

The letter goes on to say that this same spring water can miraculously protect the faithful today, and help them prosper financially — all they have to do is follow God's instructions precisely. Popoff strongly reminds viewers of his program about that, repeatedly warning, "Don't drink the water until you follow the divine leading and direction."

It turns out that those directions are quite specific. They command you to sleep with the water for one night, and then drink it immediately after waking up. Next, you've got to pray over the empty packet, and then send it back to Popoff — and don't forget to include \$17.

Money for Miracles

If you follow the directions, you'll soon discover that the miracle water is only the beginning. Once on Popoff's mailing list, you'll receive letter after letter — as we did — asking for more money in exchange for miracles. One letter comes along with a tiny bag of "prayer-blessed"

Dead Sea salt. The instructions tell you to eat the salt over a three-day period, then send in \$27 to Popoff. According to an independent lab "20/20" hired to test the salt, it chemically bears no resemblance to real Dead Sea salt, and is closer to standard table salt.

Letters from Popoff also enclose trinkets like a piece of tinsel referred to as a gold and silver blessing bracelet, and a sheet of paper leaf cut-outs to be placed on a prayer chart and sent to Popoff. In that letter, you're told that "God is requesting an obedience offering of \$200."

While these items might seem odd, they are very effective in appealing to the desperately faithful. Bercier told us she stretched her tight budget and sent Popoff about \$500 over time. Many others send money, as well; in fact, donations to Popoff's ministry soared from \$9.6 million in 2003 up to \$23 million in 2005. His California home just sold for almost \$2 million, and in recent months, he's been spotted driving a Porsche and a Mercedes. Together, he and his wife were paid nearly \$1 million in 2005, and two of their kids were on the payroll, as well, pulling in over \$180,000 each.

If Popoff's name seems vaguely familiar, there's a very good reason. His miracle healing services first propelled him up the televangelist ladder in the mid-1980s. His rise abruptly ended when private investigator James Randi exposed Popoff's healing services in a big way. Randi, who's made a career of exposing psychics, healers and the supernatural, noticed that Popoff seemed to know personal details of his audience members before he even met them. The information seemed to come to Popoff directly from God, but Randi's investigators found a more down-to-Earth source: Popoff's wife Elizabeth.

Before the shows began, she pre-interviewed audience members and asked them to fill out "prayer cards" with their names and addresses. Then, during the healing service, she passed that information on to Popoff through a hidden wireless earpiece he wore. Those audio transmissions — intercepted by Randi — showed Popoff being prompted by Elizabeth to pick specific audience members to speak to. Elizabeth — hidden offstage — would tell her husband their names, home addresses and ailments. Popoff then proclaimed that information to an amazed audience.

Suddenly, the miracles seemed a bit less miraculous, and after Randi played his shocking tapes on "The Tonight Show," Popoff's career went downhill fast. He reportedly filed for bankruptcy and went off the air for a time.

Almost 20 years later, his comeback now seems nearly complete, as he is back on the air pushing miracles again. Today, Popoff's program airs on seven cable TV networks, 23 times a week.

As for Bercier, she says she knew nothing of his shady past when she sent in her hard-earned cash. She said she gave the money because "it was going to be a miracle, he was just gonna heal (her sons) like that, both of them. Didn't happen."

Now, after her experience, she believes the man she had so much trust in, used her faith against her.

Road to Canterbury Summative Assessment

Orange County Tales

Big Idea: Media and literature are often a comment on the social structures and attitudes of the time.

Your assignment is to become a modern-day Chaucer and write a tale which reflects society in Orange County today. Your project should include the 3 sections below and follow the requirements stated. Your final project should be word-processed, submitted in a folder (or stapled) and include an illustrated cover.

Section	Requirements for Proficiency
1. An introduction to the character telling the tale in the style of Chaucer’s “Prologue”	<ul style="list-style-type: none"> • At least 20 lines and written in verse (rhyme). • Includes a description of the character including what significant objects he/she carries and any companions this character has. • Describes how the character acts. • Convey either a positive or critical tone toward the character.
2. A brief tale (1-2 pages) written in verse or prose	<ul style="list-style-type: none"> • Include plot, dialogue, and other narrative devices and include adequate detail • Be appropriate for the classroom and for the character who is telling it. • Have a message or moral which reflects the values of the narrator and modern-day society. • Convey a tone appropriate for the character and circumstance • Be free of grammatical and mechanical errors.
3. A brief analysis of your project	<ul style="list-style-type: none"> • Explanation of why you chose the character and how the tale reflects modern-day society and values • At least 500 words • Be free of grammatical and mechanical errors.

Orange County Tales Rubric

Requirements	Excellent	Good	Satisfactory	Needs Improvement	Not Included
Presentation: Includes cover and is word-processed.					
Introduction is 20 lines and written in verse.					
Introduction describes character in detail.					
Introduction conveys tone.					
Tale has adequate detail and uses narrative devices (dialogue, plot, setting, etc.).					
Tale conveys a message in its theme and tone.					
Tale is appropriate for narrator and audience.					
Analysis is thorough and detailed (at least 500 words).					

Comments: _____

Orange County Tales

Prewriting--Getting Started

Choosing a Character

Choose the character who might tell your tale. Some possibilities might be a straight-A student, a professional baseball player, a working mother, a friendly elderly neighbor, a community activist. The list is endless.

Character _____

Why you chose this character _____

Is the character virtuous or hypocritical? _____

Choosing a Tale

Briefly summarize the tale you might tell. _____

What is the message of this tale? _____

What does this tale reveal about modern society? _____

Why is this tale appropriate for the character to tell? _____

(If not, choose another character or refine your tale. Remember the tale must be appropriate for the classroom.)

Prewriting – The Character Introduction

First, create a Tree Map below which includes the following in each of the branches: Appearance/apparel; Possessions/companions; and Actions. In the frame of reference, write what the tone will be, positive or critical. The character’s description and actions should reflect this tone.

Next, compose your introduction using Chaucer’s style. One way to do this is a “copy change,” where you use Chaucer’s verse as a frame. For example, here is the first part of the introduction to the knight. Notice the bold words.

*There was a
Knight, a most **distinguished man**,
 Who from the day on which **he** first began
 To **ride abroad** had followed **chivalry**,
Truth, honor, generousness and courtesy.
 He had done **nobly in his sovereign's war**
 And **ridden into battle, no man more**,
 As well in **Christian as heathen places**,
 And ever **honored for his noble graces.***

Here is a copy change with a teacher as the subject. The bold words have been replaced to fit the character of an English teacher.

*There was an
English teacher, a most **wise woman**,
 Who from the day on which **she** first began
 To **teach at school** had followed **the golden rule**,
Spelling, grammar, and everything to do with school.
She had done **wonderfully, all her students say**
 Especially reading **Chaucer, by night and day**,
 In **Period 1** as well as in **after-school detention**,
 And ever **smiling, not to mention.***

Notice that Chaucer uses couplets, and even if you are copy-changing, you will need to follow that rhyme scheme. Many students start by using a copy change and then feel more comfortable to complete the verse on their own.

The Orange County Tales

Writing the Tale

1. Use a Flow Map or storyboard to plan your tale. Remember it should have a clear beginning (introducing the characters and setting), middle, and end. In the frame of reference, write what the moral or theme of the tale will be.
2. Next, write your tale. You may write in verse or prose, but it is important to include descriptive details and dialogue. The theme of the tale should also be clear to the reader.

This page may be used for notes.

The Orange County Tales – Peer Edit Worksheet

Exchange your rough draft with a partner and complete the following checklist. Provide constructive feedback to help your partner edit and revise his/her introduction, tale, and analysis.

1. Is the introduction written in 20 lines of verse?
 - Yes
 - No
 - It can be improved by: _____

2. Does the introduction describe the character in detail?
 - Yes
 - No
 - It can be improved by: _____

3. Does the introduction convey a specific tone?
 - Yes
 - No
 - The tone conveyed is _____

4. Does the tale include adequate detail and use narrative devices (dialogue, plot, setting, etc.)?
 - Yes
 - No
 - It can be improved by: _____

5. Does the tale convey a message in its theme and tone?
 - Yes
 - No
 - The message conveyed is _____

6. Is the tale appropriate for the narrator and audience?
 - Yes
 - No
 - Comments _____

7. Is the analysis thorough and detailed (at least 500 words)?
 - Yes
 - No
 - It can be improved by: _____