Canterbury Tales Unit

Standards:

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Essential Questions:

How is literature an historical document as well as a piece for entertainment? What do historical documents tell us about the time period that they are written in? How do the characters within literature reflect the beliefs of the society that a text comes from?

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Students will be able to...  -understand different aspects of culture in medieval Europe  -prepare to apply knowledge of culture to literary interpretations  Journal: Why is studying older texts important, even if we might not relate to them?  10 min on intertwining of history and literature w/ brief introduction to critical theory  Jigsaw activity-  -Women in Medieval Europe  -Religion and Power in Medieval Europe  -Class and Language in Medieval Europe  -Life and Importance of Chaucer  20 min research  20 min teach  Exit Ticket- Most important thing that you learned today | Same objectives from yesterday  Journal: Choose one section of medieval culture that we studied yesterday. Compare and contrast this element of medieval culture to with your own culture.  Share  Review/Finish activity from yesterday  Pg 92 of text, class reading on Introduction to Canterbury Tales  Exit Ticket- Based on reading, predict the contents of the Canterbury Tales Prologue. | Students will be able to…  -find key details to help understand a difficult text  -activity annotate and analyze to break down a text  Journal: How does annotating a text further your interaction with and understanding of a text?  Brief lesson  Annotating the Prologue of Canterbury Tales in groups of two-three.  Exit Ticket- What was your favorite character based on your reading so far? | Same objectives from yesterday  Journal: Describe how reading and annotating in groups can be beneficial. Describe how it might be detrimental.  Lesson- Pie Chart of working in groups  Annotating Prologue of Canterbury Tales as a class  Exit Ticket- Check on annotations. Final due Monday | Veteran’s Day Holiday |
| Students will be able to…  -understand the inner workings of Gender Criticism  -apply Gender Criticism to analyze a text  ANNOTATIONS FROM LAST WEEK DUE  Journal: Think of the character touched on in the Prologue and the main sectors of society we studied last week. Is there one character that embodies the problems or benefits of one of those sectors? Explain your analysis.  Share  Introduction to Gender Criticism Lesson  As students are reading the *Wife of Bath’s Tale*, they are to make a chart of “Traditionally Masculine,” “Traditionally Feminine,” or “Neutral” traits or actions that characters portray.  Exit Ticket- Describe the purpose of Gender Criticism in one to two sentences | Same standards from yesterday  DUE: List of top 3 characters from prologue for the final assignment  Journal: Describe the Wife of Bath. What do you think of her? How might you think differently of her if you were medieval?  Share  Continue annotations  Exit Ticket- Make a claim about Gender in Medieval society using your annotations for textual evidence. 1 paragraph | SUB- Mrs. Ellis  Ms. Harris will come in today.  If there is extra time, students should independent read. | LOL College Admissions and respect talk. Work on college applications | Journal: Think about your interactions with members of the CGS faculty and staff this week. What did you learn?  College applications |
| Sub- Charlie Brown Thanksgiving Analysis with Gender Criticism | Independent reading | BREAK | BREAK | BREAK |
| Students will be able to…  -utilize annotations to analyze a complex text  -review their understandings of the *Wife of Bath’s Tale* and Gender Criticism  Journal: Create a plot diagram for the Wife of Bath’s Tale. What are the main points? Also, who are the main characters?  Go over annotations as a class w/ Gender Criticism as a class.  Writing Assignment- Write a one page character analysis using Gender Criticism and your annotations DUE TUESDAY | Students will be able to…  -understand the final assignment  -identify different types of literary criticism  -form final groups and tales  Journal: Why do you think that analyzing with different forms of literary criticism might be important?  Forms of literary criticism overview  Final Project analysis  Exit Ticket- I need your group and your tale. | SUB-Research and Annotations  Students will be able to…  -analyze chosen text for understanding  -determine which literary criticism might be best for chosen text  Journal:  Due via email as an exit ticket: What criticism do you plan on researching and applying to your tale? | SUB- Research and Annotations  Same objectives as yesterday | Annotations for specific tale DUE at the beginning of class  List of 7 sources DUE at the end of class |
| MLA Bibliography DUE | Brainstorming Structure DUE  Annotated Bibliography DUE | Workday | DRAFT 1 DUE | Independent Reading Day if there is time. |
| Workday | DRAFT 2 DUE | Workday | FINAL DUE (this is your midterm grade) and reflection | Half-Day |