

Geoffrey Chaucer and the General Prologue

Prepared by:

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For:

EDFOUND 291.03: Principles of Teaching

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Introduction

The importance of this class is that students explore literary works in depth and have a greater understanding of the overall meaning. This class hopes to spark an interest in students to how important and meaningful literature is. Also, that students truly understand the material and carry that information with them even after this class.

This unit is important for students because it highlights the life and literary work of Geoffrey Chaucer, an author who has made a significant affect Middle-English language and literature. The unit will teach students a brief history of Chaucer's early life and general facts about him. Many parts of Chaucer's works let the reader into Chaucer's mind and give a look into his character. The lesson will ensure that students can relate aspects of Chaucer's life and personality to the main points of *The General Prologue*.

Students will also be required to have a general understanding of the pilgrims in The General Prologue. By being familiar with every pilgrim and each of their unique characteristics the students will be able to greater understand the text and relate each characters personality to their stories told in *The Canterbury Tales*.

Last, students will be asked to create a description and drawing of their own original pilgrim and present it to the class. The students will write in a language style and use similar descriptive language that Chaucer used. This will show that the students have a full understanding of Chaucer's writing style. Also, students are able to think creatively and use their own style to create their own character. When presenting students will be able to become more comfortable with public speaking and comfortable among their peers. This will also begin to eliminate any prejudice among student and make for a friendlier classroom environment.

By completing this unit students will have a thorough understanding of the life of Geoffrey Chaucer. Also, they will have explored the meaning and main points of his general prologue to help them better understand reading *The Canterbury Tales*.

Commented [CAF1]: Looking back on my work that I completed in this unit plan I have come to the realization that I was trying my hardest to fit in a discourse community in which I was nowhere close to being a member of. As David Bartholome expresses in his essay "Inventing the University" students coming into a university setting "has to appropriate a specialized discourse, and he has to do this as though he were easily and comfortably one with his audience, as though he were a member." This is something that I feel I was trying to achieve while writing this unit plan.

General Objectives

1. Given the lecture on Geoffrey Chaucer's life students will be able to orally recite or describe at least three facts about him.
2. Given the in class reading and discussion of *The General Prologue* students will be able to name one or two characteristics of at least ten of the pilgrims mentioned in the text.
3. After reading *The General Prologue* students will be able to write their own detailed description of a new pilgrim that they create.

Pre-assessment

1. What was your favorite piece of literature you read in your ninth grade English class?
2. Name a book you have read outside of school that you have enjoyed?
3. What is something you are looking forward to learning in this class?
4. Have you had any previous experience reading Geoffrey Chaucer? If so explain why you liked or disliked it. If you have not read anything by Chaucer list at least one reason why you are looking forward to doing so.
5. Explain your level of interest pertaining to reading Chaucer?
6. What is your prediction on why Chaucer wrote a general prologue to *The Canterbury Tales*?

Motivational Device for the Unit Plan:

Students will start a "graffiti wall" by writing anything they already know about Geoffrey Chaucer's *The General Prologue* and *The Canterbury Tales* on a poster board with brightly colored markers.

Topical Outline:

Lesson 1: History of Geoffrey Chaucer

- 1.6.10.A: Listen critically and respond to others in small and large group situations and respond with grade level appropriate questions, ideas, information or opinions; CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- R11.A.2.6.1: Identify and/or describe the author's intended purpose of text; R11.A.1.3.1: Make inferences and/or draw conclusions based on information from text.
- Lecture

- To get students familiar with Geoffrey Chaucer and his life.
- Lesson 2: Reading *The General Prologue* from *The Canterbury Tales*
- 1.1.10.A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) of both substance and style using grade level text; 1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading; 1.1.10.E: Demonstrate an appropriate rate of silent reading.
- R11.B.2.1.1: Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text; R11.A.2.3: Make inferences, draw conclusions, and make generalizations based on text.
- Independent study and discussion
- Students will read *The General Prologue* and have a general understanding of the characteristics of each pilgrim mentioned.

Lesson 3: Creating a new pilgrim

- 1.4.10.A: Write poems, short stories, and plays. Apply various organizational methods. Write with an awareness of tone, mood, and elements of style; 1.5.10.D: Write with an understanding of style using precise language, action verbs, sensory details, and appropriate modifiers. Create tone and voice.
- R11.A.1.5.1: Summarize the key details and events of a fictional text as a whole; R11.A.1.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues.
- Independent study and individualized instruction
- To have students create and draw their own pilgrim as well as write a descriptive paper on them.

Commented [CAF2]: Looking back on my work now I have realized many things that I should have done differently or paid more attention to while creating this unit plan. One example of something I would need to change would be to touch on every aspect of every standard which I mention. I have noticed that I included all of these standards yet my content does not cover all of these areas.

UNIT: 1

DATE: 4/12/13

LESSON: History of Geoffrey Chaucer

TIME LENGTH: 40 min.

PA ACADEMIC STANDARDS:

1. 1.6.10.A: Listen critically and respond to others in small and large group situations and respond with grade level appropriate questions, ideas, information or opinions.
2. CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

ASSESSMENT ANCHOR DESCRIPTORS:

1. R11.A.2.6.1: Identify and/or describe the author's intended purpose of text.
2. R11.A.1.3.1: Make inferences and/or draw conclusions based on information from text.

MOTIVATIONAL DEVICE:

Show students the *A Knights Tale* video of Chaucer. Analyze the video in a whole class discussion and explain to students how parts of his speech reflect on his character and his writing style.

INSTRUCTIONAL OBJECTIVES:

1. Given the lecture on Chaucer students will be able to write at least five facts about Chaucer with 90 percent accuracy.
2. Students will be able to complete a worksheet on Chaucer with 80 percent accuracy.
3. Given the lecture on Chaucer students will be able to orally recite one fact from the lesson with 90 percent accuracy.

MATERIALS NEEDED: Pencil, markers

TECHNOLOGY NEEDED: Computer, Overhead projector

RESOURCES USED:

Chaucer, G. (n.d.). The General Prologue. In C. Baswell & A. H. Schotter (Eds.), *The Longman Anthology of British Literature* (4th ed., Vol. 1, pp.312-357). Pearson Education Inc. (Original work published 1475)

Locklear, S. (Ed.). (n.d.). Geoffrey Chaucer. Retrieved April 11, 2013, from eNotes website: <http://www.enotes.com/geoffrey-chaucer-reference-guide/geoffrey-chaucer>

Pre-assesment Strategies. (2007, September 27). Retrieved April 11, 2013, from Principle Kendrick website: <http://kendrik2.wordpress.com/2007/09/27/pre-assesment-strategies/>

Commented [CAF3]: This is definitely something that when I look back on my work, I immediately regret adding this into my unit plan. This is the type of poorly thought out instruction that the NCTE specifically says not to do in their essay "Framework for Success in Postsecondary Writing." In the NCTE's guidelines for teachers they urge teachers to create activities and assignments that foster creative thinking and prepare them to be lifelong learners. This "worksheet" idea does not meet that requirement.

Shmoop Editorial Team. (November 11, 2008). *Geoffrey Chaucer: Childhood & Teenage Years*. Retrieved April 11, 2013, from <http://www.shmoop.com/geoffrey-chaucer/childhood-teenage-years.html>

Ulrich Von Lichtenstein, The Protector of Italian Virginity (2009, August 9). Retrieved from <http://www.youtube.com/watch?v=XpJIVfGcL6Y>

LESSON TYPE (Pedagogy): Lecture

LESSON OUTLINE:

I. Introduction

A. Motivational device (video) (5 minutes)

1. Before showing the video tell students to pay attention to aspects of Chaucer's speech because they relate to his personality.
2. Afterwards explain points from video that tie in with his personality and life.

II. Chaucer's Early Years (5 minutes)

A. Born around 1343 in London

B. His parents were John and Agnes Chaucer

1. Father was a successful wine merchant. They were not wealthy people but they were well-to-do and knew the right people.

III. Young Adult (5 minutes)

A. In 1357 his father got him his first job working as a page boy for a Countess.

B. In 1359 he joined the English Army and fought in France during the Hundred Years' War.

1. During this war he was captured in 1360.
2. He was released after a ransom payment of sixteen pounds was paid by King Edward III.

IV. Adult Life to Death (5 minutes)

A. In 1366 Chaucer married Philippa de Roet

1. Together they had four children

B. In 1367, Chaucer received his first official appointment to the royal court, as a valet (and later a squire) in the household of King Edward III.

C. In 1380, according to legal records, Chaucer was accused of the raptus; a term that can mean rape or kidnapping.

1. He was later proven not guilty of this crime

D. Chaucer died on October 25, 1400 due to causes that we are not sure of.

V. Chaucer as A Writer (5 minutes)

A. Chaucer hardly wrote any poetry at all in the first half of his life.

B. Chaucer's own early works were either English translations of French poems, or near copies of the French style.

C. In the late 1380s, Chaucer began his final poetic work *The Canterbury Tales*

1. Spent ten years writing it

2. Died before he could finish

3. This is his most famous poem

D. Known as the Father of English Literature

VI. Summary (15 minutes)

A. Explain to students that because Chaucer's family growing up knew many people and because he held so many different jobs throughout his life that they lead his to be fascinated with social status (which is a common theme in *The General Prologue*).

B. Key Questions

C. Closure Worksheet

KEY QUESTIONS:

1. In your own words describe some characteristics or personality traits of Chaucer's.

2. Name at least one thing from the lesson that you found especially interesting.

3. What are some aspects of Chaucer's life that you think had an impact on his writing?

CLOSURE: Start closure by asking the key questions. If no student is able to share give an example yourself. Close the lesson by having the students work on the Chaucer worksheet.

DIFFERENTIATED LEARNING ACTIVITIES:

1. **Tier 1:** Basic level students will be given the closure Chaucer worksheet and will be required to respond to each question with a one word answer or a short answer.

2. **Tier 2:** On-level students will actively participate in the activities with little to no support.

3. **Tier 3:** Advanced students will be given the closure Chaucer worksheet and will be required to respond to each question with a short answer or an in depth answer.

FORMATIVE ASSESSMENTS:

1. Observe students attentiveness, participation, and willingness to share all questions throughout the lesson.
2. Throughout the lesson check for understanding.
3. Collect all worksheets at the end of class.

HOMEWORK: Students will start their graffiti walls for homework by writing at least five facts about Chaucer. Students should be prepared and have their graffiti walls in class the following day to continue working on them.

REFLECTION:

1. Did students show understanding of the content of the lesson?
2. Were all students able to complete the worksheet?
3. If I was to teach the lesson again, is there anything I would do differently?



Name: _____

Date: _____

Geoffrey Chaucer Worksheet

1. What year was Chaucer born and where?
2. How many children did Chaucer and Philippa have?
3. What is Chaucer known as?
4. What is his most famous poem?
5. What was Chaucer's first job?
6. What happened to him while he was serving in the English Army?
7. What crime was Chaucer accused of? Was he found guilty?
8. How much did he write during the earlier years of his life?
9. What King did Chaucer get a job working for as a valet?
10. What year did he die?

UNIT: 2

DATE: 4/13/13

LESSON: Reading the General Prologue

TIME LENGTH: 40 min.

PA ACADEMIC STANDARDS:

1. **1.1.10.A:** Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.
2. **1.1.10.D:** Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.
3. **1.1.10.E:** Demonstrate an appropriate rate of silent reading based upon specific grade level texts.

ASSESSMENT ANCHOR DESCRIPTORS:

1. R11.B.2.1.1: Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.
2. R11.A.2.3: Make inferences, draw conclusions, and make generalizations based on text.

MOTIVATIONAL DEVICE: Students will start a journal for this lesson on *The General Prologue*. They will start off the journal by writing an entry about the main points from the beginning of the prologue. Throughout the lesson they will also be required to write an entry describing in depth the characteristics of each pilgrim that is mentioned in the prologue.

INSTRUCTIONAL OBJECTIVES:

1. Students will be able to explain (write) at least one characteristic of at least ten of the pilgrims with 90 percent accuracy.
2. Given the lesson on *The General Prologue* students will be able to write one paragraph on the importance of Chaucer analyzing each pilgrim in depth.

MATERIALS NEEDED: Pencil, markers, and journal

TECHNOLOGY NEEDED: None

Commented [CAF4]: I feel that this idea of students keeping a journal entry to keep track and understand each character in the text is an important one because not only are they gaining understanding of the characters, they also have the power to voice their own opinions about them as well. However, I feel that this could be revised to make the journal more appropriate to our technological culture in our classrooms today. Making this change would be as easy as having the students create their journals on a site like this (Weebly), Tumblr, or Prezi. This idea aligns with the NCTE's belief that composing should take place across multiple environments.

RESOURCES USED:

Chaucer, G. (n.d.). The General Prologue. In C. Baswell & A. H. Schotter (Eds.), *The Longman Anthology of British Literature* (4th ed., Vol. 1, pp.312-357). Pearson Education Inc.
(Original work published 1475)

LESSON TYPE (Pedagogy): Independent study and discussion

LESSON OUTLINE:**I. Introduction**

A. Reading the beginning of *The General Prologue* (5 minutes)

B. A motivational device: Journal entry (2 minutes)

1. After reading students will write a one paragraph journal entry based on information from lines 1-43.

2. Students write about main points that seem interesting to them or that they feel are important to the text.

II. Purpose of the beginning of *The General Prologue* (2 minutes)

A. To explain to readers about the time of year people generally wish to go on pilgrimages and why.

1. Goes into detail of nature and warm weather marking the return of spring; the season that makes people feel the need to go on pilgrimages.

2. They are going to pay homage to and visit the relics of St. Thomas Becket at the Canterbury Cathedral.

B. Chaucer introduces that the majority of the prologue he will give full descriptions of the diverse group of pilgrims he will be traveling with.

1. It is reasonable to have full descriptions of each pilgrim so the reader can have an accurate mental picture of each person.

2. Chaucer makes sure to state that the descriptions of these people are how they appeared to him and are solely his opinion.

3. He will comment on who each person is, their status, profession, their physical appearance, all the way down to what they are wearing.

III. Reading the Descriptions of Characters in *The General Prologue* (20 minutes)

A. The Knight

1. He is the definition of nobility, loyalty, honor, generosity, and politeness.

2. Cherished the profession of being a knight
 3. He had good horses but was not smart when it came to his fashion and other equipment.
- B. The Squire: The knight's son
1. Beautiful from his curly hair to his fancily embroidered clothes
 2. A passionate lover.
 3. Talents include singing, playing the flute, drawing, writing, and riding.
- C. The Yeoman: The knight's servant
- D. The Prioress, Madame Eglantine
1. Nun
 2. Took joy in etiquette.
 3. Excessively sensitive.
 4. Wore a gold chain of a gold "A" and a crown on top inscribed with "amor vincit omnia" meaning love conquers all (could foreshadow forbidden love or stand for divine love).
 5. Students will write a journal entry about two out of the four pilgrims that were discussed so far.
- E. The Monk
1. Pleasure seeking; Kept many horses and hunts (rich hobbies).
 2. Ignores rules of being a monk.
 3. He is fat and dresses very fashionable which are signs of wealth.
- F. The Friar
1. Skilled in rhetoric and flattery.
 2. He is close with the wealthy people of his area because they pay him generously in return for an easy penance.
 4. Hates street-beggars and lepers, the people he is supposed to help.
- G. The Merchant
- H. The Clerk
- I. The Man of Law
- J. The Franklin
- K. The Guildsmen

L. The Cook

M. The Shipman

N. The Physician

1. Skilled in all areas of medicine and surgery.
2. Seems to love making money more than helping people.
3. Students will write a journal entry on three out of the ten pilgrims that have just been discussed.

O. The Wife of Bath

1. She has had five husbands
2. Very fashionable
3. Gave relationship advice
4. Image of feminism

P. The Parson

1. Pure and true to the teachings of Christ
2. Kind to all people
3. Hates excommunicating those who fail to pay their tithes

Q. The Ploughman: The parson's brother

R. The Miller

1. Big and brawny
2. Is a loudmouth who loves to tell crude stories
3. He was dishonest

S. The Manciple

T. The Reeve

1. A very skilled thief
2. Cunning
3. Students will write a journal entry on three of the seven pilgrims that have just been discussed.

U. The Summoner

1. His diseased faced suggested diseased soul
2. A drunk; would let someone sleep with his wife for a quart of wine
3. Friend of the pardoner

V. The Pardoner

1. Is compared to a mare which suggests homosexuality (possibly for the summoner)
2. Sold fake religious relics
3. Tricked people out of their money
4. Students will write a journal entry discussing

IV. The conclusion of *The General Prologue* (2 minutes)

- A. Chaucer apologizes for any offense the reader may take to stories in *The Canterbury Tales* but states that he is just repeating exactly what is said.
- B. The host describes the game that they will each tell two stories on the way to Canterbury and two on the way back. Whoever the host decides tells the most meaningful story wins a meal paid for by the rest of the pilgrims.

V. Summary (10 minutes)

- A. A whole class discussion is held to talk about main characteristics of each pilgrim and main points of The General Prologue.
 1. Have students volunteer to talk about pilgrims that they thought were the most interesting.
- B. Key Questions
- C. Closure Activity

KEY QUESTIONS:

1. What is the purpose of Chaucer going into detail about each pilgrim?
2. Why does Chaucer apologize for the crude language that will be used in the telling of the tales?
3. Do you think there is a significance as to the arraignment of the description of each pilgrim?

CLOSURE: Using their journals and texts books as a guide students will add to their graffiti wall the names of at least ten pilgrims and list one characteristic for each.

DIFFERENTIATED LEARNING ACTIVITIES:

1. **Tier 1:** Basic students will be given the closure activity and have to write a one word character descriptions.
2. **Tier 2:** On-level students will actively participate in the activities with little to no support.

3. Tier 3: Advanced students will be given the closure activity and have to write more in detail character descriptions.

FORMATIVE ASSESSMENTS:

1. Observe student participation and willingness to share all questions. If no student is able to share questions or opinions give example yourself.

2. While students are working on their closure activity make sure the information is correct. Collect all graffiti walls and check for understanding at the end of class.

HOMEWORK: In their journal students will write at least one paragraph explaining why they feel it is important that Chaucer went into excessive detail for each pilgrim. Students should be prepared to hand in their journals the following class.

REFLECTION:

1. Was there enough student engagement throughout the lesson?
2. Were students able to complete the closure activity?
3. If I were to reteach this lesson again, is there anything I would change?

Commented [CAF5]:

Commented [CAF6]: I feel that by having students write their own opinions on this subject as well as go off of what the class as a whole discussed aligns with the WPA's outcome statement for first-year composition which states that student should, "understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources and integrate their own ideas with those of others." This homework assignment also meets this requirement because it challenges to find information throughout the lesson followed by adding their own opinions to create the final product.

UNIT: 3

DATE: 4/14/13

LESSON: Creating a new pilgrim

TIME LENGTH: 40 min.

PA ACADEMIC STANDARDS:

1. 1.4.10.A: Write poems, short stories, and plays. Apply various organizational methods. Write with an awareness of tone, mood, and elements of style. Include literary elements and devices.
2. 1.5.10.D: Write with an understanding of style using precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. Create tone and voice through the use of precise language.

ASSESSMENT ANCHOR DESCRIPTORS:

1. R11.A.1.5.1: Summarize the key details and events of a fictional text as a whole.
2. R11.A.1.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

MOTIVATIONAL DEVICE: Students will get into small groups and discuss who their favorite character was. The discussion should mainly focus on what exactly made that pilgrim their favorite whether it be their personality, social status, physical features, and so on.

INSTRUCTIONAL OBJECTIVES:

1. Students will be able to create (draw) a detailed picture of their own original pilgrim with 100 percent accuracy.
2. Students will be able to write a descriptive paper on their pilgrim that takes into account all details of that character (who they are, how they are dressed, their social status, profession, their physical appearance, and what they are wearing) in no less than 200 words with 90 percent accuracy.

MATERIALS NEEDED: Crayons, markers, pencil, poster board, and paper

TECHNOLOGY NEEDED: None

RESOURCES USED:

Cruikshank, D. R. (2012). *The Act of Teaching* (6th ed.). New York, NY/US: The McGraw-Hill Companies.

Mager, R. F. (1997). *Preparing Instructional Objectives* (3rd ed.). Atlanta, GA/US: The Center for Effective Performance.

100+ motivational techniques. (2008, August 6). Retrieved April 12, 2013, from Smart Teaching

website: <http://www.smartteaching.org/blog/2008/08/100-motivational-techniques-to-take-learning-to-the-next-level/>

LESSON TYPE (Pedagogy): Discussion, independent study, and individualized instruction

LESSON OUTLINE:

I. Introduction (15 minutes)

A. Motivational device: Group discussion

B. Introduce briefly the make your own pilgrim activity.

1. Explain that the reason they each had a favorite pilgrim was because there were certain details explained in the text about that character that made them their favorite.

2. It is important to add multiple details to your own character also to make them more interesting.

II. Fully explain and go into detail about the make your own pilgrim activity (15 minutes)

A. Students will first write a detailed 200 word description of a pilgrim they create.

1. Independent seat work. Students will not work in groups.

2. Check for student understanding of the activity.

3. The paper should touch on who the pilgrim is, how they are dressed, their social status, profession, their physical appearance, and what they are wearing, and anything else the student wishes to add.

4. Should be written in precise language and use sensory details to make the pilgrim come to life. Should create a tone of the character through the use of precise language (ex. should be able to tell if the character is well liked, a loner, an evil character, etc.)

B. Once the students have started observe students to make sure they are on task.

III. Bringing the pilgrim to life (15 minutes)

A. Once students have written a description of their pilgrim they will then draw a depiction of that character.

1. Students may get into small groups for this part of the activity. However, each student must be working on their own drawing.

2. Check for student understanding of the activity.

Commented [CAF7]: One thing that this unit plan does not account for in the WPA outcome statement is using “electronic environments for drafting, reviewing, revising, editing, and sharing texts.” Unfortunately, nowhere in this unit plan do I account for my students revision of their writing. This is also an aspect that Nancy Sommers would extremely dislike. For instance in Sommer’s essay “Across Drafts” she expresses her views that writing is in no way linear and should account for the revision process. If I were to fix this unit plan I would make it know to my students that revision is necessary to the writing process.

3. Drawings are to be as colorful and creative as possible. Tell students to have fun with the activity and make it something completely their own.

B. Once the students have started go around to each group

1. Make sure everyone is on task.

2. Make sure all students are doing their own work.

V. Summary (5 minutes)

A. Explain that this activity was for students to use creativity in the classroom to learn first-hand about the process of developing a detailed pilgrim, like those they read about in *The General Prologue*.

B. Key Questions

C. Closure Activity

KEY QUESTIONS:

1. Why is it important for you to fully develop your character that you created?

2. How would you describe your characters personality?

3. What traits does your character have that Chaucer would especially like or dislike?

CLOSURE: The teacher will go around the room and the students will say the name of their pilgrim and at least two characteristics or personality traits about them.

DIFFERENTIATED LEARNING ACTIVITIES:

1. **Tier 1:** Basic students will participate in the closure activity and have little to no problem explaining their character.

2. **Tier 2:** On-level students will actively participate in the activities with little to no support.

3. **Tier 3:** Advanced students will participate in the closure activity and be expected to answer in detail and explain their character with no problems.

FORMATIVE ASSESSMENTS:

1. Check for understanding throughout the lesson.

2. Observe students throughout to make sure they are on task and fully taking part in the assignment.

HOMEWORK: If students do not fully finish creating their pilgrim they may take it home to finish for homework. Students must be prepared to hand it in for a grade the following day.

REFLECTION:

1. Did students enjoy the lesson and were they engaged throughout?

2. Were all students about to complete the assignment?
3. If I was to reteach the lesson, is there anything I would change?

Unit Test

Name: _____

Date: _____

Multiple Choice:

1. What year was Chaucer born?

- A. 1343
- B. 1564
- C. 1400
- D. 1320

2. What is Chaucer known as today?

- A. Writer of the First Poem
- B. The Founder of English Literature
- C. The Father of English Literature
- D. The Father of Poetry

3. Where was Chaucer born?

- A. Germany
- B. The United States
- C. Italy
- D. London

4. How many years did Chaucer spend writing The Canterbury Tales?

- A. 8
- B. 1
- C. 4
- D. 10

5. What is considered to be Chaucer's most famous poem?
- A. Book Of The Duchesse
 - B. The Canterbury Tales
 - C. A Ballad Sent to King Richard
 - D. Chaucer's Tale of Sir Thopas
6. How are Chaucer's earlier works described?
- A. Simple English translations of French poems, or copies of the French style
 - B. Beautifully written ballads
 - C. His best work
 - D. He did have any early works
7. What was The Knight known as being?
- A. The definition of nobility
 - B. Loyal
 - C. Polite
 - D. All of the above
8. What was The Squire most passionate about?
- A. Drinking
 - B. Fighting in battle
 - C. Love
 - D. Singing and dancing
9. What did the Prioress take the most joy in?
- A. Flirting
 - B. Drinking
 - C. Etiquette
 - D. Hurting animals
10. What rules did the Monk ignore?

- A. The rules of the pilgrimage
- B. The rules of being a monk
- C. The Golden Rule
- D. All of the above

11. What do people do to receive an easy penance from the Friar?

- A. Pay him generously
- B. Nothing, he always gives easy penance
- C. Buy him dinner
- D. Go to church every Sunday

12. How many husbands did the Wife of Bath have?

- A. Five
- B. One
- C. Four
- D. None

True and False:

- 13. ____ The Parson was pure and true when it came to the teachings of Christ.
- 14. ____ The Miller was quiet and was very offended by crude jokes.
- 15. ____ The Reeve was an honest man who never lied or stole a thing in his life.
- 16. ____ The Summoner said he would let someone sleep with his wife for a quart of wine.
- 17. ____ The Pardoner sold real religious relics.
- 18. ____ The Physician was not very skilled in medicine or surgery.

Essay Questions:

- 1. Because Chaucer was raised in a well-to-do family and had multiple jobs throughout his life he began to take an interest in people and their social status. Describe some examples from the text that support this.

- 2. Explain in one paragraph the importance of Chaucer analyzing each pilgrim in depth.

3.

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