

*The Canterbury Tales* Project

Objective: to collaborate, plan, practice, and produce a 10-15 min. lesson on a character from *The Canterbury Tales*

Requirements: 1) research the occupational role of your character

2) present research in a skit format with costumed character in context

3) record the reading of the character's prologue (iMovie) and summarize it in Modern English

4) complete a bibliography in MLA format (minimum 5 sources)

5) create a character profile (PPT slide: name, picture, flaw, appearance, social class, quote)

**\*Dates are subject to change****Period E Characters and Due Dates:**

KNIGHT	11/10
PRIORESS & LAWYER	11/11
COOK & DOCTOR	11/14
WOB & PARDONER	11/15
QUIZ	11/116
ESSAY	11/22

**Period H Characters and Due Dates:**

KNIGHT	11/11
PRIORESS & DOCTOR	11/14
WOB & PARDONER	11/15
QUIZ	11/16
ESSAY	11/22

**Attendance Policy: Because this is a group project, individuals who miss more than one work day (10/26, 10/28, 11/1, 11/2, 11/7) will be assigned another character and must complete the project on their own; students may not be absent from class on the day their group is assigned to present**

Assessment: Individual Work (meet deadlines, contribute, peer evaluation)	=10%
Presentation (10-15 minute group skit, bibliography, ppt, recording)	=10%
Quiz (CT background ppt, character)	=10%
Essay (4-paragraph analysis)	=10%

**Individual Work Check-In RUBRIC**

Due 10/31:	Two scholarly resources about their character's occupation (R/H)	_____ / 40 pts
Due 11/2:	Skit idea and roles of group members	_____ / 5 pts
Due 11/7:	Explanation of character costume and props	_____ / 5 pts
	Skit rough draft	_____ / 10 pts
	Modern English summary of prologue (read/highlight)	_____ / 20 pts
Due 11/10:	Character Profile and iMovie complete	_____ / 10 pts
End:	Overall preparedness and participation	_____ / 10 pts

## Group Presentation RUBRIC

Students in group: \_\_\_\_\_

Character: \_\_\_\_\_

The **research and script**                      **30**                      **25**                      **20**

- Students share broad and thorough research on the character's occupation in Medieval times
- Facts and information about the character's role dominate the script
- The script allows the character to showcase his/her personality and moral flaw

The **costumes, props, and setting** **15**                      **10**                      **5**

- The costume and props show attention to detail, creativity, and planning
- The costume and props fit Chaucer's description of the character
- The setting of the skit adds to the presentation

The students' **visuals**                      **20**                      **15**                      **10**

- The character profile includes name, class, flaw, picture, appearance, and significant quote
- The character profile is free of mechanical errors
- iMovie is creatively staged and includes an articulate reading of the prologue.  
\*See Mr. Apo in LRC for help using green screen.

The **sources page**                      **10**                      **5**

- The bibliography is complete and formatted according to MLA

The **oral presentation**                      **15**                      **10**                      **5**

- The students maintain good eye contact during the script
- Communication is compelling (word choice, articulation and amplification)
- The prologue summary is read clearly with good eye contact
- The students remain in character throughout the presentation

The **overall presentation**                      **10**                      **5**

- The presentation is organized, demonstrating planning and rehearsing
- The presentation flows and includes an introduction and conclusion
- The presentation is energized and engaging
- Partners share equal time during the presentation
- The presentation fits the 10-15 minute time frame

British Literature  
The Canterbury Tales Presentation  
Peer Evaluation

Students: \_\_\_\_\_ as the character: \_\_\_\_\_

5 = Excellent and Amazing (I hope my presentation can live up to this!)

4 = Very Good (Thorough / Entertaining / Informative)

3 = Average and Okay (Basically what was expected / No real "WOW" effect)

2 = Limited effort (Some areas were missing, lacking, or substandard)

1 = Completely unimpressive (Are you trying to fail this class?)

<b>INFORMATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>(Thorough research shared during the skit, lots of good info about the occupation)</i>					
<b>COSTUME AND PROPS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>(Appropriate to description, shows effort and creativity)</i>					
<b>PROLOGUE SUMMARY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>(Reading skills, summary in modern English aids understanding)</i>					
<b>IMOVIE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>(Creative staging, clearly articulated reading of the prologue)</i>					
<b>CHARACTER PROFILE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>(Includes: class, flaw, appearance, picture, name, quote, avoids errors)</i>					
<b>PRESENTATION SKILLS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>(Stays in 1<sup>st</sup> person; skit appears rehearsed, organized, and energized; uses eye contact and is articulate when reading; fits the allotted time)</i>					

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1. Research the occupational role of your character
2. Gather your info from a minimum of 5 scholarly resources
3. Type a bibliography in MLA
4. Share your research in the form of a skit/interview, with one of your group members in the role of your character. Skit should be minimum 5-7 minutes. You need a typed script and props. No 2 groups can use same setting.
5. Student in character will be in costume according to description in CT, speak in first person POV, and behave as character would. Woven in should be an explanation of the costume.  
---75% of your efforts should be placed here

Oct 31 in class...I will discuss the prologue lines, costuming, and ppt.

6. After the interview/skit, you will show an iMovie, in which we will hear the reading of your characters lines from the prologue: voice over, with character in costume and appropriate setting or with other visuals. The reading should be practiced with clear pronunciation
7. After iMovie reading, a group member will read modern version of the prologue, a rewrite from your own words
8. Close with a ppt slide: char name, picture, class, social challenge/ flaw, significant quote

Project = 20% of quarter grade... 2 parts....prep and final product

No absence more than 1 day or own project

No absence on day your character is scheduled, group grade -20%