

This independent study unit involves the reading, research, preparation and presentation of a tale from Geoffrey Chaucer's *Canterbury Tales*. We will study the *General Prologue* together as a class to build an understanding of the work and then you will complete the steps below on your own to develop an understanding of an individual tale before presenting information both to the teacher and the class.

**STEPS:**

1. Choose one of the tales. Note that no tale may be used by any more than two students. First come, first serve! A Google Sign-Up sheet will be provided.
2. Read the tale and highlight important details about plot, character, morals, conflict, etc.
3. Complete the assignments for your tale
4. As an independent assignment you will be responsible for developing and preparing the work mostly on your own time. I will provide guidance along the way but this is your project!

**ASSIGNMENTS: (NOTE: ALL ASSIGNMENTS ARE EXPECTED TO BE PREPARED IN MLA STYLE)****1. Summarize the Tale & The Pilgrim– Checking for Understanding (Knowledge and Understanding)**

Write a summary of your tale in your own words. You should include important quotes and/or paraphrasing so that readers will be able to pick up the important details from the tale. Ensure that your summary is detailed, organized and polished.

In addition, write a series of paragraphs describing information about the pilgrim for whom your tale is named. Provide ideas about what this pilgrim might represent, (considering their job).

**Length:** One typed page (min)

**2. Morals, Lessons and the Point of the Story – The Essay (Thinking and Inquiry & Application)**

Identify the point of your chosen tale. Was it to teach a lesson? Did it communicate a moral? Why might have Chaucer included this tale in the collection? Write a **literary essay** identifying the point of your tale and what it teaches. You will develop a thesis arguing the “heart of the story” and an essay supporting this thesis. Follow literary essay and MLA guidelines for this essay.

**Length:** 1300 words (min)

**3. Presentation – Telling Your Tale (Communication & Application)**

Create a 10 minute (minimum) presentation that informs other students in the class about your tale. Your presentation should include more than just a summary of the tale but also information about the character(s), the moral lesson and what you enjoyed and/or did not enjoy about the tale. Your presentation must involve the rest of the class in some way. Consider a game, seminar discussions, or some method of engaging people. Visual aids are encouraged.

**Length:** 10 minute oral pres

**SCHEDULES AND TIMELINES**

**CLASS WORK:** Some class time will be provided for your ISU and conferencing will also occur.

**PRESENTATIONS:** Will be scheduled from June 5-9 by random order.

**ASSIGNMENTS:** Final copies of written assignments will be due on **Monday, June 5.**

**MARKS AND EXPECTATIONS**

The Independent Study Unit is worth 15% of your mark. Combined with your final exam these two marks comprise 30% of the total mark of this course. The 15% ISU mark is divided as follows:

ASSIGNMENT	MARK	% OF TOTAL ISU
Summary of Tale/Pilgram	/50	10%
Essay	/100	60%
Presentation	/50	30%
<b>TOTAL</b>	<b>/300</b>	<b>100%</b>

**RUBRICS****RUBRIC #1: USED FOR SUMMARY, CHARACTER DESCRIPTION AND ESSAY**

CATEGORY	LEVEL 1 Below Expectations	LEVEL 2 Meets some expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations	MARK COMPARISON
<b>K/U:</b> <i>Student demonstrates knowledge of topic</i>	Student demonstrates limited knowledge of topic	Student demonstrates some knowledge of topic	Student demonstrates considerable knowledge of topic	Students demonstrates thorough knowledge of topic	/20
<b>T/I:</b> <i>Student connects ideas and supports topic</i>	Student demonstrates limited ability to connect ideas	Student demonstrates some ability to connect ideas	Student demonstrates considerable ability to connect ideas	Student demonstrates thorough ability to connect ideas	/20
<b>COM:</b> <i>Information is communicated clearly and effectively</i>	Student has limited ability to communicate information and ideas	Student has some ability to communicate information and ideas	Student has considerable ability to communicate information and ideas	Student has thorough ability to communicate information and ideas	/20
<b>APP:</b> <i>Information is presented and displayed creatively and effectively</i>	Student has limited ability to apply knowledge and information	Student has some ability to apply knowledge and information	Student has considerable ability to apply knowledge and information	Student has thorough ability to apply knowledge and information	/20
<b>K/U:</b> <i>Student demonstrates knowledge of specific essay form</i>	Student has limited ability to demonstrate form	Student has some ability to demonstrate form	Student has considerable ability to demonstrate form	Student has thorough ability to demonstrate form	/20

**DUE DATES:**

ROUGH COPY DUE:

FINAL COPY DUE:

**RUBRIC #2 USED FOR PRESENTATION**

CATEGORY	LEVEL 1 Below Expectations	LEVEL 2 Meets some expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations	MARK COMPARISON
<i>K/U: Student demonstrates knowledge of topic</i>	Student demonstrates limited knowledge of topic	Student demonstrates some knowledge of topic	Student demonstrates considerable knowledge of topic	Students demonstrates thorough knowledge of topic	/10
<i>T/I: Develops idea with independent thought</i>	Student demonstrates limited ability to develop thought	Student demonstrates some ability to develop thought	Student demonstrates considerable ability to develop thought	Student demonstrates thorough ability to develop thought	/10
<i>COM: Presentation is communicated clearly and effectively</i>	Student has limited ability to communicate information and ideas	Student has some ability to communicate information and ideas	Student has considerable ability to communicate information and ideas	Student has thorough ability to communicate information and ideas	/10
<i>APP: Information is presented and displayed creatively and effectively</i>	Student has limited ability to apply knowledge and information	Student has some ability to apply knowledge and information	Student has considerable ability to apply knowledge and information	Student has thorough ability to apply knowledge and information	/10
<i>K/U: Student follows presentation guidelines</i>	Student has limited ability to demonstrate form	Student has some ability to demonstrate form	Student has considerable ability to demonstrate form	Student has thorough ability to demonstrate form	/10

**DUE DATES:**

ROUGH COPY DUE:
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FINAL COPY DUE:
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