

# Unit 2: Identity Now & Then

Student Unit Packet Part #1



7th Grade ELA  
Ms. Settles

Name: \_\_\_\_\_

## Unit Information

Unit #/Title:	Main Texts:	Supplementary Texts:	Activities:
<p><b>Identity Now &amp; Then</b></p> <p><i>Who Am I?</i></p> <p><i>How does society both support and limit the development of identity?</i></p> <p><i>How does society influence identity and experience?</i></p>	<p><b>Core Texts:</b></p> <p><i>Castle Diary: The Journal of Tobias Burgess</i> by Richard Platt</p> <p><i>The Canterbury Tales</i> by Geraldine McCaughrean</p> <p><b>Reading Group Texts:</b></p> <p><i>The Midwife's Apprentice</i> by Karen Cushman</p> <p><i>A Taste for Scarlet and Miniver</i> by E.L. Konigsburg</p> <p><i>The Cross of Lead</i> by Avi</p> <p><i>Adam of the Road</i> by Elizabeth Janet Gray</p> <p><i>Catherine Called Birdy</i> by Karen Cushman</p>	<p><b>Historical Accounts/Articles:</b></p> <p>Clergy, Knights, Nobles, Peasants, Tradesmen</p> <p>The Middle Ages- The Medieval Years</p> <p><b>Music:</b></p> <p>-Lamento de Tristano, Anonymous</p> <p><b>Paintings:</b></p> <p>-Pilgrims Leaving Canterbury by Lydgate's Siege of Thebes</p> <p>-Joachim Among the Shepherds by Giotto di Bondone</p> <p>-The Three Living and the Three Dead, Master of the Dresden Prayer Book</p> <p><b>Poetry:</b></p> <p>- "Identity" by Julio Noboa Polanco</p>	<ul style="list-style-type: none"> <li>● Anticipation Guide</li> <li>● Journals: Prompts, Notes, Vocabulary, Grammar</li> <li>● Reading Texts, Formats &amp; Strategies</li> <li>● Identity Poems: Reading &amp; Writing</li> <li>● Identity Collage PBL Project</li> <li>● Writing Lessons: POV, Narrative Elements, Description/Details</li> <li>● Point of View Diary Entry</li> <li>● Exploded Moment Narrative Writing</li> <li>● Socratic Seminars</li> <li>● Testing/On Demand Prompts</li> </ul>

# Unit Vocabulary Words

★ Use with Musical Mix & Mingle, Review Toss & Quizlet Live!

## Part 1:

Word	Definition
<b>Identity</b>	The unique and entire set of characteristics that make up what a person or thing is known or considered to be.
<b>Medieval</b>	of, or having to do with the middle ages.
<b>Feudalism</b>	a way of structuring society around land and services/labor.
<b>Hierarchy</b>	A way of organizing people according to rank or level of authority.
<b>King/Queen</b>	the ruler of an independent state, especially one who inherits the position by right of birth.
<b>Clergy</b>	the body of all people ordained for religious duties
<b>Merchants</b>	a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying merchandise to a particular trade.
<b>Farmers</b>	a person who owns or manages a farm.
<b>Tradesmen or Artisan</b>	a person engaged in trading or a trade, typically on a relatively small scale.
<b>Craftsmen or Skilled Worker</b>	a person who is skilled in a particular craft.
<b>Knight</b>	a man who served his sovereign or lord as a mounted soldier in armor.
<b>Nobles/Lords</b>	belonging to a hereditary class with high social or political status; aristocratic.
<b>Page</b>	a page was an attendant to a nobleman, a knight, a Governor or a Castellan.
<b>Vassal</b>	Worked the land that was held by nobles and lords in exchange for land or protection
<b>Fief</b>	an estate of land, especially one held on condition of feudal service.
<b>Peasant</b>	a poor farmer of low social status who owns or rents a small piece of land for cultivation
<b>Serf</b>	An agricultural laborer that works on his lord's estate

<b>Crusades</b>	a medieval military expedition, one of a series made by Europeans to recover the Holy Land from the Muslims in the 11th, 12th, and 13th centuries.
<b>Renaissance</b>	The cultural rebirth that occurred in Europe from roughly the fourteenth through the middle of the seventeenth centuries, based on the rediscovery of the literature of Greece and Rome. ... Renaissance means “rebirth” or “reawakening.”
<b>Bubonic Plague</b>	the most common form of plague in humans, characterized by fever, delirium, and the formation of buboes.
<b>Figurative Language</b>	When words are used in a way that is different from the usual meaning
<b>Metaphors</b>	Direct comparisons
<b>Similes</b>	Comparisons using “like”, “as”, or “than”
<b>Imagery</b>	The formation of mental images when reading
<b>Personification</b>	Giving non-human objects human-characteristics

**Part 2:**

<b>Word</b>	<b>Definition</b>
<b>Protagonist</b>	the leading character or one of the major characters in a drama, movie, novel, or other fictional text.
<b>Antagonist</b>	a person who actively opposes or is hostile to someone or something; an adversary.
<b>Characterization</b>	the creation or construction of a character.
<b>Direct Characterization</b>	tells the audience exactly what the personality of the character is through the author's words.
<b>Indirect Characterization</b>	shows hints that reveal the personality of a character. Use the acronym STEAL for this type of characterization.
<b>Plot</b>	the main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence.
<b>Conflict</b>	a struggle or an opposition.
<b>Resolution</b>	is the part of a story's plot line in which the problem of the story is resolved or worked out.
<b>Sense of Self</b>	one's perception of oneself.

<b>Point of View</b>	The perspective in which a text is written.
<b>First Person POV</b>	Told from the viewpoint of 1 of the characters. I, We, Me
<b>Second Person POV</b>	The narrator addresses you. (Rare: In How-To Guides, etc.) You, Yours, Your
<b>Third Person Limited POV</b>	Narrator focuses on the thoughts and feelings of 1 character. He, she, name
<b>Third Person Omniscient POV</b>	Narrator can tell thoughts and feelings of ALL characters. He, she, they, character's names
<b>Third Person Objective POV</b>	Narrator reports only facts and events as they happen. No one's perspective. He, she, they, character's names
<b>Sensory Language</b>	Sensory language is language that connects to the five senses (sight, sound, smell, taste, touch) to create an image or description.
<b>Prologue</b>	a separate introductory section of a literary or musical work.
<b>Pilgrimage</b>	a journey, especially a long one, made to some sacred place as an act of religious devotion
<b>Poacher</b>	One who illegally hunts on another's property.
<b>Innkeeper</b>	a person who runs an inn.
<b>Scholar</b>	a person who is highly educated or has an aptitude for study.
<b>Summoner</b>	a person from the medieval church who calls or summons people before the church for their crimes.
<b>Pardoner</b>	a person who sells official pardons, or excuses from sins, from the church (to raise money for the church).
<b>Parson</b>	a member of the religious clergy, like a priest.
<b>Miller</b>	a person who owns or works in a grain mill (making wheat into flour, for example)
<b>Reeve</b>	a senior official with local responsibilities under the Crown
<b>Franklin</b>	a responsible landowner

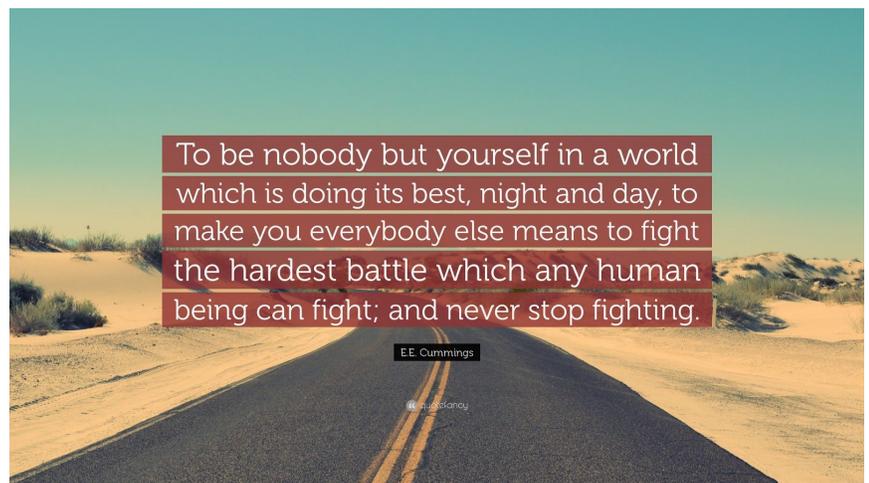
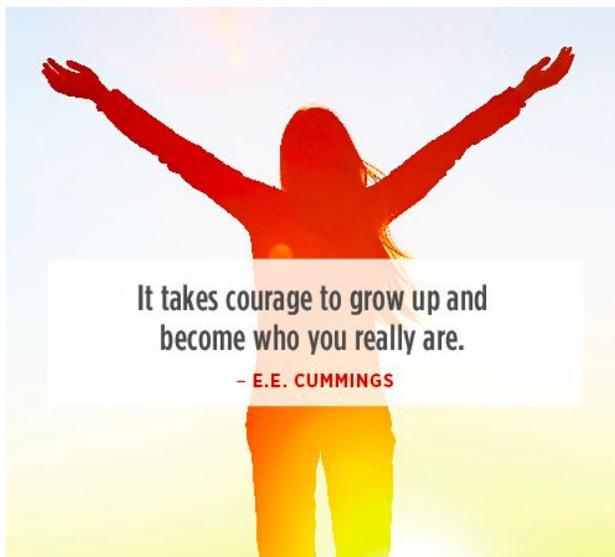
<b>Magistrate</b>	a civil officer in charge of administering laws
<b>Friar</b>	A special kind of monk who wandered from place to place delivering sermons and begging alms
<b>Chivalry</b>	the medieval knightly system with its religious, moral, and social code.
<b>Customs</b>	a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.
<b>Allusion</b>	A reference to something else, person, event, etc.
<b>Foreshadow</b>	a literary device by which an author hints what is to come.
<b>Epilogue</b>	a section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened.

# Identity Quotes Prompt & Mini-Poster Activity

**Part 1:** Write down the definition for identity in your Vocabulary Vault and discuss as a class. Respond to the following in your journals. Choose one quotation from the pictures, think about what it means, decide whether you agree with it, and explain why you agree or disagree with it. Shoot for 5-10 sentences.

**Part 2:** Find a quote that connects to your own identity in some way and write it neatly on a small piece of construction paper. Use Google to search for quotes. Be creative with your quote! Be ready to discuss part 1 and 2 of this activity with the class.

<b>Identity (Noun)</b>	<b>Definition:</b> The unique and entire set of characteristics that make up what a person or thing is known or considered to be.	<b>Synonyms:</b> Individuality, Personhood
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## Quick Write & Chalk Talk:

★What do you know about the middle ages?

### Anticipation Guide Movement Activity

Directions: On your own, read through the statements and tell if you “Agree” or Disagree” with the statements or choose one of the options. You may also answer “Sometimes, Maybe, Somewhat” in any of the “Agree/Disagree” questions. Then we will move around the room and discuss these statements as a class. If this activity doesn’t work out well, students will make cards to show how they feel about each statement and we will share that way. Be ready to share out your thoughts either way!

1. Agree or Disagree: I know a lot about the middle ages. \_\_\_\_\_
2. Choose One: History interests me. Current Events interest me. \_\_\_\_\_
3. Choose One: I enjoy reading books about the past/present. \_\_\_\_\_
4. Choose One: I enjoy learning about the past/present. \_\_\_\_\_
5. Agree or Disagree: All people were treated equally during the middle ages. \_\_\_\_\_
6. Agree or Disagree: All people are treated equally today. \_\_\_\_\_
7. Agree or Disagree: Females and males were treated equally during the middle ages.  
\_\_\_\_\_
8. Agree or Disagree: Females and males are not treated the same today. \_\_\_\_\_
9. Agree or Disagree: Your last name mattered during the middle ages. \_\_\_\_\_
10. Agree or Disagree: Your last name does not matter now. \_\_\_\_\_

# Identity in Poetry

## Vocabulary Vault

Term	Definition	Example/Explanation:
<i>Figurative Language</i>	When words are used in a way that is different from the usual meaning	Broad category that metaphors, similes, imagery and personification fit into
<i>Metaphors</i>	Direct comparisons	You are my sunshine
<i>Similes</i>	Comparisons using "like", "as", or "than"	Her eyes were like the sun
<i>Imagery</i>	The formation of mental images when reading	The girl's eyes twinkled as the sun set across the ocean
<i>Personification</i>	Giving non-human objects human-characteristics	The waves roared as the sun was setting at the beach.

### Identity by Julio Noboa Polanco

Let them be as flowers,  
always watered, fed, guarded, admired,  
but harnessed to a pot of dirt.

I'd rather be a tall, ugly weed, to live, to feel exposed to the madness  
of the vast, eternal sky.  
clinging on cliffs, like an eagle  
wind-wavering above high, jagged rocks.

To have broken through the surface of stone,  
To live, to feel exposed to the madness  
Of the vast eternal sky  
To be swayed by the breezes of an ancient sea,  
carrying my soul, my seed,  
beyond the mountains of time or into the abyss of the bizarre.

I'd rather be unseen, and if  
then shunned by everyone,  
than to be a pleasant-smelling flower,  
growing in clusters in the fertile valley,  
where they're praised, handled, and plucked  
by greedy, human hands.

I'd rather smell of musty, green stench  
than of sweet, fragrant lilac.  
If I could stand alone, strong and free,  
I'd rather be a tall, ugly weed.

**Annotate or mark up the poem with examples of similes, metaphors, Personification, and more. Also answer the following questions:**

- What do you think the poem means? What did you take away from the poem?
- What figurative language do you see in the poem?
- How does the poem make you feel?
- What part of the poem was most memorable?

**Exit Ticket- Create your own simile, metaphor or personification example about your identity. . I am like a .... , Let me be as..., I am a...**

## Writing Our Own Poetry & The Identity Collage

Directions: Read the I am the One poem with your group and take 5 annotations together on it. Be ready to share out a few thoughts with the class. You will create 2 poems for English class after you read this I am poem. You can use one of the templates below to create your poem or you can feel free to be creative with the structure of the poem. Each poem must be at least 10 lines. You will then create an "Identity Collage" with your poems, your quote poster, and other drawings, pictures and images that represent your identity. See Ms. Settles' example! With permission, Ms. Settles would love to display some of these in the hallway, or on the student work board. Please be creative with your collage!

### **I AM THE ONE** by Anonymous

I am the one

I am the one who is subject to whispers

I am the one who is always being told to be different.

I am the one who has to pretend, the one who can't tell my family, the one who walks alone in the hallway.

The one who isn't sure anymore.

I am the one who is afraid I will be the victim of a hate crime.

I am the one you are afraid to be seen with.

I am the one who is quick to point fingers and laugh, whose friends are on both sides of the line, who conjures assumptions and spreads rumors.

I am the one who is surrounded by people

Who are all the same.

Who wants to stick up for people but doesn't know how,  
who wants to say something back.

I am the one who just wants to be accepted

I am the one who feels powerless

I am the one who wants to be set free

I am the one who wants my parents to love me for me

Who cares inside but is afraid to speak up.

Who always wanted to have the perfect life,  
but doesn't know what that means anymore.

I am the one who is threatened by difference.

I am the one who disagrees with my parents,

I am the one who is never safe, who doesn't know who I can talk to, who avoids the ones that call me names.

I am the one who is outraged at the harassment I see in my school.

I am the one.

★ **Now you will write your own identity poems! You must write at least 2 poems of at least 10 lines each!**

Template Option #1: I am the One

For the I am the One poem, you should have at least 5 stanzas of 4 lines each. You can just use the I am the One format for all of the lines as shown above or create your own type of format.

Template Option #2: I am Poem

**I am a** (two special characteristics you have) **person**

**I wonder** ( something you are curious about)

**I hear** ( an imaginary sound)

**I see** ( an imaginary sight)

**I want** (an actual desire)

**I am** ( the first line of the poem repeated)

**I pretend** (something you pretend to do)

**I feel** (a feeling about something imaginary)

**I touch** (an imaginary touch)

**I worry** (something that really bothers you)

**I cry** (something that makes you very sad)

**I am** ( the first line of the poem repeated)

**I understand**(something you know is true)

**I say** (something you believe)

**I dream** (something you dream about)

**I try** (something you make an effort about)

**I hope** (something you hope for)

**I am** ( the first line of the poem repeated)

Template #3: I Am From Poem

I am from \_\_\_\_\_ (anything about home)

from \_\_\_\_\_ and \_\_\_\_\_ (products, toys, things in your home)

I am from the \_\_\_\_\_ (description of your home) and the

\_\_\_\_\_ (a detail about your home)

I am from the \_\_\_\_\_ (plant, flower, natural item)

The \_\_\_\_\_ (plant or tree near your home) whose long gone limbs I remember as if they were my own.

I'm from \_\_\_\_\_ and \_\_\_\_\_ (a family tradition and family trait) from

\_\_\_\_\_ and \_\_\_\_\_ (family members)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (family habits) and

from \_\_\_\_\_. (family habit)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (things you were told as a child) and

\_\_\_\_\_ (a song or saying you learned as a child)

I'm from \_\_\_\_\_ (a family tradition)  
 I'm from \_\_\_\_\_ (place of birth) and \_\_\_\_\_ (family ancestry, nationality or place)  
 \_\_\_\_\_ and \_\_\_\_\_ (family foods)  
 From \_\_\_\_\_ (a story about a family member)  
 \_\_\_\_\_ (detail about the story or person)  
 \_\_\_\_\_ (description of family keepsakes, pictures or treasures.)  
 \_\_\_\_\_ (location of momentos – under my bed, on the wall, in my heart)  
 \_\_\_\_\_ (more description if needed)  
 \_\_\_\_\_.

Template #4: Be creative with the structure of your poem!

After you create your poems, you will work on your identity collage in class and finish it for homework. These identity collages will be assessed with the following rubric. Students will be asked to present their collages or participate in the gallery walk.

**Identity Collage Rubric**

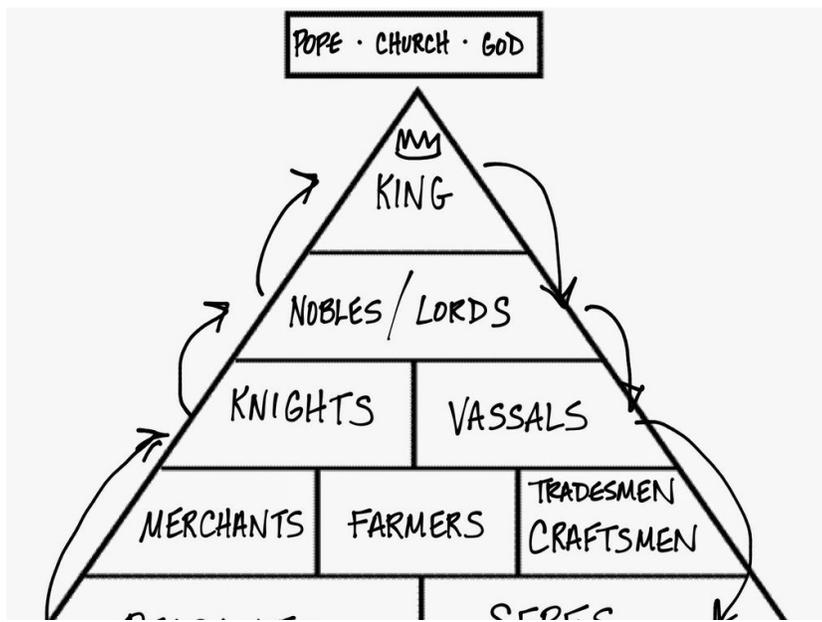
Criteria/Grade	4	3	2	1
<b>Required Poems &amp; Quote Poster</b>	Student has the required poems/quotes on their collage. Both writings fulfill all requirements and push beyond writing expectations.	Student has the required poems/writings on their collage. Both writings fulfill all requirements.	Student has one of the required poems/writings on their collage. Some writing requirements have been met.	Student has one of the required poems/writings on their collage. Student is missing requirements for the writing pieces.
<b>Pictures, Images or Drawings</b>	Collage features many pictures, images or drawings that describe the student's identity.	Collage features a good amount of pictures, images or drawings that describe the student's identity.	Collage features some pictures, images or drawings that describe the student's identity.	Collage features few pictures, images or drawings that describe the student's identity.
<b>Color/Creativity</b>	Collage is very colorful and shows creativity.	Collage is colorful and creative.	Collage is somewhat colorful and creative.	Collage lacks color or creativity.
<b>Effort/Using Time Wisely</b>	Student clearly put a lot of effort into their collage and worked diligently throughout class work time.	Student put a good amount of effort into their collage and worked well during class work time.	Student put some effort into their collage and worked somewhat well during class work time.	Student put little effort into their collage and did not work well during class work time.

# Vocabulary Vault & Hierarchy Notes

## Vocabulary Vault

<b>Medieval</b>	of, or having to do with the middle ages.
<b>Feudalism</b>	a way of structuring society around land and services/labor.
<b>Hierarchy</b>	A way of organizing people according to rank or level of authority.
<b>Serf</b>	An agricultural laborer that works on his lord's estate
<b>Vassal</b>	Worked the land that was held by nobles and lords in exchange for land or protection

Draw the bottom hierarchy in your journals:



# The Middle Ages — The Medieval Years

**Directions:** We will read and annotate the following article about the Middle Ages as a class. Students must have at least 10 annotations on this document as a grade. Annotations may include taking notes, underlining/highlighting important parts and explaining/summarizing, circling and defining vocabulary, and asking questions. After students are finished, the class will play Review Toss using the questions below.

## Article:

The Middle Ages is a period in European history from about the 400's to 1400 AD. During these years, also known as the Medieval period, Europe evolved from ancient to modern times. This gradual change began when the Roman Empire collapsed in Western Europe during the 400's. Many people believe that after this collapse, culture and society declined. The Middle Ages is sometimes called the Dark Ages because of this belief.

However, the Middle Ages was a time of great activity. The Roman Empire was divided into many smaller kingdoms. Most kings had little control over their kingdoms. As a result, hundreds of vassals with titles like prince, duke, and count became independent rulers of their own land. Their territories were known as fiefs (land). They ruled like kings through a form of government known as feudalism.

Under feudalism, a king gave a fief in return for a vassal's loyalty and service. The vassal promised to protect the king and fight in his army as a knight. The vassal, in turn, would give part of his fief to people who promised to serve and protect him. The feudal system of government created two main classes of people. The ruling class governed the peasants and engaged in the fighting. The peasants or serfs worked the land to support themselves and their rulers. There was also a third group of people, the clergy, which served the church.

The church was the main force that kept Europe together during the Middle Ages. Church leaders took over many functions of government after the Roman Empire collapsed. Most Europeans were Christian. The church had great power over its people. It was very wealthy and owned a lot of land. It provided education and encouraged literacy. It also administered justice and created hospitals for the sick. The Medieval period is also often remembered for the Crusades, a series of holy wars in which Christian armies sought to take control of the holy lands of Palestine away from the Muslim forces.

In the beginning of the Middle Ages, most people were very poor and could not read or write. However, between the 1000's and 1200's the economy began to get stronger. Things started to improve. Medieval civilization was at its peak during this time, which is often referred to as the High Middle Ages, which was considered to be a period of achievement. Great stone cathedrals were built to glorify God throughout Europe. Writers and painters created great works, some of which are among history's finest. Peasants developed new ways of farming that kept them out of poverty. Merchants were able to trade using improved roads and seaways to sell their products from town to town.

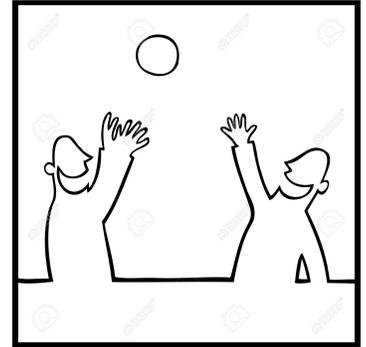
In the 1340's, almost half of the people in western Europe died from the bubonic plague. This disease, which killed 35 million Asians, was brought to Europe by ships coming back from China. Rats traveled on the ships. Fleas living on the blood of these infected rats transferred the disease to people. Lymph nodes swelled and burst and the skin turned a dark gray color. Medicinal care and cleanliness were lacking.

In 1450, the Renaissance began. Renaissance is a French word that means "rebirth." This rebirth began when European scholars became more aware of and interested in the world around them. The art became more true to life. People began to learn about new lands, customs and beliefs.

# Review Toss Questions

## ★ Middle Ages Historical Context Questions:

- During what years did the middle ages take place?
- What started the middle ages?
- What is another name for the middle ages?
- What is feudalism?
- What is a vassal?
- What is a fief?
- What is a serf?
- Name the different roles people had in the middle ages.
- What kept Europe together during the middle ages?
- How did the church help people in Europe during the middle ages?
- What are the Crusades?
- What was everyday life like in the middle ages?
- What were the High Middle Ages? How did conditions improve during this time?
- What happened at the end of the middle ages? How did so many people die?
- What were the symptoms of the Bubonic plague?
- What is the Renaissance?



## ★ Castle Diary Questions

- Discuss Toby as a character. Where does he stand in the social hierarchy? What does he want to do with his life.
- Discuss the ending of the book. What happens in the end of the book? What do you predict will happen in Toby's future?
- Tobias went to live with his uncle. The book said that boys learned to be pages and squires in the houses of noblemen of higher rank than their own house. Why did Tobias' uncle have a higher rank than Tobias' father?
- At one point, Tobias was able to watch the cook bake bread. The cook made three types of bread. What were they? What were the differences between the types of bread? Who ate what type of bread?
- When Tobias fell ill, what did the physician do? When Tobias got better, did he think the physician helped?
- What happened at the jousts? What did Toby think of the jousts?
- How do you become a knight? List five things a knight must do to follow the Code of Chivalry.
- How do Toby's feelings toward David change throughout the story?

## ★ Canterbury Tales Questions

- Discuss the individual tales that we have been reading so far.
- What is the meaning of "Wife of Bath"?
- What virtue or value does the Knight embody, why? What about the other pilgrims?
- Match the lesson/moral that has been learned in each story to the tale.
- What is a reeve?
- Who is the host/narrator?
- What character out of the pilgrims do you like the most?
- Who are the richest and poorest of the pilgrims? Which characters are the most moral and immoral? Why do you think Chaucer put the Knight at the front and the Pardoner in the back?

## ★ Vocabulary Terms

# Group Article Reading & Graffiti Wall Posters

**Directions:** In small groups, students will read one of the following articles. Students will take turns reading passages from the article. Students will take **10-15 notes in their journals** on the articles and **create a graffiti wall poster** to present to the class about their role. All students in the group must contribute to the graffiti wall poster and everyone must also present part of the poster to the class. Your journal notes, presentations, posters, and presentation notes will be all be separate grades for this assignment.

## Readings:

- ★ Nobles [http://westernreservepublicmedia.org/middleages/feud\\_nobles.htm](http://westernreservepublicmedia.org/middleages/feud_nobles.htm)
- ★ Knights [http://westernreservepublicmedia.org/middleages/feud\\_knights.htm](http://westernreservepublicmedia.org/middleages/feud_knights.htm)
- ★ Clergy [http://westernreservepublicmedia.org/middleages/feud\\_clergy.htm](http://westernreservepublicmedia.org/middleages/feud_clergy.htm)
- ★ Tradesmen [http://westernreservepublicmedia.org/middleages/feud\\_tradesmen.htm](http://westernreservepublicmedia.org/middleages/feud_tradesmen.htm)
- ★ Peasants [http://westernreservepublicmedia.org/middleages/feud\\_peasants.htm](http://westernreservepublicmedia.org/middleages/feud_peasants.htm)

## Graffiti Wall Poster Examples:



## **Graffiti Wall Poster Presentation Notes:**

As groups present posters out in order of hierarchy, all other students will take notes in their chart about the different roles on medieval society. Take at least 5 notes per role.

Nobles	
Knights	
Clergy	

Tradesmen	
Peasants	

### 3 Orders of People

The middle ages hierarchy can also be broken up into these three orders listed below. Where do each of the roles above belong? Make your best guess and then check your answers.

<i>Those Who Fight</i>	
<i>Those Who Pray</i>	
<i>Those Who Work</i>	

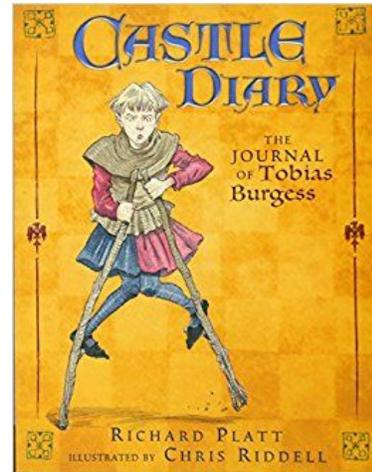
# Castle Diary: The Journal of Tobias Burgess

By Richard Platt

Illustrated By Chris Riddell

## Topics to Cover:

- ★ Characters
- ★ Plot
- ★ Setting
- ★ Identity
- ★ Hierarchy/Social Order
- ★ Point of View
- ★ Storytelling



## Castles Video:

What do you know about Castles poster?

<https://www.youtube.com/watch?v=Nw4eX1S9nVU>

Take notes on the video as you listen and be ready to discuss what you learned!

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## Reading Strategies & Evidence

### Annotations, Notes & DTQs

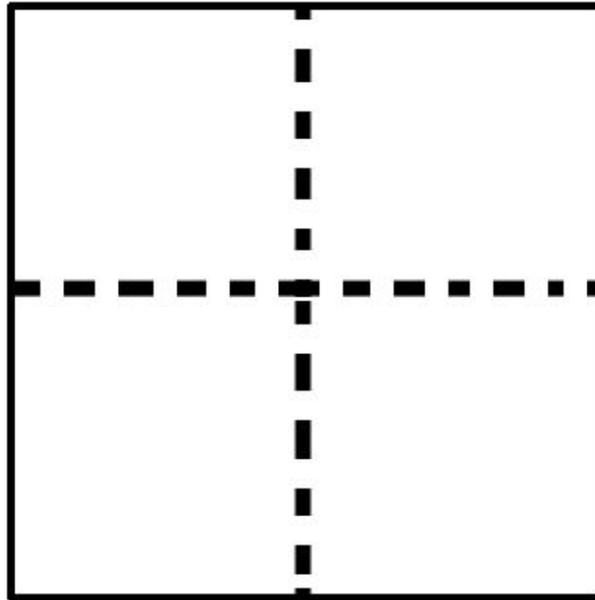
Throughout the in-class reading of Castle Diary and Canterbury Tales, students will be responsible for taking Annotations and Notes in their journals. Students should take all annotations that are discussed in class and add their own annotations to receive a grade for the Annotations for each text. Students may also be asked to write DTQs for each text.

### Annotations, Notes & DTQs Rubric

4 (Exceeds)	3 (Meets)	2 (Approaching)	1 (Not Yet)
Student wrote all annotations, notes, & DTQs in class discussion and added their own annotations, notes, & DTQs. . Shows deep thinking about text.	Student wrote all annotations, notes & DTQs in class discussion. Shows deep thinking about texts.	Student wrote some annotations, notes & DTQs discussed in class. Some thinking about text is shown.	Student wrote few annotations, notes & DTQs discussed in class. Little thinking about text is shown.

# DTQ Discussions

As with all texts in this class, we will also participate in DTQ discussions. Students will create their own DTQs and use these teacher made DTQs to run their discussions. Students will create a DTQ card in preparation for the DTQ discussion. Choose a piece of construction paper and fold it in half twice. Then draw lines to represent the folds.



## ★ Unit Questions:

- What is identity?
- How does society influence identity and experience?

## ★ Example Text Dependent DTQs:

- What does Mark's reaction to the death of Gilbert, Earl of Hertford on pg 50 show about life and death in the Middle Ages?
- On pages 53 and 54, Tobias writes about the garderobes and the gong farmer. What do these words and these entries show about life in the Middle Ages?
- How do Tobias's feelings about the poacher change over the course of the story? How do you know?
- What differences exist between Toby and David in terms of their medieval social class? What is Toby free to do as a noble and how is this different from the Poacher/David's rights and freedoms?
- How does the author develop and contrast the perspectives and point of views of Tobias and the poacher.
- How are the Knight and Miller's Tales similar and different to one another?
- Discuss the feud between the Miller and the Reeve? How do they use storytelling to fuel their feud?
- What are some of the lessons you have learned from the tales?
- Which tale was the best in your opinion?

# Vocab Vault Notes & STEAL Class Posters

Word	Definition
<b>Protagonist</b>	the main character in a text
<b>Antagonist</b>	a person who goes against the protagonist or is hostile to someone or something; an adversary.
<b>Conflict</b>	a struggle, problem, or opposition. Can be against another person, against self, against world
<b>Sense of Self</b>	one's perception of oneself.
<b>Characterization</b>	The process by which the writer reveals the personality of a character. Characterization = Direct & Indirect Characterization.
<b>Direct Characterization</b>	Directly showing the reader/ audience what the personality of the character is. "The patient boy and quiet girl we're both well mannered and did not disobey their Mother." The author is directly telling the audience the personality of these two children. The boy is "patient" and the girl is "quiet."
<b>Indirect Characterization</b>	Shows things that reveal the personality of a character, STEAL! <ul style="list-style-type: none"> <li>• <b>S</b>peech ( What does the character say? How does the character speak?)</li> <li>• <b>T</b>houghts (What is revealed through the character's private thoughts?)</li> <li>• <b>E</b>ffect/<b>E</b>motions (What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character? How does this character feel?)</li> <li>• <b>A</b>ctions (What does the character do? How does the character behave?)</li> <li>• <b>L</b>ooks (What does the character look like? How does the character dress?)</li> </ul>

<b>Speech</b>	
<b>Thoughts</b>	
<b>Emotions/ Effects on Others</b>	
<b>Actions</b>	
<b>Looks</b>	

# Point of View Notes & Foldable

Word	Definition
Point of View	The perspective from which a text is written.

**Directions:** Cut out the foldable and paste into your journal. Copy down the notes from the front and back side of the model below. Feel free to color and make your foldable beautiful!

<b>P O I N T  O F  V I E W</b>	<b>First Person</b>
	<b>Second Person</b>
	<b>Third Person Limited</b>
	<b>Third Person Omniscient</b>
	<b>Third Person Objective</b>

Told from the viewpoint of 1 of the characters.

I, We, Me

The narrator addresses you.  
(Rare: In How-To Guides, etc.)

You, Yours, Your

Narrator focuses on the thoughts and feelings  
of 1 character.

He, she, name

Narrator can tell thoughts and feelings of ALL  
characters.

He, she, they, character's names

Narrator reports only facts and events as they  
happen. No one's perspective.

He, she, they, character's names

# Point of View Diary Entries

## Standards:

- ★ **Reading Literature 3:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- ★ **Writing 3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Goal:** Students will write a point of view Diary Entry for any character in the book so far. It must be different from Toby's perspective. Here are some scenes you can use for your Diary Entry. You must try your best to use medieval language.

- ★ David in the fish poaching scene
- ★ Earl, Baron, Pages or any character at the banquet
- ★ Leach "operating" on Toby
- ★ Archers at the archery butts
- ★ Chaplain about Toby & Punishments
- ★ Cook scolding and teaching Toby
- ★ Gong Farmer cleaning out the garderobes
- ★ Any character experimenting with longshanks
- ★ Parents of Toby wondering how he's doing
- ★ Baron or Baroness' (Aunt & Uncle) observations of Toby
- ★ Choose a character/scene of the book to write about...

**Requirements:** Your journal entry should:

- Be at least 2-3 paragraphs or 20-30 sentences long, but the longer the better!
- Establish character and point of view.
- Focus on the character's place in the social hierarchy and how this society has shaped their identity. Demonstrate an understanding of how the medieval social hierarchy shapes identity.
- Use sensory language to convey experiences.
- Use proper grammar, spelling, capitalization, punctuation

Start by completing the chart below...

**Character Name:** \_\_\_\_\_

**Scene:**

<b>Senses</b>	
What Character Sees	
What Character Hears	
What Character Smells	
What Character Feels	

**Medieval Language Resources:**

- |  |                 |
|--|-----------------|
| ★ Thou = You (when you is the subject) | ★ Hath = Have   |
| ★ Thee = You (when you is the object)  | ★ Art = Are     |
| ★ Thy = Your                           | ★ Shalt = Shall |
| ★ Thine = Yours                        | ★ Doth = Does   |
| ★ Ye = You (multiple you, all of you)  | ★ Didst = Did   |
| ★ Hast = Has                           | ★ O'er = Over   |
|  | ★ 'Tis = It's   |

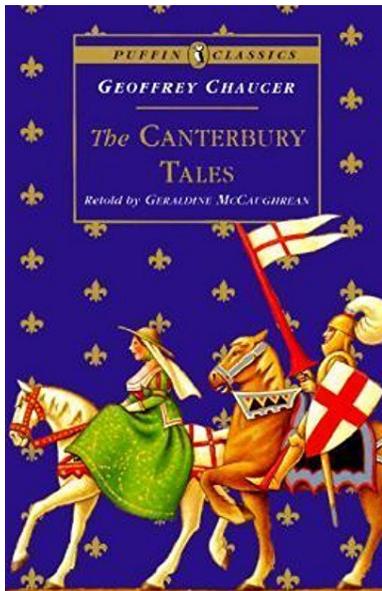
<http://medieval.stormthecastle.com/medieval-words.htm>

<http://thescriptorium.co.uk/glossary.php>

### Diary Entry Rubric

Criteria/Grade	4 (Exceeds)	3 (Meets)	2 (Emerges)	1 (Not Yet)
<b><i>Quantity</i></b>	Student exceeded writing length requirements.	Student met writing length requirement.	Student needs to add to writing to meet requirement.	Student needs to work on writing more.
<b><i>Establish Character and Point of View</i></b>	Clearly established and detailed character and point of view.	Student established a character and point of view.	Student somewhat established a character and point of view. More details are needed.	Student needs to establish a character and point of view for their writing piece.
<b><i>Understanding Content</i></b>	Student demonstrates a clear and defined understanding of medieval society and identity.	Student shows understanding of medieval society and identity.	More details about medieval society and identity are needed.	Student struggled to show any clear understanding of medieval society and identity.
<b><i>Using Sensory Language</i></b>	Student used sensory language in an advanced way to create the scene. Show, not tell.	Student used sensory language to set the scene.	Student used some sensory language to set scene. More details needed.	Student made little to no attempt to use sensory language, Tell, not show.
<b><i>Using Proper GUM</i></b>	Writing piece is free from mistakes and clearly polished.	Few to no mistakes are evident in writing piece.	Some mistakes are evident in the writing piece.	Many mistakes are evident in the writing piece.

# The Canterbury Tales



*By Geoffrey Chaucer*

*Retold by Geraldine McCaughrean*

## Reading Excerpts of Canterbury Tales & Journal Note Taking (May Read Entire Book!)

- ★ Prologue
- ★ The Knight's Tale
- ★ The Miller's Tale
- ★ The Nun's Priest's Tale
- ★ The Reeve's Tale
- ★ The Pardoner's Tale
- ★ The Wife of Bath's Tale
- ★ Epilogue

**Essential Question:** What do the Canterbury Tales reveal about identity and storytelling?

### Prologue Recordings:

<http://witeng.link/0710>

### Additional Text:

St. George & The Dragon- popular story during Middle Ages

<http://witeng.link/0708>

### Canterbury Tales Journal Notes:

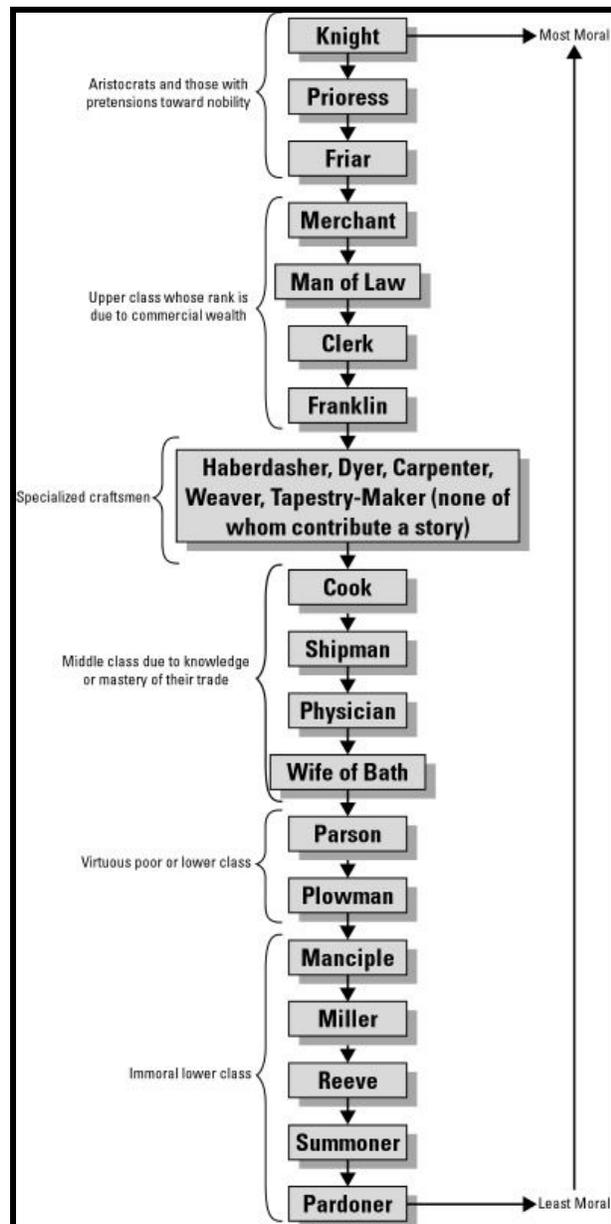
Term	Definition
<b>Prologue</b>	a separate introductory section of a literary work
<b>Epilogue</b>	a section at the end of the book that concludes the book
<b>Pilgrimage</b>	A long trip undertaken for religious purposes, such as to visit a holy place. (Excursion or Journey)

## Prologue Summary:

One spring day, the Narrator of *The Canterbury Tales* (Geoffrey Chaucer, the author) rents a room at the Tabard Inn before he recommences his journey to Canterbury. That evening, a group of people arrive at the inn, all of whom are also going to Canterbury to receive the blessings of "the holy blissful martyr," St. Thomas à Becket. Calling themselves "pilgrims" because of their destination, they accept the Narrator into their company. The Narrator describes his newfound traveling companions. The Host at the inn, Harry Bailey, suggests that, to make the trip to Canterbury pass more pleasantly, each member of the party tell two tales on the journey to Canterbury and two more tales on the journey back. The person who tells the best story will be rewarded with a sumptuous dinner paid for by the other members of the party. The Host decides to accompany the pilgrims to Canterbury and serve as the judge of the tales.

## Jobs To Know:

- ★ Summoner- a person from the medieval church who calls or summons people before the church for their crimes.
- ★ Pardoner- a person who sells official pardons, or excuses from sins, from the church (to raise money for the church).
- ★ Parson- a member of the religious clergy, like a priest or a vicar.
- ★ Miller- a person who owns or works in a grain mill (making wheat into flour, for example)



# ESCAPE Narrative Elements Notes

The narrative elements in a story make up the acronym ESCAPE! You will look for these in your reading and also use them in your writing!

## Narrative Elements= The Parts of a Story= ESCAPE!

**E**stablish a context/situation and point of view for your story.

**S**etting- tell when and where the story takes place

**C**haracters- tell who the story is about

**A**ction- what happens and how characters experience these events (also plot)

**P**roblem- the conflict the main character(s) faces

**E**nding- the resolution to the problem or conflict

## Other elements of stories include...

Narrative Element	What it is...
<b>Structure</b>	The way the author organizes the events or plot of the story
<b>Narrator</b>	The person who tells the story
<b>Point of View</b>	The position from which the narrator tells the story
<b>Theme</b>	The central topic, subject, or message of a story
<b>Tone</b>	The attitude of a writer toward a subject.

# Artwork Analysis Reflection & Discussion

Pilgrims leaving Canterbury, taken from Lydgate's Siege of Thebes, Royal 18 D II f.148, 1455-1462 <http://witeng.link/0709>

## Painting Discussion:

- ★ What story does the painting tell? What do you notice about figures or characters?
- ★ What do you notice about the colors, lines, and shapes?
- ★ Where is your eye drawn first? What do you notice about how the scene is arranged?
- ★ What is the feeling or tone of the painting?



# The Knight's Tale

- ★ Chivalry & Rivalry
- ★ Reading: Reader's Theatre- A Narrator, Oswald, Alison, Absalom, Nicholas
- ★ Add to your character notes in your journal.



## ***What do you know about knights?***

Statement	Agree/Disagree	Evidence
Knights were born into their position in society.		
A knight would never insult or dishonor a friend.		
The code of chivalry meant that knights would marry for no reason other than true love.		
A romantic story of a knight would always have a happy ending.		
Knights didn't have much time or need for religion in the middle ages.		

### Literary Dominos:

The plot of a story is like a game of Dominoes, when the Dominoes are set close to each other, knocking one over causes the rest to fall. The chain of events that make a story's plot is similar; the first event leads to the next, to the next, and so on. Distribute 12 slips of paper or index cards to each group. Students will record the events of "The Knight's Tale" on the slips of paper and place them in order in which they happened. Only include the most important events. Groups present their dominoes to the class.

### The Knight's Tale DTQs:

- ★ In what ways do Palamon and Arcite seem like ideal knights?
  - ★ How do Palamon and Arcite fall short of the ideal?
  - ★ How does The Knight's Tale reflect the identity of the knight himself?
  - ★ What is the tone of the Knight's Tale?
- 

## The Miller's Tale

- ★ Reading: The Miller's Tale: A Barrel of Laughs
- ★ Reader's Theatre: Narrator, Oswald, Alison, Absalom, Nicholas
- ★ Drawing a sketch to represent the Miller
- ★ Add to character notes in journal :

### Miller's Tale DTQs:

- ★ Why do you think the Miller's Tale follows the Knight's Tale?
- ★ How does the Miller's Tale use humor to tell the story?
- ★ In this tale, the carpenter only trusts Alison with Nicholas, because Nicholas "is an educated man...a clever man, a religious man" (18). Given Nicholas's actions, what do you think the Miller is suggesting about educated and religious people?
- ★ What do these lines from the tale suggest about the Miller? "The Miller scowled at her. 'Lower class of people, indeed!' I suppose you want stuff about princesses and heroic princes galloping on chargers spouting bits of Latin." (23)
- ★ How is the Miller's Tale a parody or imitation of The Knight's Tale?
- ★ How does Chaucer show readers the character of the Miller?
- ★ What is the tone of the Miller's Tale?
- ★ What figurative language do you see in the Miller's Tale?



**Comparing The Miller's Tale & The Knight's Tale:**

A Venn diagram consisting of two overlapping circles. The top circle overlaps the middle of the bottom circle. Both circles are filled with vertical lines for writing. To the left of the circles are two vertical lines, one aligned with the top circle and one with the bottom circle.

# The Pardoner's Tale

- ★ *The Pardoner's Tale: Death's Murderers* pages 59-69 beginning with "When the Pardoner had been sent packing by the formidable Widow..." and ending with "or half an old pillowcase" Offers a moral lesson.
- ★ Pardoners were authorized by the church to sell pardons that would forgive or excuse people from their sins. Pardoners would take money to show or give people relics, which were the (often fake) physical remains of holy places or people. In this way, the church would raise money, and people would be relieved of their guilt over sins they had committed. Many medieval pardoners abused their position, preying on people's desire to be in good standing with the church.
- ★ Add to character notes in journal



## Discussion Questions:

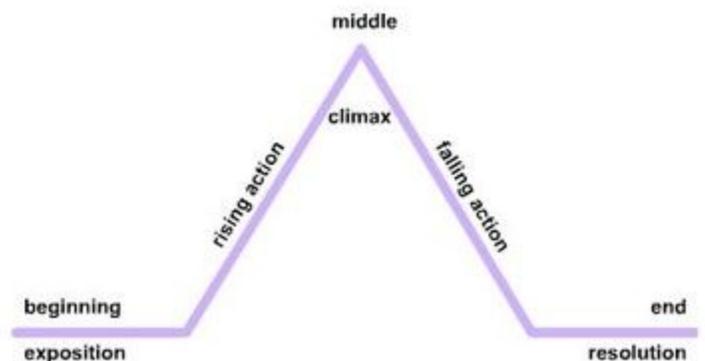
What do you think the Pardoner wanted his fellow pilgrims to take away from his story?  
What ideas about the Church and the role of Pardoners do you think Chaucer wanted his readers to think about by writing this tale?

## String Story Maps

**Directions:** Write a quick summary of the story in your journals. The summary should include on the most important details of the story and should be around 3-4 sentences. Then in groups you will create a story map made out of yarn. Groups will create notecards to place on each part of their story map. Groups will then come up with a theme for the story:

**Theme-** The central topic, subject, or message of a literary work

**Theme:**



# The Wife Of Bath's Tale

- ★ Reading: The Wife of Bath's Tale- What Women Most Desire pages 48-58 beginning with "You're clearly a woman after my own heart!" and ending with "who liked nothing better than a kiss in the wood from her beloved knight!"
- ★ Reading: Reader's Theatre
- ★ Add to your character notes in journal



**Innuendo:** when a person makes a subtle hint or veiled insult, usually about something immoral or improper.

## Pre-Reading Discussion Question:

What do we know about women in the Middle Ages, either from Castle Diary or other sources?

## Summarize what happens in the Wife of Bath's Tale in CT Journal Notes.

- ★ Look at the beginning of the tale on page 50:
- ★ How does the opening of the Wife of Bath's Tale engage the reader?
- ★ How does it orient the reader in terms of the setting?
- ★ How does the opening establish the narrator?
- ★ How does the opening introduce the characters?
- ★ How does the opening identify the point of view?
- ★ What innuendoes does she make when she says, "you're clearly a woman after my own heart!" on page 49.

# Artwork Analysis Reflection & Discussion



*Joachim among the Shepherds*

By Giotto di Bondone

<http://witeng.link/0712>

**Quick Write:** In a society in which most people could not read or write, what role did storytelling, music, and art likely play?

**Painting Explanation:**

Painted in a chapel in Italy around 1305, 6x6 feet

Giotto's work in the Scrovegni Chapel in Padua, Italy is recognized as the masterwork of Giotto and a masterpiece of the period. Joachim among the Shepherds is one scene of many around the small chapel that are used to tell the chronological story

of Mary's life, the life of Jesus, and the Passion. Each scene builds on the last and offers foreshadows on the next. The paintings were made as frescoes, which directly adorn the walls and ceiling of this small chapel. In a fresco, pigment is applied directly to wet plaster, which then dries into the wall. This means that the art is embedded in the walls of the chapel; the panels cannot be removed. The entire set of works in the chapel is remarkable for its use of the separate panels to tell a complex story.

[http://www.italia.it/en/travel-ideas/culture-and-entertainment/the-scrovegni-chapel-in-padua.html#prettyPhoto\[idee\\_vacanze\]/0/](http://www.italia.it/en/travel-ideas/culture-and-entertainment/the-scrovegni-chapel-in-padua.html#prettyPhoto[idee_vacanze]/0/)

**Painting Discussion:**

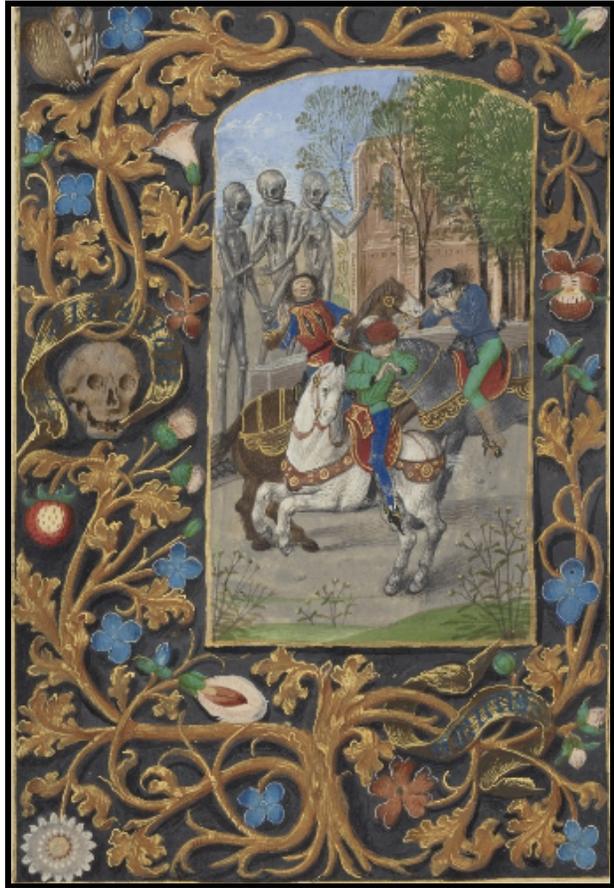
- ★ What is happening in the image?
- ★ What do you notice about the colors?
- ★ What do you notice about the lines?
- ★ What do you notice about the shapes?
- ★ Where is your eye drawn first?
- ★ What do you notice about how the scene is arranged?
- ★ What do you notice about the figures or the characters in the scene?
- ★ What story does this painting tell?
- ★ What is the feeling or tone of the painting?

## Quick Notice & Wonder

### **The Three Living & The Three Dead, Master of the Dresden Prayer Book 1480-1485**

This is a part of a late medieval prayer book 8x5 inches less than half the size of a regular piece of notebook paper

Image comes from a well known story of this time period. Three men encounter three corpses, who turn out to be their ancestors. The ancestors have come to warn the men that they should change their ways and live a better life while they still can or else they will end up in hell in the afterlife.



# Finishing Up The Tales & Epilogue

Term	Definition
<b>Epilogue</b>	A short concluding section to a literary work often summarizing what later becomes of the characters.

**Directions:** Read aloud the epilogue as a class and discuss the following questions. Then be ready to complete a quick write and the Take A Stand Activity.

## ***Class Discussion***

- ★ Why might Chaucer have chosen to end the contest in this way?
- ★ Why do you think these stories are still important? Why do people still read them?
- ★ What did the Canterbury Tales teach you about 1) Identity and Character? 2) Effective Storytelling?
- ★ What narrative elements or techniques that you have learned about throughout this unit are used throughout The Canterbury Tales can teach readers about storytelling? In which stories did you see these narrative elements?

## ***Quick Write & Take a Stand Activity***

- ★ Which Canterbury Tale should have won the competition for the best story? Why?
- ★ Take class tallies. Why did you choose the story you did? What elements and techniques make your choice the best story?



# Narrative Essay: Exploded Moments

**Directions:** Now that we have read some stories about the Middle Ages, students will write their own narrative about this time period. The stories we have read so far feature characters who are impacted by the social order or hierarchy of the middle ages. These characters' roles in society affect the development of their identity and what their lives are like. In this type of society, this societal structure has the ability to both support and limit identity development. These narratives should demonstrate how medieval society supports or limits your protagonist's identity. These essays should be also exploded moments, not just bed-to-bed stories.

---

## **Exploded Moments**

An exploded moment is a moment in a story that is exploded or focused on deeply. In an exploded moment, a writer wants to focus on the important moments and then explode those moments or tell every detail about those moments so the reader can imagine the story clearly in their minds.

### ***What an Exploded Moment ISN'T? (Non-Example!)***

*This morning I woke up early to go to the river to poach fish. I laid down by the river and put my hand in the water to fish. I waited a few hours before the fish came up to the surface. I caught five fish today at the river. After I caught my last fish I decided it was time to go home. When I went to take the fish out of the water, a large boot came forced my hand underneath the water. The water keeper came and arrested me then. On the way back through town, other villagers came along with us as we walked to the castle dungeon. These other villagers seemed very angry about me poaching the fish. The water keeper brought me to the dungeon and locked me up. I stayed there for the rest of the night. I did not sleep well that night and I was very hungry. Finally the next day my daughter brought me some food scraps.*

- ★ What do you think of this story? Is it interesting? Did you enjoy it? This is called a bed-to-bed story. This means that it tells every little thing that happened in the day, this is NOT an exploded moment. How and why do storytellers "explode" specific moments in their stories?

### ***What an Exploded Moment IS!***

*Hither I sit, crammed in this cold, dark cell, watching for the giant black rats that scamper through, looking for the crumbs from the scraps that my daughter brings. And what is my great crime? Stealing one lousy fish from a river that hath plenty. As I sit huddled by the small fire trying to warm the chill that hath gone to my bones, I think about how they sit up in that castle with so much food at every meal that they never even know what hunger is. I've heard from Cook about their grand feasts and parties with course after course of food. I hear that they sometimes even feel sick from eating too much.*

*Meanwhile, we villagers have to work and scrounge for whatever food we get. When we try to feed our families with a little fish or game every now and then, we are treated like the worst of criminals. They call it stealing, but I can't help but think about how we work for free during the boon. For days we abandon our own harvest so that from dawn to dusk, we can cut the castle wheat. They call it our duty, but that doesn't make it right.*

*My fate is out of my hands. I pray God my fellow villagers will see the wrong of it all and spare me from hanging.*

### **Creative Exploded Moment Example**

*“Thou wilt marry Sir Galbraith of Eden. Tis’ your duty, Evelyn, to marry a knight. It will be your way of benefiting this family.” With those words uttered in a voice I know I cannot argue with, Father leaves the great hall. Knowing that I must listen to my father’s requests as he is the Baron of Starksborough and I am just his youngest daughter, I swallow the words I wish to say to him and return to my chamber. As I approach the door to my chamber, I see my serving maid Emma leaving for the night.*

*“Miss, may I get you anything before you retire for the night?” She asks in her sweet voice. I look down at her raggedy clothing and remember the difference in our social status.*

*“I’ll just take my tea in the morning. Thank you, Emma. Goodnight.” I say as I pass by. I walk across the chamber to my vanity table to sit and ponder this predicament I am stuck in. As I stare into the gold encrusted mirror, I see my nervous and pale face looking back at me. I’ve been told I am “fair of face” many times by the knights who serve my Father. These knights tell me my bright blonde hair and ocean blue eyes are hard to come by. I’ve always just blushed and said nothing as they gave me these compliments as I’m not yet the ripe age of 13. Hence why I am terrified of this marriage.*

*I’ve never met this knight I am to marry. Perhaps Sir Galbraith, my future husband is tall, handsome, and kind like Sir Alex. Maybe he is chivalrous like the knights in the stories I love. Maybe he would slay a dragon for me, save me from dangerous creatures in the forest, or protect my honor should anyone insult me. A small glimmer of hope rises inside of me.*

*But, then I begin to wonder. Some knights are not what they seem to be. Look at Sir Richard. He is old and cranky, always complaining about his aching stomach and the way the armor weighs heavily on him. His face is plastered with a permanent frown, and he fusses over his curly locks far more than a knight should. Or, Sir Hector, who is young and handsome but always looking for a battle. If my husband were to be like him, he will be dead before I am 20.*

*My mother comes in and holds my hand. As always, her soft, slender skin, sweet and holy face, and calm demeanor bring me peace.*

*“Do not fear, my child,” she says, as she pats my hand, “Sir Galbraith will be a good and faithful husband to you. I know you will be far away from your father and me, but you will find happiness there. Do not fret. He is a good and chivalrous man, just like your father.”*

*And I do feel calmer. I smile at my mother and see my smile returned in her kind, blue eyes. I will miss her so much that the doubt returns. A small ache grows in my heart. But, it is my duty, just as my father and she have said. I will marry Sir Galbraith. I will be the mistress of my castle. I will not complain.*

*“I shall be the best wife I can possibly be to Sir Galbraith, I will serve him to the best of my ability,” I tell my mother as her face lights up with joy. Although I remain unsure if tis’ what I truly want in my life, I will take my marriage to Sir Galbraith as a blessing. I just hope that he shall treat me well.*



<b>C</b>	Character Names:  Character Personality:  Character Physical Traits:
<b>A</b>	Actions- Beginning:  Actions- Middle:
<b>P</b>	Problem- What is the conflict?
<b>E</b>	Ending- What is the resolution?

### **Revisions & Peer Editing**

- ★ Identify which area you would like to improve upon in your narrative, split up & focus on these areas in groups. Prompts and peer editing sheets will be given for each group.
- Character Development
  - Setting Description
  - Conflict
  - Dialogue/Language Issues
  - Beginning/Ending
  - Use of Vocabulary & Medieval References

### **Narrative Writing Rubric**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Structure (ESCAPE)</b>	Student has selected an organization that is creative and orderly. Student engages reader with all parts of ESCAPE and do so in a creative and thoughtful way.	Student has a distinct structure and organization to their writing piece. All aspects of ESCAPE are present.	Student has a simple structure to their writing piece. Some aspects of ESCAPE are present.	Writing piece is lacking in structure. Aspects of ESCAPE are missing.
<b>Development</b>	Uses all narrative techniques, includes dialogue, descriptive details, sensory/ figurative language and pushes beyond expectations of elements.	Narrative techniques are present including dialogue, details, and figurative/ sensory language.	Some narrative techniques are present, others can be added into writing piece.	Narrative techniques are lacking. Many can be added.
<b>Style</b>	Student uses a variety of sentence structures and precise and deliberate wording to create narrative.	Student uses different sentence structures and diction to write narrative.	Student uses some variations of sentence structures and some diction.	Style is lacking in writing piece. Student needs to use more varied sentences and diction.
<b>Conventions</b>	Few to no errors are present in the writing piece.	Some errors are present in the writing piece.	A good amount of errors are present in the writing piece. Proofreading and revision is needed.	Many errors are present throughout the writing piece. Much proofreading and revisions are needed.

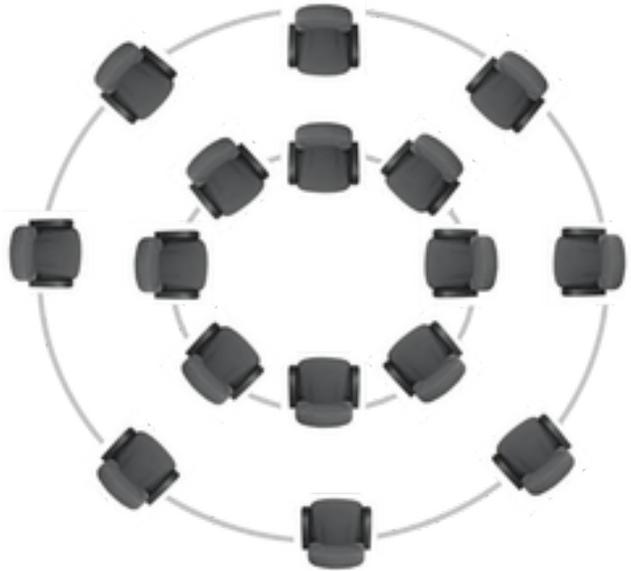
# Socratic Seminar

**Directions:** For the Identity Now & Then unit, we will have our first Socratic Seminar discussion format. We will prepare for the discussion and go over how this discussion format works. Below you will find the Socratic Seminar participation packet, which includes all expectations and rules for the discussion as well as the observation sheet for the outside circle. Students will receive a DTQ packet for the discussion as well.

**Socrates** is a classical Greek philosopher who is known as one of the founders of Western philosophy. Socratic seminars are named for their embodiment of Socrates' belief in the power of asking questions, prize inquiry over information and discussion over debate.

## Socratic Seminar Texts & Topics to Discuss:

- ★ *Castle Diary: The Journal of Tobias Burgess* by Richard Platt
- ★ *The Canterbury Tales* by Geoffrey Chaucer, Retold by Geraldine McCaughrean
- ★ Middle Ages Historical Article
- ★ Middle Ages Hierarchy Role Articles
- ★ DTQ Packet



# DTQ Packet for Socratic Seminar

**Directions:** Here are the questions that will be discussed in the Socratic Seminar. Students are also asked to add their own questions to the packets.

1. What factors impact a person's identity? What makes up a person's identity? What is your own identity?
2. How was identity determined in the strict social order of the Middle Ages? How did the social order support identity? How did the social order limit identity?
3. How did Castle Diary and/or Castle Diary build my knowledge of the Middle Ages?
4. What do the Canterbury Tales and Castle Diary teach us about characterization?
5. What do the Canterbury Tales and Castle Diary teach us about storytelling?
6. Discuss the medieval hierarchy in the Middle Ages.
7. What do you know about the Middle Ages?
8. What was it like to live during the Middle Ages?

9. Discuss Toby as a character. Where does he stand in the social hierarchy? What does he want to do with his life. What experiences does he have?
  
10. What was the best or most entertaining part of the book?
  
11. Discuss the ending of the book. What happens in the end of the book? What do you predict will happen in Toby's future?
  
12. How do you become a knight? List five things a knight must do to follow the Code of Chivalry.
  
13. How do Toby's feelings toward David change throughout the story?
  
14. What virtues or values does the characters in The Canterbury Tales represent, why? What about the other pilgrims?
  
15. What character out of the pilgrims do you like the most? Which story is the best?

16. Who are the richest and poorest of the pilgrims? Which characters are the most moral and immoral? Why do you think Chaucer put the Knight at the front and the Pardoner in the back?

17. DTQ #1:

18. DTQ #2:

19. DTQ #3:

20. DTQ #4:

# Socratic Seminar Participation Packet

**Goal:** Your goal during this activity is to speak as much as possible about the DTQs, topics and texts. In order to get credit for this activity, you need to PARTICIPATE in both the inside and the outside circles. Please speak at least 3 times in the inner circle.

## Process of Socratic Seminar:

1. Prepare for the Socratic Seminar before participating in the discussion.
2. The Socratic Seminar will be fully explained and all resources will be reviewed.
3. The teacher will select a Discussion Leader to lead the Socratic Seminar.
4. The Inner circle will discuss questions in the DTQ Packet for around 15 minutes.
5. The Outer circle will listen and take notes on the Observation Sheet and be silent.
6. After the allotted time, I will say it is time for the circles to switch.
7. The new inner circle will discuss the DTQs for around 15 minutes as the outer circle is again silent and taking notes.
8. After, we will have a debrief session in which anyone who would like more participation points can review what was said/how it was said in the discussion.
9. Lastly, students will reflect about the discussion with their groups.

## Expectations:

- Everyone must speak during the inner circle and it is optional to speak during the review session after the seminar for additional points.
- No need to raise your hand, take turns speaking.
- Speak loudly and clearly. Think out your ideas before you say them.
- The outer circle must be SILENT when the inner circle is speaking. The outer circle will be taking notes during the session.
- Discussion Leaders need to keep the conversation going. The teacher will not be involved in the conversation. As the Discussion Leaders, you will ask questions when the conversation lags but also need to answer questions.
- Talk to each other not just the Discussion Leader.
- Respect each other's opinions.
- Stick to the topics and texts at hand.

## Journal Reflection Prompt:

What did you think of the Socratic Seminar? Did you feel prepared enough for the seminar? What went well? What did not go well? What could you improve on for another discussion format? What did you like/dislike about the seminar? Reflect on the experience of participating in this activity.

# Language Frames and Question Stems

Students sometimes have trouble with participating in class discussions. You may use these language frames and question stems to help you get your discussions going, keep them going or to end the conversation.

## Problems you may come across in discussions:

### How to Get Started/Awkward Silence

I believe...

I notice...

On page \_\_\_ it says...

I see a connection to...

Do you think...

Why do you think...

### Including Everyone

To build on what \_\_\_ said...

\_\_\_\_\_, what do you think?

I agree/disagree with what \_\_\_\_\_ said because

### Clearing Up Confusion

I don't understand...

So, are you saying...

What about...

What do you mean by...

Maybe this means...

### Finishing Up

Can we all agree that...

I used to think \_\_\_\_\_, but now I think...

What were the key points of this conversation?

What did we talk about?

### Question Stems

(Use these to help come up with questions, you are not required to use these)

What do you think about...?

How do you feel about...?

Can you explain why...?

What do you think would happen if...?

What is the difference between...?

How are \_\_\_ and \_\_\_ similar?

How is \_\_\_ related to \_\_\_?

What did you learn about...?

What is a quote that supports \_\_\_\_\_ and how?

Why do you think the author/the character \_\_\_?

## Outer Circle Observation Sheet

It is important that you fill out the following sheet while observing the conversation. This sheet is a part of your grade for the Socratic Seminar. Please record who spoke, who used quotes and anything that was said that was interesting or well-said as well as other notes on the conversation. (You do not need to state who said each note.)

Who spoke? (List names)

Who used quotes? (List names)

Note **what** was said and *how* it was said.

## Speaking and Listening Goal-Setting and Self-Assessment

**Directions:** Use this tool to set a goal for and assess your participation in the Socratic Seminar.

*Before the Discussion:* Set a Goal My goal for this discussion is to:

*After the Discussion:* Self-Assess: Grade yourself on a 4-1 scale based on the following:

Criteria:	4-1 Scale
I came prepared for the discussion.	
I responded to questions.	
I made relevant observations.	
I acknowledged and built on others' ideas.	
I listened carefully.	
I brought the discussion back on topic as needed.	
I agreed and disagreed respectfully. I disagreed with the statement, not the person.	
I did not interrupt.	
I used a polite tone of voice.	
I used appropriate, formal, academic language. I used vocabulary that I learned in this module.	

I met my goal for this discussion. YES / NO

Explain:

My goal for the next discussion is to:



# Socratic Seminar Rubric

## Lessons 7, 18, 24, 30: Speaking and Listening Rubric

Grade 7 Speaking and Listening Grade-Level Rubric				
	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Structure	<ul style="list-style-type: none"> <li>Poses probing questions that elicit elaboration</li> <li>Responds to questions with relevant and coherent observations and ideas</li> <li>Requests elaboration to further understanding</li> <li>Organizes relevant and related information to strong effect</li> <li>Effectively analyzes information and connects it to the topic of discussion</li> </ul>	<ul style="list-style-type: none"> <li>Poses questions that elicit elaboration</li> <li>Responds to questions with relevant observations</li> <li>Requests more information to clear up confusion</li> <li>Organizes relevant and related information</li> <li>Analyzes information and connects it to the topic of discussion</li> </ul>	<ul style="list-style-type: none"> <li>Poses clarifying questions</li> <li>Responds to clarifying questions</li> <li>Sometimes requests more information</li> <li>Sometimes connects information</li> <li>Interprets information and connects it to the topic of study</li> </ul>	<ul style="list-style-type: none"> <li>Does not yet pose questions</li> <li>Does not yet respond to questions</li> <li>Does not request more information</li> <li>Does not connect information</li> <li>Does not yet present information connected to the topic of study</li> </ul>
Development	<ul style="list-style-type: none"> <li>Coherently and effectively presents claims and findings emphasizing salient points</li> <li>Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation</li> <li>Logically and strategically orders contributions</li> <li>Effectively and strategically evaluates the soundness of others' reasoning</li> <li>Effectively reflects on and modifies own views in response to new, stronger ideas</li> </ul>	<ul style="list-style-type: none"> <li>Coherently presents claims and findings emphasizing salient points</li> <li>Prepares in advance for discussions and draws on evidence from that preparation</li> <li>Logically orders contributions</li> <li>Evaluates the soundness of others' reasoning</li> <li>Modifies own views in response to new, stronger ideas</li> </ul>	<ul style="list-style-type: none"> <li>Presents claims and findings using pertinent descriptions, facts, and details</li> <li>Prepares in advance for discussions</li> <li>Responds with some attention to logic</li> <li>Responds to others' reasoning</li> <li>Acknowledges new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Does not yet present claims</li> <li>Does not prepare for discussions</li> <li>Does not yet use logic</li> <li>Does not yet respond to others' reasoning</li> <li>Does not yet acknowledge new ideas</li> </ul>
Style	<ul style="list-style-type: none"> <li>Uses a variety of multi-media components to strengthen spoken descriptions</li> <li>Chooses precise and meaningful words to express ideas and feelings clearly</li> <li>Optimally adapts inflection, tone, and nonverbal expression to audience and purpose</li> <li>Effectively varies formality of speech to context</li> </ul>	<ul style="list-style-type: none"> <li>Uses multimedia components to add detail to spoken descriptions</li> <li>Chooses strong words to express ideas and feelings clearly</li> <li>Adapts inflection, tone, and nonverbal expression to audience and purpose</li> <li>Varies formality of speech to context</li> </ul>	<ul style="list-style-type: none"> <li>Uses multimedia components when speaking</li> <li>Chooses words to express ideas and feelings</li> <li>Adapts inflection, tone, or nonverbal expression to audience or purpose</li> <li>Speaks formally in academic conversations</li> </ul>	<ul style="list-style-type: none"> <li>Does not use compound or complex sentences</li> <li>Uses limited vocabulary inappropriate to the content</li> </ul>