The Clayton Tales Project

We have spent the past couple of weeks analyzing the work of Geoffrey Chaucer’s *The Canterbury Tales*. Now, it is your turn, as the Class of 2020, to reflect on the pilgrimage you’ve made through Clayton High School, and share the tales of your four years as a Comet.

You will work individually, in small groups, and as a class in order to complete elements of this project. This Cumulative Performance Task (CPT) is intended to assess whether or not you have mastered the standards attached to this unit:

**RL.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

**RL.5** Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.

**L.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.

**W.3** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

More importantly, this assessment is designed to provide you with the opportunity to reflect with one another on your experiences at Clayton High School, and record them in a time capsule to return to at a later date. The people and places that fall within the walls of Clayton High School will be what you desire to remember long after you have walked the halls one last time. Take this opportunity to record them for the day that you or your future Comets want to hear about the pilgrimage of the Class of 2020.

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| **Individual** | **Notes:** | **Group** |
| Format: Stapled into two packets, in the order listed below. |  | Format: To be determined by class. |
| **Required Elements:****Packet 1:**[ ] Canterbury Packet Annotations* Annotations for this assignment have already been collected for a homework grade in Q1.

[ ] Canterbury Comprehension Check* Each of the comprehension check questions must be responded to in RACE format.

[ ] Wife of Bath Packet Annotations* Annotations for this assignment have already been collected for a classwork grade in Q1.

[ ] The Pardoner’s Tale Annotations* Thorough annotations must be visible on each page of this packet with commentary in the margins.

**Packet 2:**[ ] Clayton Tales General Prologue Rough Draft (Individual)* Each student must have a character description that follows the conventions of those found in Chaucer’s General Prologue.
* Each character description must be a minimum of 12 heroic couplets (24 lines) in iambic pentameter. Lines must illustrate use of both enjambments and closed couplets.

[ ] Character Tale Rough Draft* Each student must have a character tale that follows the conventions of those found in the tales reviewed in class (Wife of Bath, Pardoner, and Knight).
* Each character tale must be a minimum of 20 heroic couplets (40 lines) in iambic pentameter. Lines must illustrate use of both enjambments and closed couplets.

\*If you are more artistically driven, you may substitute 10 illustrations for your character description and tale. There may be 2 students who take this option per class. The character descriptions and tales that they trade must be completed by another student/group of students. The students creating illustrations must work closely with members of the class to determine what needs to be illustrated!\* |  | **Required Elements:**[ ] Character Prologue Description Assignment Proposal* As a class, students are expected to list Canterbury characters, identify Clayton characters, and assign those characters to students in class. This proposal may be submitted digitally or physically.
* Every student must be responsible for a character, even if that means having multiples of a specific character.
* Every Canterbury character must be accounted for. Reference The General Prologue for the list of characters.

[ ] The Clayton Tales General Prologue* As a class, students are expected to compile the individual final drafts of the character descriptions, in the order that they appear in Chaucer’s General Prologue, in a format that they agree upon as a class (digital, scrapbook, spiral bound notebook, etc).
* The General Prologue must include a minimum of 10 illustrations that reflect a mixture of the people described and Clayton High School’s campus.

[ ] The Clayton Tales * As a class, students are expected to compile the individual tales in the order that their characters appear in The General Prologue. The format in which they choose to showcase these tales may differ from The General Prologue (digital, scrapbook, box, notebook, video, etc)
* The Tales must include a minimum of 10 illustrations that reflect a mixture of the people described and Clayton High School’s campus.
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The Clayton Tales Project: Timeline

Thursday October 24: Workshop **DUE** Character Descriptions/Tales Proposal

Friday October 25: Workshop **DUE** Nothing

Monday October 28: Workshop **DUE** Character Description/Tale Rough Draft

Tuesday October 29: Workshop **DUE** The Clayton Tales Prologue and Tales Products

Wednesday October 30: Showcase Draw your straws!

Thursday October 31: Showcase Storytelling Pt. 2!

**Rubric**: **Points**:

Character Prologue and Tale Proposal 30 points

Character Prologue Rough Draft 10 points

Character Tale Rough Draft 10 points

Character Prologue (Final) 50 points

Character Tale (Final) 50 points

Organization/Style 25 points

Creativity 25 points

**Total: 200 points**