

Canterbury Tales pilgrimage

After the class study of the Prologue and several tales, this concluding activity takes one class period, but students will need time in advance to prepare. Steps 1 and 2 below are directions for students. Teacher directions start at step 3.

1

Identifying Your Medieval Profession: Introduction to writing your tale for our class pilgrimage on (insert date).

In *The Canterbury Tales*, Chaucer introduces us to a group of professionals. During the medieval period of England's history, certain professions existed in every village. Some of these included the Miller, the Smith and the Parson. Many last names in our own society originate from these professions. The tale each person told related to the individual's beliefs, personality or occupation. We will make our own class pilgrimage on (insert date). At that time you will assume an occupation and tell an appropriate tale for your character.

Go to www.cmi-lmi.com/kingdom.html to complete a Medieval Aptitude Test to help you determine what profession you would most likely have if you had lived during the time of Chaucer.

To get a Personal Preference Profile, you will be asked to register so that you can complete the questionnaire and learn what medieval profession your personality fits. You will receive both a profession and a personality description. Print it out for yourself.

2

Writing Your Tale: Assume the character of that profession traveling on a pilgrimage and write a tale that would be appropriate for your character, a tale that you can share with your fellow pilgrims on our journey. It should have a moral. The tale may be original or a retelling of a story you know. You may not just copy a tale from a website or out of a book. It must be in your own words. Have it written out so that I can collect it...but on the pilgrimage, don't read it to us; tell us the story. It needs to be short, about 2-3 minutes in the telling.

Have your bags packed and your horse ready to go for class on (insert day). See you at the Tabard Inn (insert classroom number) for our trip to Canterbury.

TEACHER PREP AND DIRECTIONS

3

Days before the journey, walk through school, looking for places the class can stop to tell stories — places that won't disturb classes nearby. Make note of each turn you'll need to make, noting number of left arrow and right arrow signs to make. Also make signs, "Pilgrim's Rest," for your stops (I usually do five; it depends on the size of your class and your school layout.) and a sign on your own room: "The Tabard Inn." Also make a sign saying "Canterbury" that you can quickly place over the Tabard Inn sign as soon you leave the classroom and the students are ahead of you in the hall. On the morning of the pilgrimage, get to school early and post all the signs and arrows. As the last class of the day makes the pilgrimage, take down the signs as you go along.

4

At the start of class, welcome students/pilgrims to the Tabard Inn and pretend to be their guide for the pilgrimage. Let them know you will be stopping at several rest stops where two or three pilgrims will tell their tale. Keep track of how much time you have, how long it takes to walk the "trail" through the building, how many students you have, etc. With small classes, everyone can tell a tale. With larger classes you have to improvise — maybe students work with a partner and they tell one tale between the two of them.

5

Along the way, caution them to stay quiet so as not to disturb the citizens engaged in commerce in passing "towns." At drinking fountains, remind them to water their horses. When you get to Canterbury, congratulate one another on having completed the pilgrimage safely and celebrate with treats. (I bake mini-muffins the night before. Any kind of treat would make them happy.) This takes a full 50-minute class period.



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CCSS

R. 10 Literature

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems.

W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.