### Lesson Overview

In the Canterbury Tales it is important not only to examine the text but to be familiar with the time period and it’s culture. This lesson is to use more than one angle when looking at literature. Each person will be assigned a task to complete and they will use reQall to help keep them on track and get done on time. I will be able to watch their usage of the tool online and see how they are doing. At the end of the lesson they will present their information to the class.

### Length of Lesson

Five 45-minute class periods

### Grade Level / Subject

10th Grade English

### Instructional Objectives

Students will:
- learn about the literature assigned as well as the culture.
- expand their understanding of the relationship of culture and literature
- identify similarities in culture in the literature now and then.
- make a presentation of their findings and each write a small summary of what they learned.

### Instructional Plan

**Introduction**

Lead the students in a discussion of the Canterbury tales and the culture of that time period. In what ways does the literature reflect the time period? In what ways are the culture of the time period most important? Prompt the students by asking questions such as:

- What is the importance of the culture when analyzing the literature?
- Think of some more recent literature and it’s relation to our culture now.
- What are some other culturally related ways that Chaucer uses in the tales? Think about things like belief.
- Think about some examples of historical and cultural allusions in the Canterbury tales.

Ask students to brainstorm ideas about the relation of culture and literature in the tales as well as other literature.

### Activity

Examine the cultures used in the Canterbury tales based on the tale the group is given. Ask them to start looking for different kinds of culture represented such as history, food, beliefs, etc… Focus the classroom discussion on the use of culture in literature and its importance in analyzing literature. Instruct the students to assign different parts of culture to different group members. They should construct a presentation with whatever tools they deem necessary but they must have some kind of visual aid.
**Procedure**

Introduce students to the relation of culture and literature, use some other form of literature than The Canterbury Tales and give a mini presentation of what they’re going to do. Give examples of culture relationships and that piece of literature. Tell the students that they will be making a presentation of their chosen tale and the culture of that time period and it’s importance and examples within that tale. They must have at least one visual aid and enough specific tasks for each member of the group. They must research the tale and culture and use that research in their project accompanied with a bibliography. The students will also be required to use the application reQall, introduce them to this application and instruct them to use this feature to set up meetings and send task reminders or group memos. They must all link each other to their contacts and link the instructor as well so the instructor can also log on and keep track of their usage of this application. This will help show the planning process as well as show that there is equal distribution of work. Once they are done with their project planning and research they will need to give the presentation in front of the class.

**Closure**

After the students have given their presentations ask the students what was the most important thing they learned. Relate the work of these activities and their research to analysis of all kinds of literature. Compare and contrast the use of culture in literature and the defiance of culture in literature.

**Assessment**

Use the [Assessment Rubric](#) to evaluate student learning.

*Adapted by: Abby Peck*