

Curricular Area: English

Level: S3



Experience and Outcomes

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-05a / LIT 4-05a

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. LIT 4-08

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a

Learning Outcome

Students will understand key terms relating to the primary text.

Students will be able to take notes and recall information gained through listening.

Students will engage with historical landmarks relevant to the period of the primary text.

Resources

One translation of *The Canterbury Tales* created for the desired audience.

Four x 'actors' or volunteers willing to read the relevant text at a stated location.

Notebooks and pencils for all students.

Outdoor jackets if the weather is poor.

Maps of Dunfermline Tourism sites if adopting 'clue' format.

Travel from school to site.

Additional supervisors from school.

Activity

Students will experience an interactive 'pilgrimage' across sites in Dunfermline, Fife, that will help them understand and engage with relevant terminology and social practices surrounding Geoffrey Chaucer's *The Canterbury Tales*. Departing from Guildhall St. 'pilgrims' will traverse the centre of the city visiting medieval sites relevant to similar landmarks within the text and encounter live 'readers' who will read aloud the text in modern translation. They will be at the following:

Guildhall St. Host announces the trip is underway, from *The General Prologue*.

St. Margaret's Cave: The Prioress's introduction from *The General Prologue*.

Dunfermline Abbey: The Monk's introduction from *The General Prologue*.

St. Margaret's Shrine: The Pardoner's introduction from *The General Prologue*.

This will aid in the student's understanding of the social roles of **Monk, Pardoner, Nun** and also the wider concept of **Pilgrimage**.

Students will be given notebook and pencils and expected to make notes on what the characters tell them.

A further twist to this could be that the sites are derived from clues independently solved by pupils, but a guided approach would be the best course of action for the first occasion. This exercise will test note-taking and recall, whilst offering exposition on the text.

Assessment

Students will be assessed after each 'station' with a short quiz which asks questions about the content of each speaker's monologue. This will be designed to be quite easy in terms of content but will be primarily designed to ensure that there is a firm understanding of the key vocational terms being employed and that the social paradigms central to the text are understood, also.

Assessment:

Five Question Quiz Relating to the Four 'Stations'.

These will form a 20-answer 'fact bank' throughout the day.

Correct answers can be learned through interacting with the relevant actor/speaker.

It is hoped that the performative nature of the speakers will allow for a level of understanding that exceeds that of a simple reading. I feel that this method of delivery is especially helpful in exploring satire. Issues relating to movement and travel central to the text are also explored and the aim is to provide an immersive engagement with the text and the socio-political environment in which it was written.