

Grade: 11		Subject: World Literature 2				
Teachers: Nimon						
Unit # 2 Title: Chaucer and Feminist Theory						
Time Frame (calendar and # of weeks):						
Standard(s): RL 1, 2, 3, 4, 6 L 1, 2, 3, 4, 5 W 1, 2, 5, 6 SL 1, 2, 3, 4, 5						
Big Idea(s): Feminism, Feminist Criticism, Canterbury Tales, Patriarchy						
Essential Questions		Enduring Understandings				
<ul style="list-style-type: none"> • What is Feminism? • Who was Simone de Beauvoir? • What is Feminist Theory? • What is an Other? • What is Patriarchy? And where do women fit in it? • How do we “read” texts and films with through a Feminist lens? • How are male and female roles defined? • What is gender? What is “femininity?” • Who was Geoffrey Chaucer? • What is “The Canterbury Tales?” • What is a frame narrative structure? • What is irony? What is satire? • How can a feminist lens be applied to a text like “The Canterbury Tales?” • Who is the Wife of Bath? 		<ul style="list-style-type: none"> ➤ Feminism is a political, social, and theoretical tradition that has a rich history of thought and activism. It’s basic precepts provide a lens of analysis that cast light on women’s roles and regulations in literature as well as women’s voice (or lack thereof) in the creative sphere. ➤ Patriarchy, or male authority, permeates much of the literature students encounter (as well as the films and shows they watch, the music they listen to, and the advertisements they see) and recognizing its presence helps understand new layers of meaning. ➤ Femininity and the definition of “woman” – as well as masculinity and the definition of “man” – are constructs that change over time. ➤ Although a modern theory, feminism can be used in readings of older texts to shine light on women’s conditions as well as social hierarchies and gender relations. 				
Areas of Focus		Suggested Instructional Strategies				
Prioritized CPIs <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including 		<ul style="list-style-type: none"> ➤ Chaucer’s General Prologue <table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td> </tr> <tr> <td>Students will define the following terms: Feudalism, Three Estates, The Black Plague, Pilgrimage, Frame Story, Indirect Characterization, Irony, Satire</td> </tr> <tr> <td>Students will take notes on “The Canterbury Tales” and Chaucer’s</td> </tr> </table>		Tier 1 → Activities/Strategies (Knowledge/Comprehension)	Students will define the following terms: Feudalism, Three Estates, The Black Plague, Pilgrimage, Frame Story, Indirect Characterization, Irony, Satire	Students will take notes on “The Canterbury Tales” and Chaucer’s
Tier 1 → Activities/Strategies (Knowledge/Comprehension)						
Students will define the following terms: Feudalism, Three Estates, The Black Plague, Pilgrimage, Frame Story, Indirect Characterization, Irony, Satire						
Students will take notes on “The Canterbury Tales” and Chaucer’s						

<p>determining where the text leaves matters uncertain.</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text. • CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. • CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning. • CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • CCSS.ELA-LITERACY.W.11- 	<p>background before reading "The General Prologue" of the poem. Students will discuss characters' physiognomies and how their appearances reflect their moral value. Students will pay particular attention to social status, gender, and moral conduct.</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <p>Students will split into groups and take responsibility for one of the main characters in Chaucer's Prologue. Groups will break their character down by physical appearance, social status, gender, reason for attending the pilgrimage, job, travel partners, spot in prologue order. Students should also be able to determine the narrator's feelings toward the character (is he sarcastic/ironic/admiring?). Groups will create a poster with this information and a drawing of the character.</p> <p>Students should use online resources for guidance, research, and support.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will take on the role of teacher and present their posters to the class. Students should be encouraged to submit a creative aspect to this project (a rap, a travel collage, travel post cards, etc.). Presentations should be clear, focused, and thorough. Their classmates will peer-grade in accordance with a detailed rubric.</p> <p>After all presentations are complete, students will be responsible for writing a blog entry about their least or most favorite pilgrim, providing reasons and evidence for their choice.</p> <p>➤ Feminist Theory and the Wife of Bath's Tale</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>Students will define the following terms: Patriarchy, Feminism, Other, Gender, Misogyny, Ideology, Femininity</p> <p>Students will read excerpts from Simone de Beauvoir's "Second Sex" and try to answer her question "what is a woman?" through class discussion. Her reading should provide a jumping off point for discourse on femininity, expectations for women, and "othering."</p> <p>Students will take notes on feminism and watch a feminist reading of Disney Princesses to see the lens in practice.</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <p>Students will read either the Wife of Bath's Tale from Chaucer's Canterbury Tales and practice close reading with emphasis on a feminist critical perspective. Students will pay close attention to the female characters in the story and their relations to men.</p> <p>Students will then read Michael Carosone's essay "Geoffrey Chaucer:</p>
---	---

<p><u>12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.11-12.5</u> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.11-12.1</u> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.11-12.2</u> <p>Integrate multiple sources of information presented in diverse formats and media.</p>	<p>Feminist or Not?" They will notice that he provides evidence that supports three sides of this debate. Students will choose which of these arguments they agree with most, based on their own reading and personal analysis. They will then write short essays in support of one of the three arguments.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will create rough drafts of their essays and practice peer-editing. Classmates will grade each other's work, basing their assessment on a detailed rubric. Students will receive their work and their edits before creating a final draft, which will be submitted to the teacher.</p> <p style="text-align: center;">Performance Tasks/Assessments</p> <p>Tests and Quizzes</p> <ul style="list-style-type: none"> - Vocabulary Test - Reading Comprehension Quizzes <p>Writing Assignments</p> <ul style="list-style-type: none"> - Blog Posts - Rough Drafts of Essays - Final Essay <p>Projects</p> <ul style="list-style-type: none"> - Prologue Character Analysis
<p>Resources:</p> <p>Text: "Feminist Criticism" – Allen Brizee, J. Case Tompkins "Woman as Other" – <i>The Second Sex</i>, Simone de Beauvoir "Geoffrey Chaucer: Feminist or Not?" – Michael Carosone</p> <p>Primary Source Materials: "The Canterbury Tales: The General Prologue" "The Canterbury Tales: The Wife of Bath's Tale" "The Canterbury Tales: The Miller's Tale"</p> <p>Video(s): "Team Five: Feminist Film Theory and Disney Princesses" - https://www.youtube.com/watch?v=fEfJtcfppZw</p> <p>Internet Resources: Chaucer- Canterbury Powerpoint Feminist Criticism Powerpoint</p>	