

Strategy Scenario

Strategy: Frame, Type 1

Content: Characterization of Chaucer's pilgrims in the *Prologue* to "The Canterbury Tales"

Title: "Who's Who?"

Time Required: 45 minutes

Number of Participants: only limited to class size

Target Audience: high school English students/college undergraduates

Goal of Activity: to describe, analyze, and evaluate the Canterbury pilgrims Chaucer depicts in his *Prologue*

Purpose of Script: use Type 1 framing to facilitate students' recall and comprehension as well as determine relationships among the characters

Learning Outcome(s), Gagne's Taxonomy: Intellectual Skill (defined concepts)

Learning Outcome(s) HEO Taxonomy: Cognitive Domain

Learner Characteristics: Average to above average student high school students (depending on whether or not the instructor chooses to have the class read the *Prologue* in Middle English); average college students

Setting: High school or college classroom

Entry Skills: Average to above average reading skills; (students have previously been assigned to read the Prologue as a homework assignment); some introduction to "The Canterbury Tales"

Media: Handout containing incomplete frame of the pilgrims and their characteristics (with the knight as an example)

Process:

1. The teacher gains the students' attention by asking who has recently taken a trip and for what purpose. This is followed by a brief discussion of the eclectic menagerie of pilgrims and their apparent motives for taking their pilgrimages.
2. The teacher then hands out the frame and groups the students in pairs.
3. The teacher explains the frame by telling the students to use their texts to fill in the blank areas. They are to look at the example of the Knight to help them complete the rest of the frame. Not all the pilgrims are represented because some are only mentioned by Chaucer; however, the students' task is to complete the

frame by locating specific information from the text and to make inferences as to Chaucer's purpose for including this character type on the pilgrimage. Students are reminded to surmise motives.

4. Students, working in pairs, complete their frames.
5. Discussion of the frames will follow the next class.

Strategy Assessment: Given the name of a pilgrim, can the students correctly describe him or her?

Given the name of a pilgrim, can the students evaluate the pilgrim's apparent motive for going to Canterbury and Chaucer's view of him or her?

Author: Barry R. Nowlin

References: West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.

Prologue to "The Canterbury Tales"							
Pilgrim	Physical Description	Occupation/Position	Chaucer's View of Pilgrim	Sin/Virtue	Number of lines devoted	Middle English Vocab	Additional Comments
Knight	on horse; armor rusty; noble; aging	defender of the crown	genteel; loved truth; chivalric; never boasted; role model	Humble	18	<i>fabliau</i> <i>exemplum</i> <i>shotte</i>	most socially prominent pilgrim; served his king well; tells first tale
Squire							
Yeoman							
Prioress							
Monk							
Friar							
Merchant							
Clerk							
Franklin							
Cook							
Doctor							

