Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_

***The Canterbury Tales* Adaptation Assessment**

*Brit LitA*

*LT Writing: I can write creative texts to transform and remix Chaucer’s* Canterbury Tales*.*

It’s your turn! Write your own modern *Canterbury Tale*. Follow these steps:

**Whole Class**

1. What is the “**pilgrimage**”? Who are the pilgrims? Where are they going? Why? Who is narrating the story? As a class, develop the frame.

**Individual**

1. Whose tale will you tell? Select a “**character**” whose tale you want to tell. Use Agbabi, Baba Brinkman, and Zarins’ novel as models. What are some physical, social, spiritual, and psychological traits about your chosen character? What is his or her motive?
2. **Tell the tale!** What story does your character have to tell? Consider that Chaucer’s characters are usually based on some kind of vice or folly or stereotype present in the fourteenth century. What does your character’s voice sound like? With which other characters might they be interacting? What theme do you want to convey with your tale?

**Tale Requirements**:

* Tales must be *at least* one page, single-spaced
* Use verse and meter of your choice (ex: tetrameter, pentameter)
* Rhyming your tale is optional
* *At least* one piece of figurative language must be used in your tale
* Stories can be from any source
* Stories must be believable; for instance, a talking rooster has to be plausible in the context of the story
* Anything goes, except your story must not get Ms. VH in trouble
* Perform your tale

**Rubric**

\_\_\_\_\_/5 **Character** makes sense, is fully realized, and possibly interacts with other characters.

\_\_\_\_\_/11 **Tale** is creative and contains a clear message (critique, moral, theme, etc.). It fits with the class

framework.

\_\_\_\_\_/4 Tale contains at least one example of **figurative language** (metaphor, personification, etc.).

\_\_\_\_\_/10 Tale meets the **length** and **verse** requirement.

\_\_\_\_\_/5 Tale is **performed**.

\_\_\_\_\_/35 **TOTAL**

Highly adapted from Gary Baughn’s “Avoid the Edifice Complex and Enjoy Teaching Chaucer.” *English Journal*, vol. 93, no. 1, Jan. 2003, pp. 60–65. *EBSCOhost*.

**Sample Adaptation Assessment**

**The Pilgrimage**: A group of thirty students are on a bus on their way to St. Paul’s Park Square Theater to see a live production of *The Canterbury Tales*. The students are a cross-section of the St. Michael/Albertville population and include students ranging from jocks to goths, 4.0 kids to stoners, and Jesus Freaks to the preppies. The narrator of the tales is a wannabe named Bailey who wears thick-rimmed glasses and Sperry’s. The students have been studying Chaucer and are on this bus in early April to see the visual production.

**4.0 Kid’s Tale**

By Cady Ardoner

Bailey adjusts her glasses and begins

To look for the next victim of the show.

“Cady!” she shouts, pointing with her pink nail.

“You’re next, teacher pet!” Thinks, *this will be good*.

Esker, hickeys everywhere, says, “She’s too

Busy studying!” Red-rimmed eyes shining.

“At least *some* of us study,” Cady snaps.

“And are not perpetually stonéd.”

*Here begins Cady’s Tale.*

Once there was an actress named Lori who

Married a man named Mossi and had two

Daughters, Liv and Bella. Lori was hel-

Icopter number one to Mossi’s two.

From diapers Liv and Bella were destined

For great: Harvard, Yale, USC, Berkeley.

The girls grew; they were not rare butterflies,

But average earthworms. Lori hired the help:

Tutors, doctors. Nothing increased the girls’

Smarts. They were average in every

Way. Bella began to cry more often,

Lori called the therapist for Liv’s mood.

Both popped antidepressants for a fix,

Temporary, at best. The ‘copters still

Hovered, waiting for high school to be through.

It was. Applications began, but their

Grades weren’t high enough, their resumes were

Not long enough for great, so Lori called

Her friend Rick Singer to get her girls to

Great. After all, Lori and Mossi loved

Their daughters, and love only costs hundreds

Of thousands of dollars. Anything for

The right price. The right price transformed Liv in-

To a rower, a coxswain with mad skills.

It was her ticket to great--to beat out

The Black and Latina and Asian girls

Who didn’t deserve to be there anyway.

So. The girls crawled, earthworm-style, through college.

A snoop found out Lori and Mossi’s bribe,

But it was too late for the girls--they were

Graduates, unqualified and full of

Their false wings. Today, they hold political sway.

As for their parents, they did not escape

So easily: they’re in the slammer.

*Here is ended the 4.0 Kid’s Tale.*