**ENGL 3030: The Middle Ages**

***Endeavors: October 6, 2014***

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**The Fireside Chat:** Discussion of Chaucer, *The Prioress's Tale* (531-37, assigned 10/1)

* Endeavors Activity

Text Description – 14th century: From *The Canterbury Tales*. Tale narrated by the pilgrim Prioress, a head nun, it is the story of a Christian boy in a Jewish community, who is murdered by Jews. His devotion to the Virgin Mary allows his body to perform miracles after his death.

* + During this activity, the group will discuss various aspects of this Tale, re-reading the text itself closely. **In particular, discuss the question:** is Chaucer promoting anti-Semitic (definition: a hostility toward or hatred of Jews) ideas?
  + During this discussion, each member of the group will take notes on the paper provided, particularly including their own ideas about the text.
  + After this discussion, each member of the group will turn in their notes to Dr. T (be sure your name is on yours). You will receive bonus credit towards your Course Journal of the week on the following scale:
    - 0 points: no notes or only brief
    - 1 point: relatively thorough, demonstrating effort in discussion
    - 2 points: detailed, includes reference to at least one quotation from text
* Purpose: This activity will help you think closely about this particular text, and writing notes will help you think through the discussion with your group (proven scientific fact!).

**The Guild:** Play Practice

* Endeavors Activity
  + During this activity, members of the group will practice reading aloud their roles from *Everyman*.
  + All members of the group should help think about the individual roles, their meaning, and potential methods of portraying the role in the performance.
* Purpose: This activity will help us get started preparing for our play performance.

**The Scriptorium:** *Canterbury Tales* Pilgrims Google Map

Text Description – 14th century: *The Canterbury Tales* is a collection of stories as supposedly told by a group of pilgrims traveling together from London to Canterbury Cathedral to visit the shrine of St. Thomas Becket. The “General Prologue” serves as the narrator’s introduction to his fellow pilgrims.

* Endeavors Activity
  + During this activity, the group will read sections of the “General Prologue” as provided, which gives details about the various pilgrims.
  + During this discussion, the group will decide where to place each pilgrim on the Google Map. This decision might be decided by a location mentioned in the description or by clues provided in the description.
  + ONE member of the group will be in charge of adding each Pilgrim to the map as per instructions from Dr. T. Each entry should be titled: “Name of Group: Name of Pilgrim” and should include a short explanation as to why this location was chosen (quotations encouraged).
  + Goal: each group should add a minimum of **3NEW pilgrims to the map** (in other words, do not repeat a pilgrim that another group has already done). If the group completes 3, keep going until time is up.
* Purpose: This activity will 1) help us consider the geographical locations associated with our time period, 2) provide practice in reading a text closely for the information it can provide, and 3) allow more time to study the framework of *The Canterbury Tales*.

**The Tournament:** Quotation Jousting (AKA Checkpoint 2 Critical Analysis/Close Reading Practice) with Margery Kempe and Julian of Norwich (586-627, assigned 10/6)

Text Descriptions – Margery Kempe, 14th/15th century: The autobiography (the first!) of a middle-class woman in England who decides, after living as a wife and mother, to devote her life to God and religion. It is the story of her “spiritual awakening and religious fervor” (604) while travelling throughout Christendom, facing temptations, and dialoguing with various religious persons.

Julian of Norwich, 14th/15th century: The mystical experiences of an anchoress, who describes the visions granted to her of Christ and God during a time of great illness.

* Endeavors Activity
  + During this activity, Dr. T will provide quotations from the two texts (one at a time). The members of the group will have a short amount of time to prepare individually an analysis of the quotations. Books may be used. Then the Joust begins!
  + During the Joust, you can receive points for the following:
    - A significant point about the quotation
    - A significant point about how the quotation speaks to the text as a whole
    - A significant point connecting this quotation to another reading
    - A significant response to another group member’s point
  + The group member with the most points at the end of Joust may choose a prize.
* Purpose: This activity will provide practice for the critical analysis/close reading of three quotations assigned for Checkpoint 2.