Writing Assignment: MAJOR GRADE

 So, you’ve decided to finally take that spiritual pilgrimage you’ve been putting off for years. Coincidentally, so have all of your classmates. Only three of you can win golden tickets aboard the Canterbury Tales Caravan. To win a spot on this journey you must be introduced to the novel group of characters with whom you’re competing — your classmates. Compose and “perform” one of the three best character introductions to the group and you’re a winner!

 You will become a character on this journey to Canterbury Cathedral and compose your own unique character introduction based on what we read in the General Prologue. **Your character can be from any time period and any social ranking (be sure to take class into account regarding the time period and your portrayal).** You will dress/act as/embody the persona of your character as you present to the class: for full credit, you should include **at least one prop and some sort of costume** to represent your character. Be creative, and remember: you are entering this contest to win! I will be your “hostess” as you share your introduction with your “fellow pilgrims.”

Here are the rules:

- You should dress up as your character, but your character description must be **third person**, just like the other

 characters in *Canterbury Tales*. So you’ll be talking about yourself in 3rd person (e.g. Lord Jake is not very pleased by this curse/Because he would rather write prose than verse) as though you were the Host.

- Look at character introductions in the “General Prologue” and specific character prologues for examples of what types of details to include.

- **Turn in** **2 copies: one submitted through ItsLearning**, **DUE BY 11:59 PM ON SUNDAY, 10/8; one hard copy in class ON MONDAY, 10/9. PRESENTATIONS will start on MONDAY, 10/9.**

- Length: At least 30 lines. **YOU MUST NUMBER THE LINES (You may number every 5).**

- Should be written in **Iambic Pentameter**:

 This is the most common [meter](http://www.answers.com/topic/meter-poetry) in English [verse](http://www.answers.com/topic/verse). It consists of a line ten [syllables](http://www.answers.com/topic/syllable) long that is accented on every second beat. **You must also incorporate some kind of rhyme scheme.** (This could be rhyming couplets, ABAB, or some other popular variation – i.e., you can’t just say, “This is the Willner Rhyme Scheme. I made it up. It’s when every 15th line rhymes.”)A line of iambic pentameter is five iambic feet in a row:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| da | DUM | da | DUM | da | DUM | da | DUM | da | DUM |

The tick-TOCK rhythm of iambic pentameter that can be heard in the following line from [John Keats](http://www.answers.com/topic/john-keats)' [“To Autumn](http://www.answers.com/topic/to-autumn)” is a straightforward example:

To SWELL the GOURD, and PLUMP the HAzel SHELLS

It is possible to notate this with a '**˘'** ([breve](http://www.answers.com/topic/breve)) mark representing an unstressed syllable and a '**/'** ([slash](http://www.answers.com/topic/slash-punctuation) or [ictus](http://www.answers.com/topic/systems-of-scansion)) mark representing a stressed syllable. YOU DO NOT NEED TO SCAN YOUR POEM FOR THIS PROJECT, BUT IT MIGHT HELP YOU WRITE/READ IT IF YOU WANT TO DO SO. In this notation a line of iambic pentameter would look like this:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ˘ | / | ˘ | / | ˘ | / | ˘ | / | ˘ | / |

 The [scansion](http://www.answers.com/topic/scansion-5) of this can be notated as follows:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ˘ | / | ˘ | / | ˘ | / | ˘ | / | ˘ | / |
| To | swell | the | gourd, | and | plump | the | ha- | zel | shells |

The divisions between feet are marked with a |, and the [caesura](http://www.answers.com/topic/caesura) (a pause) with a double vertical bar ||.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ˘ | / |  | ˘ | / |  | ˘ | / |  | ˘ | / |  | ˘ | / |
| To | swell | | | the | gourd, | || | and | plump | | | the | ha- | | | zel | shells |

**Grading Rubric**

 *Excellent Good Fair Poor*

 *A+ A A- B B- C C- F F-*

**Writing**  70 67 63 59 56 53 49 46 42 \_\_\_

* Creativity
* Rhyme Scheme
* Iambic pentameter
* Fluidity/Conventions (Grammar/Phrasing)
* Obvious satire

# Performance 30 29 27 26 24 23 21 20 18 \_\_\_

* Eloquence: Speaking/Acting
* Concentration/Eye contact
* Creativity
* At least one prop & an obvious costume

 Length? Yes\_\_\_\_\_ No\_\_\_\_\_ Penalty\_\_\_\_\_

 3rd Person POV? Yes\_\_\_\_\_ No\_\_\_\_\_ Penalty\_\_\_\_\_

 Submitted to both Mrs. Willner (hard copy) and ItsLearning? Yes\_\_\_\_\_ No\_\_\_\_\_ Penalty\_\_\_\_\_

 **Total Score** \_\_\_\_\_\_\_\_\_\_\_\_\_