**Introduction to *Canterbury Tales*/Middle Ages Mini-Research Project**

**Objectives:** To research topics imperative to the understanding of Chaucer’s *The Canterbury Tales*; to practice research skills and techniques prior to completing major semester projects.

**Circle your assigned topic.**

1. Medicine in the Middle Ages
2. Peasant Life in the Middle Ages
3. Noble Life in the Middle Ages
4. King Richard II
5. Monks and Monasteries in the Middle Ages
6. Holy Roman Empire/Power of the Church
7. The Third Crusade & Crusades in Egypt and Turkey
8. Chaucer’s Family and Community
9. Chaucer’s Travels in France, Spain, and Italy

**Prompt**: The expectations of content on your poster are two-fold - *Explain* your topic. AND *Analyze* how your topic connects to *The Canterbury Tales*.

**Create a Visual Representation of Your Research:** Display information on a standard size poster board. You will have 45 minutes on Friday to combine your information onto your group display and turn it in.

* Use (draw, paint, copy, print) at least four color images relevant/instructional to your topic.
* Include an MLA-formatted Works Cited page (do not attach to poster)
  + 3 sources minimum, no maximum
    - ALL OF YOUR SOURCES MUST BE BOOK.
  + *Use in-text parenthetical citations to cite your evidence on your board*. Everything on your board should have a citation, except for the analysis connecting to *The Canterbury Tales* – that is your own work.
  + Keep this Works Cited separate from the poster.
  + When a Works Cited is separate from a project, there should be a full MLA heading with all group members’ names.
* Standard size 24x36 or 22x28 poster board (for your group)
* Keep the contents of your display neat, organized, legible, and professional. Note the section on the rubric dedicated to artistic and aesthetic appearance of information.

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|  | **Excellent-5 points** | **Meets Standard-4 points** | **Below Standard- 3 points** |
| **Evidence (x2)** | The evidence is **well developed**, and **specific** pieces of evidence are used. It is clear the student understands their evidence in a great amount of detail. Source requirements met | The evidence was not very specific and was rather simple. The student understood their evidence but not in great detail. | The evidence was really brief. The reader didn’t get a good sense of what it was about (need more details). |
| **Editing and Conventions** | No apparent mistakes in spelling, grammar, or punctuation. Exceptional proof reading. | One or two mistakes in spelling, grammar, or punctuation. Adequate proof reading. | More than two mistakes in spelling, grammar, or punctuation. More proof reading necessary. |
| **MLA Format (x2)** | WORKS CITED PAGE: Correct Works Cited page with none to one mistake (Indentation, alphabetize, space between each, “Works Cited” written at the top centered, each citation correct, etc). Information cited on visual. | WORKS CITED PAGE: Two to three errors with Works Cited page (no indentation, not alphabetize, no space between each, “Works Cited” is not written at the top centered, each line was numbered). Attempts were made to give credit to source on visual. | WORKS CITED PAGE: Four or more errors in Works Cited page.  0 points- MLA page is missing. |
| **Visual** | Information displayed visually. Visual is clear and easy to understand. Has at least 4 images. Visual is aesthetically pleasing. | Information is displayed visually but may be hard to read or decipher. Has 3 images. Visual has creativity but needs more polishing. | Information is haphazard, unorganized, and lacks creativity. Has only 2 or less images.  0 points- no visual and/or no pictures. |

TOTAL POINTS \_\_\_\_\_\_/30