

## Chaucer Pilgrimage Site: Pedagogical Benefits of Combining Physical and Digital Spaces

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**Jessica Blouin:** Student, English Studies, Fitchburg State University

**Sarah Farrell:** Student, English Studies, Fitchburg State University

**Rebecca Johnson:** Student, English Studies, Fitchburg State University

**Kathleen Morrissey:** Graduate Student, English Studies, Fitchburg State University

**Kisha G. Tracy:** Assistant Professor, English Studies, Fitchburg State University ([ltracy3@fitchburgstate.edu](mailto:ltracy3@fitchburgstate.edu))

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In thinking about ways to negotiate the technology-filled learning environments, we may already have discovered one method that we are not utilizing to its fullest extent: hybridity. We propose integrating physical and digital spaces – in more dynamic ways than simply using face-to-face class time as the “physical” aspect – in order to allow each to enhance the other. The “paper” and “digital” worlds and teaching practices should not be in conflict with each other or be mutually exclusive; they can work together in productive ways. One method is a site dedicated to an author with which students interact physically and digitally.

### *References:*

Anmarkrud, Øistein, and Ivar Bråten. “Naturally-Occurring Comprehension Strategies Instruction in 9th-Grade Language Arts Classrooms.” *Scandinavian Journal Of Educational Research* 56.6 (2012): 591-623. *Academic Search Complete*. Web. 09 Oct. 2015.

Bartolotta, Christopher, and Valentine Pasquosoone. “Map Room: Mecca: A Spiritual Journey.” *World Policy Journal* 28.4 (2011): 18-19. *JSTOR*. Web. 20 Oct. 2015.

This source is a map of the pilgrimage that Muslims take when they go on their sacred pilgrimage called the “Hajj”. The map makes good use of visual representations of the various sites visited during the Hajj and even includes facts about travel costs and different traveling checkpoints like hotels and airports. In addition to this, the points indicated on the map also describe the implications of the religious acts throughout the pilgrimage, such as the shedding of a person’s outwardly clothing to don a simple and plain white garb, symbolizing how every individual’s soul is equal in the eyes of Allah (Bartolotta, 18). Examining an elaborate and widely practiced spiritual journey such as the Hajj that has withstood the passage of time is an excellent topic to consider in light of my discussion about pilgrimage and how it can help us to understand other concepts in the classroom.

Black, Joe, Karyn Kedar, Alden Solovy, Chaim Stern, and Aaron Weininger. "Boston Marathon Responses: Poetry - CCAR." *Boston Marathon Responses: Poetry - CCAR*. N.p., n.d. Web. 23 Oct. 2015.

This site being is simple to navigate and it is an easy to access example of literature in response to a tragic event in local history and modern times

Blumenfield, Tami. “Student-Directed Blended Learning with Facebook Groups and Streaming Media: Media in Asia at Furman University.” *Asian Studies Publications* (2014). Web. 24 Oct. 2015.

Blumenfield modifies a blended course, Media in Asia, and assesses the effectiveness of the hybrid course, keeping in mind pedagogical expectations and the findings of recent literature. The class size was decreased, the number of weeks increased, and the digital platform switched from D2L (Desire2learn) to Facebook. The social media platform was used to promote more learner-directed activity, since recent studies suggest that student-driven engagement with concrete, short-term goals increases retention and class involvement. This study offers specific considerations with the use of the social media platform, offering insight and suggestions on how to handle issues such as privacy, logistics, and grading. Combined with the student evaluations of the media and the pedagogical research that supports the syllabus, this study offers concrete evidence on how social media can be used as a way to foster a classroom environment beyond the physical room.

Campos, Juan Eduardo. “American Pilgrimage Landscapes.” *The Annals of the American Academy of Political and Social Science* 558 (1998): 40-56. *JSTOR*. Web. 21 Oct. 2015.

In his article Campos discusses how pilgrimages have survived in American society as it has become more technologically advanced, more secular and materialistic: “Modernity, rather than displacing pilgrimages, has actually been responsible for globalizing them...” (Campos, 40). The author defines pilgrimage as “...many different kinds of journeys across geographic and textual space, entailing encounters with adversity and the unknown through which individuals undergo a process of self-discovery” (Campos, 41). He goes on to explain the different types of pilgrimages found in American society that are not necessarily religious: such as trips to national monuments honoring our nation’s history (like Mt. Rushmore) or to other such memorials like monuments to fallen veterans, the Holocaust museum. Campos even briefly discusses pilgrimages which are purely secular, such as yearly trips to Disneyland. To clarify the meaning of this article, Campos explains how American pilgrimage (whether happening within our borders or spreading abroad, like the hajj) is evolving and improving from advances in technology. I selected this source to supplement my presentation because I like

how the author talked about relevant types of pilgrimages in our own society rather than foreign ones that are centuries old. I also like how he talked about the different types of pilgrimages and that they don't necessarily have to be spiritual. I think that talking about these concepts can make the idea of pilgrimage seem more relatable to students and in turn will make them interested in the subject.

Díaz, Llantada, and María Francisca. "Dorothy Richardson's Pilgrimage As A Journey Down To The Center Of Being." *Issues in Travel Writing: Empire, Spectacle, and Displacement* (2002): 213-225. *MLA International Bibliography*. Web. 24 Oct. 2015.

The authors, Díaz and Francisca, focus mainly on one particular work by Dorothy Richardson titled *Pilgrimage*. Even though their article discusses aspects of the novel at length, they spend an equal amount of time discussing how the theme of religious pilgrimage enriches a text. They also contend that a pilgrim protagonist is inherently a multi-dimensional character because of the personal voyage they are setting out on as well as the physical travel: "Pilgrimages offer liberation from the profane social structures that are symbiotic with a specific religious system...The act of making the journey involved in a pilgrimage is a ritual, and...a way of bringing symbolic meaning to everyday reality by speaking to the unconscious" (Díaz, 214). Díaz and Francisca's article is a good resource to add to my collection because they affirm the educational importance and value of pilgrims and their journeys in literature.

Dillon, Elizabeth Maddock, and Ryan Cordell. "Copley Square Memorial Items." *Omeka RSS*. N.p., n.d. Web. 10 Oct. 2015.

This is another easy to navigate website that uses many different people investigating exactly what happened to report the facts on different aspects of the Boston Marathon bombing to provide a fuller picture of the events of the day and the aftermath that occurred.

Dyson, Benjamin, et al. "Evaluating The Use Of Facebook To Increase Student Engagement And Understanding In Lecture-Based Classes." *Higher Education* 69.2 (2015): 303-313. *Academic Search Complete*. Web. 17 Sept. 2015.

This article presents statistical methodology in evaluating the student-engagement with the use of Facebook. It places the discussion of hybrid learning away from simply examining the potential pedagogical benefits. Instead, the article references previously published research that indicates a relationship between student usage of technology in the classroom and a drop in attention and memory-retention of course material. The results of the study, which assessed questionnaires filled out by participants, were mixed in their rates of success. By positioning the potential applications of social media with a case that evaluates the results of such an experiment, we are better able to troubleshoot the issues that may come with constructing a hybrid classroom.

Ediger, Marlow. "Collaboration Versus Individual Endeavors In The Curriculum." *Education* 132.1 (2011): 217-220. *Academic Search Complete*. Web. 26 Oct. 2015.

Friedman, Hershey H, and Friedman, Linda Weiser. "Using Social Media Technologies to Enhance Online Learning." *Journal of Educators Online* 10 (2013): n.p. Web. 24 Oct. 2015.

Linda Weiser Friedman and Hershey H. Friedman assess the five "Cs" of learning in social media usage. They effectively show how social media outlets can create a larger learning space through communication in conversational blogging. Collaboration, they argue, is achievable through Wikis; they are an ideal tool since they can be adjusted to classroom scale. Community is also developed through media (Facebook and Twitter specifically) since they can create a group dynamic designed around goals. Convergence is especially achievable in the online space for learning when the constantly adapting nature of technologies is considered. Creativity is an important element to online learning, since so many social media platforms are centered on user-generated content. A strength of this assessment is the contextual information that supports the use of social media in the classroom, from the cultural shifts in the student body to the changes in educational funding. However, it is important to note that social media is extremely flexible, and one can achieve the five Cs in the use of all of them; Wikis, for example, are not just excellent tools for collaboration. They require students to build community, converge information, and make creative choices.

Grannis, Kerry Searle. "Secular Spiritual Quests in Modern American Novels, 1922--1960." *Dissertation Abstracts International* (2010): iv-156. *MLA International Bibliography*. Web. 24 Oct. 2015.

Grannis points out themes of spiritual quests in a collection of literature that was published during a period (post WWI to 1960) thought to be very secular. The author examines six American novels from this time period to argue that "increased emphasis on the secular does not diminish serious consideration of spiritual life in literature; rather, the challenge of finding spiritual identity and direction deepens in the context of a secular cultural atmosphere" (Grannis, 1). In other words, even though the storylines of these particular American novels don't express explicit themes of spirituality and may appear materialistic, that doesn't mean there isn't any deeper meaning to be found. Grannis challenges this concept of a story having a secular/spiritual binary, saying that a story can be both at the same time. I selected this source to supplement my presentation because Grannis's observations about themes of spiritual development through the course of a quest coincides with my subject of using pilgrimage to supplement academic lessons to enhance meaning found in literature.

Green, Susan K., and Margaret E. Gredler. "A Review And Analysis Of Constructivism For School-Based Practice." *School Psychology Review* 31.1 (2002): 53. *Academic Search Complete*. Web. 09 Oct. 2015.

Jewell, Katherine. "Mapping the Boston Marathon 2013." *Mapping the Boston Marathon 2013*. N.p., n.d. Web. 22 Oct. 2015.

This website maps where people were the day of the bombing if they chose to add that information to the website. This gives a clear picture of what people in the world were doing and where they were when disaster struck. It is interesting also to see how people remember what they were doing and their reactions to a traumatic event.

Lorenzi, Natalie. "A Passion For Learning." *Scholastic Parent & Child* 19.1 (2011): 82-93. *Academic Search Complete*. Web. 09 Oct. 2015.

Marshall, Hermine H. "Implications Of Differentiating And Understanding Constructivist Approaches." *Educational Psychologist* 31.3/4 (1996): 235. *Academic Search Complete*. Web. 09 Oct. 2015.

Navarrete, Cesar C., and Veletsianos, George. "Online Social Networks as Formal Learning Environments: Learner Experiences and Activities." *The International Review of Research in Open and Distributive Learning* 13 (2012): n.p. Web. 24 Oct. 2015.

Valetsianos and Navarrete determine the effectiveness of utilizing social media in the classroom with the results of a case study, focusing in particular on learner's experiences. The course required students to set up an account on a closed blog. The experience of the students with online learning varied greatly. Several students needed support to use the site, but there was an overall positive response. Though the approach that is utilized in this article is holistic, taking pedagogical discussion and placing it in a very concrete analysis of a case study, there are some limitations. Like many articles done on such research, the form of social media usage is based on a blog or other media that the students were not originally using before the class; hence the learning curve with the interface. Since the number of students using social media platforms like Facebook is constantly growing, there are other avenues for educators to take advantage of hybrid courses.

Palfrey, John, and Urs Gasser. *Born Digital: Understanding the First Generation of Digital Natives*. Philadelphia: Basic Books, 2008. Print.

Palfrey and Gasser examine the concepts of "digital literacy" and being "born digital." They discuss at length the issues of safety and security on the internet, how information is never really private.

Sandeen, C, ed. *The Students of the Future*. American Council on Education Presidential Innovation Papers, 2014. Web. 26 Oct. 2015. "The Students of the Future" is part of the Presidential Innovation Papers published in 2014. It states that "higher education must 'embrace the change the digital revolution is bringing.' Any institution that thinks it is immune from that change may find itself obsolete" (1). The paper identifies the characteristics of a current students and what they anticipate will be the characteristics of students in the future. These characteristics take into consideration the digital world and how students find and process information. They do, however, acknowledge the limitations: "While students are savvy with social media, Pepler has been surprised in her research and observations to find that many aren't nearly as skilled on the production side of technology: using programs, creating graphs, or even attaching a document to an email."

Snart, Jason A. *Hybrid Learning: The Perils and Promise of Blending Online and Face-to-Face Instruction in Higher Education*. Santa Barbara, CA: Praeger, 2010. Print.

Snart's work is a bit dated, being five years old at this point, but it still highlights the issues at stake when considering hybrid learning. He defines hybrid as "meeting classes both in a traditional classroom and in a computer lab/classroom (often done in a one day on/one day off arrangement.' [...] the blended learning model seems to us to be one where both face-to-face interaction and computer-mediated interaction is always available at one time.' [...] Hybrid learning, on the other hand, may involve a substantial non-face-to-face online learning component" (xvii). Hybrid has multiple definitions now, but it still is often defined in terms of how much time is spent in an online environment.

Tapscott, Don. *Grown Up Digital: How the Net Generation Is Changing Your World*. New York: McGraw-Hill, 2008. Print. Similar to the Palfrey and Gasser study, Tapscott discusses the ramifications of a generation "growing up digital." He, however, considers more how this particular generation will operate in various spheres, including education.

Trentin, G. *Orientating Pedagogy towards Hybrid Spaces*. In *Progress in Education*. Ed. R.K. Atkinson. 35 (cap. 7). Hauppauge, NY: Nova Science Publishers Inc., 2015.

Trentin outlines important considerations for educators in creating a workable hybrid space for learning. Using university experiences, Trentin discusses a teaching design for HSL that will best enable the educator to facilitate, rather than dictate, learning in students. With clear and interesting visual aids, Trentin effectively shows us how social media implementation into HSL encourages collaboration. After a helpful outline of the recent historical development of hybrid class space, we get a clear sense that the approach to teaching must be restructured to accommodate new learning demands. Social media is just one of many ways teachers can adjust to the HSL demands, making the teacher/student binary less rigid and the discussion of classwork less restricted.

Weisl, Angela Jane. "Coming of Age in the Middle Ages: The Quest for Identity in Medieval Novels for Young Adults." *Medieval Afterlives in Contemporary Culture* (n.d.): 167-175. *MLA International Bibliography*. Web. 20. Oct. 2015.

Weisl's chapter discusses how a great deal of modern Y.A. literature that has a medieval setting often feature a young person embarking on a journey of self-discovery. These narratives are what we like to call "coming of age stories". The main themes of this type of literature consist of the protagonist coming to find their place in society, finding a social group to which they belong, and mature from having experienced challenges in their adventures. Weisl offers many examples from contemporary Y.A. literature such as Christopher Paolini's *Inheritance* series and from Tolkien's *Lord of the Rings* series. Her discussions of these themes present in Y.A. literature with a specific medieval setting is relevant to my topic because these journeys of self-discovery go hand-in-hand with my definition of what pilgrimage is.

## Lesson Plan: The Canterbury Tales Pilgrimage

Grade 8: ELA

Sarah Farrell

- I. **Essential Questions and/or Goal Including Rationale:** The purpose of this lesson is to gauge student comprehension of Geoffrey Chaucer's The Canterbury Tales, through different modalities of creative ability and learning.
- II. **Objective:** By the end of this lesson students will be able to creatively apply their knowledge of The Canterbury Tales to a group project assignment. This will serve as an alternative form of assessment for those students who struggle with traditional testing and essay writing. Students will work together in small, heterogeneous groups using their own independent creative abilities and comprehension of the text in order to collectively come up with a project to represent their thinking and abilities. The teacher will travel around the classroom, observing and taking notes (Formative) on student participation and behavior. The teacher will grade each project (Summative) that will demonstrate the students' level of mastery of the topic (students are expected to have 80% mastery on the subject matter to participate in group assignment).
- III. **Formative Assessment:** As students are working independently on their group projects, the teacher will be traveling around to each group. They will be taking notes on student participation during group work, as well as their overall behavior. Students who maintain levels of maturity, quiet voices, and respect for their peers will be noted and marked higher for participation points than those who act out.
- IV. **Summative Assessment:** A group project is assigned and must be collectively completed by each student in the classroom. The classroom will be divided into five groups. Students who did not read the assigned material will be broken off into one of these groups until they have caught up on the selected material. They may rejoin a group of their choice upon reading the selected material. Each of the four remaining groups are expected to turn in a project that demonstrates their reading comprehension. Students will make their pilgrimage to Chaucer (set up in the classroom) and display their projects at his site. Students will share with the class their project and then take a badge from a pilgrimage site, demonstrating that they have mastered the topic. The badge has been selected by the teacher and is only allowed to be taken from the site if the students have collectively created an exceptional piece of creative work. An 80% mastery rate of the reading material is expected in order to complete the assigned project. **Students who require additional attention or extra time can speak to the teacher as they walk around each group. Additional time will be provided to groups who need it the following class period.**
- V. **Common Core Standards:** CCSS.ELA-Literacy.W.8.3  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - CCSS.ELA-Literacy.W.8.3.a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - CCSS.ELA-Literacy.W.8.3.b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - CCSS.ELA-Literacy.W.8.3.c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - CCSS.ELA-Literacy.W.8.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - CCSS.ELA-Literacy.W.8.3.e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

**VI. Materials and estimated time for lesson parts:** Brief review of Canterbury Cathedral, pilgrimage, and the Tale assigned for homework. (10 minutes)

- Group assignment (45 minutes)
- Short presentations of projects created (20 minutes)
- Group 1: copy of the tale that was not read for homework.
- Group 2: paper & writing utensils.
- Group 3: paper & writing utensils.
- Group 4: art supplies (colored pencils, markers, crayons, construction paper, ect.)
- Group 5: paper & writing utensils.
- Chaucer cut out.
- Badges to give out to students upon completion.

**VII. Connections across the Curriculum:** Students will be given a brief review of the history of pilgrimages and Canterbury Cathedral at the start of the class period. This incorporates History into the lesson. When students are broken up into smaller groups to create their projects, there will be a Creative Writing, Art, Theater, and Music option for students to choose from. This provides an alternative form of assessment for those students who struggle with traditional forms of testing and essay writing.

**VIII. Lesson Outline:**

- This lesson is part of Unit Lesson on Geoffrey Chaucer's The Canterbury Tales. The teacher will review the history of pilgrimages and Canterbury Cathedral briefly as well as the idea of leaving a gift and taking a badge from the site to prove that they had made the ultimate journey from their hometown to pay tribute to God. (Christian influence during this time period will have been explained in depth at the beginning of the Unit.) (10 minutes)
  - The teacher has prepared a set of directions for each group beforehand, and will distribute them while they break off into the group of their choosing. (5 minutes→Same time as the teacher explains what each group will accomplish verbally)
  - The teacher will ask students who did not complete the reading for homework to break off into a separate group in order to catch up. They will be able to join the group of their choosing upon finishing the reading. This will make up Group 1. (1 minute)
  - Students who would like to write a creative spinoff of The Tales will be broken off into Group 2. These students will work together to write a continuation of The Tale to answer the question: what happens after The Tale ends? They need to appoint a writer for their group, but will all work together on a collective storyline. (1 minute)
  - Students who would like to create an “around the fireside” song, will be broken off into Group 3. These students will work together to create a song that represents their Tales’ dangers or tragedies. Students will appoint a writer, but will work together to create a collective piece of music. (1 minute)
  - Students who would like to create a collage of what they believe the setting to be in the storyline of The Canterbury Tales will be broken into Group 4. Students will work together to create a larger piece of artwork that captures the descriptions portrayed in the Tales and represents a close reading of the text. (1 minute)
  - Students who would like to create a skit of The Tales will be broken off into Group 5. These students will work together to create a short script where each of them takes a role as a character or narrator that represents a spinoff of the Tale, or a continuation, similar to Group 2’s assignment. (1 minute)
  - Students work collaboratively on their chosen project. (40 minutes)
  - The teacher walks around while students are working together as groups, helping those that need extra attention, answering questions, and taking notes on participation and behavior. (40 minutes→throughout the extension of the group work).
  - Students will be asked to draw their attention to Chaucer’s cut out in the classroom. Students will make pilgrimages to him by group, posting their work on the wall. Groups not participating

at this time will be expected to pay attention and observe quietly. The group will give a brief presentation explaining their project. Upon demonstrating completion of the project and a good comprehension of the text, students will pick up their 'badge,' from the pilgrimage site and will return to their desks while other groups make their pilgrimages. (20 minutes)

- IX. **Motivation:** This is an alternative form of assessment, replacing a traditional test, or an essay. Students who struggle with these traditional forms will be motivated by these creative options and the group setting that this form of assessment provides. Students will also receive a 'badge,' of completion upon making their pilgrimage to Chaucer. This badge represents an 'A' grade and students will be motivated to receive it.
- X. **Prior knowledge:** Students will activate their prior knowledge of Creative Writing, Art, Music, and Theater in order to complete their projects. No additional time will be spent reviewing these terms. Students will also be using their prior knowledge explained earlier in the unit about Canterbury Cathedral, pilgrimages, the dangerous travel to this site and the author Geoffrey Chaucer in order to make their own pilgrimage to the in-classroom site.
- XI. **Key Terms/Vocabulary: Canterbury Cathedral:** Located in Canterbury, Kent. One of the oldest Christian structures still standing in England and represents Gothic architecture.  
**Pilgrimage:** a religious journey or expedition.  
**Geoffrey Chaucer:** The author of The Canterbury Tales. Lived in the 1300's and is considered the most famous medievalist poet of his time.
- XII. **Method of Instruction and Student Response:** This is a constructivist based lesson. The lesson will open with a brief lecture on the review of key terms, but the main body will be students working together in order to create a larger project. Students will use their own understanding and knowledge, as well as their own experiences and creative abilities to collaboratively create a project that reflects their comprehension of the text. Students will present their projects to the class that allows for a period of reflection. Their work will be posted in the classroom at the pilgrimage site and allows for other students to reflect on the work of their peers.
- XIII. **Adaptations:** (1) Students who did not complete the assigned reading in class will be given additional time in class to do so. (2) Students who require additional help will be assisted by the teacher as they walk around during group work. (3) Students who struggle with reading comprehension will be given a simplified version, this noted version, will be available to any students who need it. (4) Audio versions of The Canterbury Tales are available as a free Audio Book application on any electronic device. Students who struggle with Attention Deficit Disorders will be encouraged to download this application to help aide them in the reading and comprehension of the text at home.
- XIV. **Closure for the Lesson:** Closing of the lesson. The teacher will commend students on the hard work they contributed. Review of assignments due for the week and the end of the class period dismissal. (3 minutes)
- XV. **Reflection:** N/A

\*This lesson plan format was borrowed from the Fitchburg State University Education Program.