1. **Do you think the Pardoner is a hypocrite or an honest man? Support your response with details from the poem.**

|  |  |
| --- | --- |
| **My initial response is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Because:**  |

**After writing your initial response, look back into the text to find evidence to prove your point. ALL GROUP MEMBERS WILL WRITE AND DISCUSS.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Belief: Write down all the REASONS why your group feels the way it does. If there are differing opinions (awesome!) record all of them.**  | **Evidence: Write down line numbers and page numbers. It may be helpful to write down who is speaking.** | **Connections: How does evidence** **-Connect to other elements of the text?** **-Connect to today’s society? --Connect to the idea of corruption?**  | **Write questions your group has about this, or that you would like to ask the whole class during discussion** |
|  |  |  |  |
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|  |  |  |  |

1. **Would you agree or disagree that the old man in the story is Death? Use details from the poem to support your answer.**

|  |  |
| --- | --- |
| **My initial response is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Because:**  |

**After writing your initial response, look back into the text to find evidence to prove your point. ALL GROUP MEMBERS WILL WRITE AND DISCUSS.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Belief: Write down all the REASONS why your group feels the way it does. If there are differing opinions (awesome!) record all of them.**  | **Evidence: Write down line numbers and page numbers. It may be helpful to write down who is speaking.** | **Connections: How does evidence** **-Connect to other elements of the text?** **-Connect to today’s society? --Connect to the idea of corruption?**  | **Write questions your group has about this, or that you would like to ask the whole class during discussion** |
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**Task:**

To prepare for a class discussion involving small, assigned groups, you will discuss each of the posed questions, collect evidence, make connections between text and the real world, and create questions.

This preparation section will prepare you for the later discussion. You will use it as a reference during the class discussion. If you do not complete the group preparation, you will not be allowed to participate in the discussion. This will result in **two** failing grades.

**Directions:** Assign each person in your group one of the following roles:

1. **TASK and TIME KEEPER** (leads the group and make sure all relevant information is collected and the group is on task)

**QUESTIONER** (asks questions to further group thinking)**[same person as time keeper]**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **FACT-FINDER** (helps collect facts to answer questions posed by class and group)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **CONNECTOR** (connects textual evidence to other elements of the text, other stories, real-life experiences)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_