**BOOK CIRCLES - FINAL PROJECT**

***This project contains TWO PARTS: 1) A Written Rationale and Presentation, and 2) A Creative Portion***

**Written Rationale and Presentation Speech**

Your group will present an overview of the work you’ve done over the course of the unit

* Write and prepare for a 5-7 minute presentation that addresses
	1. A brief synopsis of the novel
	2. Three main discussion topics that came up during meetings
	3. Two or three themes that the book addresses
	4. How the author’s tone and form helps to establish these themes successfully
	5. Personal review/recommendation of book (all group members’ opinions are represented)
	6. An interactive element to presentation (survey, short discussion, Q&A session, etc)
* You will also present your Creative element (explained below)

\*\*IF YOU ARE ABSENT THE DAY OF YOUR GROUP’S PRESENTATION, YOU WILL NOT RECEIVE A PRESENTATION GRADE AND MUST COMPLETE AN ALTERNATE ASSIGNMENT. All group members are expected to present at least one part of the presentation.

**Creative Representation Options**

*The following are different options to complete a visual aid to your oral presentations. No matter what type of project you plan to complete, you must plan to address most if not all of the criteria above. Any criterion that doesn’t quite fit into your presentation can be addressed in an additional add-on presentation.*

**Dramatic Presentation**

You have several options for this assignment. You may act out a scene, perform a monologue, sing a song, or anything else of that nature as long presenting some connection between your novel and our modern society. If you would like to complete this assignment, but are nervous about performing during class, you may film your work and then have your video shown in class. You must follow the guidelines on the rubric and goals handouts. You will receive a grade as a group unless otherwise noted, so be sure that everyone participates! Have fun!

**Re-Imagine a Scene**

Re-imagine a scene in the book that is described but not specifically presented (just like we did with the *Frederick Douglass* scenes). It must be entirely your own creative work, and therefore may only use snippets from the novel itself. Please also provide an explanation as to why you chose this scene and what you are attempting to accomplish. You must follow the guidelines on the rubric and goals handouts. You will receive a grade as a group unless otherwise noted, so be sure that everyone participates! Have fun!

**Visual Interpretation**

In a visual interpretation, you must represent one of the scenes in the book creatively through art. You may draw/paint an image, build a model or diorama, sculpt, put together a book of original photography, or complete any other form of art. Almost all forms of art will be acceptable, but substantial time and effort must be obvious through attention to detail and use of a wide range of materials. You must follow the guidelines on the rubric and goals handouts. You will receive a grade as a group unless otherwise noted, so be sure that everyone participates! Have fun!

**Teach a Lesson**

Choose an issue addressed in the novel and teach a lesson to the class about that issue. This lesson should be about any of the themes or motifs discussed in the book, but made relevant to our modern society. For instance, in *A Raisin in the Sun* we discussed the concepts of race and social class. A presentation might include a lesson on contemporary race relations or the modern social class divide in Chicago. Another idea might include a lesson on stereotypical gender roles and their prevalence in modern society. You might also choose to find a short story or poem that you feel connects to your chosen novel and teach a lesson to the class based on your short story or poem. Please provide an MLA works cited page for outside research. You must follow the guidelines on the rubric and goals handouts. You will receive a grade as a group unless otherwise noted, so be sure that everyone participates! Have fun!

**Other Options**

The options above are just a few ideas that you might be interested in doing for this project, but you are able to do any type of project assuming that you have approved it with me. You might want to choose a more technological way to present information on this novel, such as a blog, website, podcast, etc. Be as creative as you can be. You must follow the guidelines on the rubric and goals handouts. You will receive a grade as a group unless otherwise noted, so be sure that everyone participates! Have fun!

**\*Everyone Must Provide the Following!**

Every student must provide a written student rationale with their presentation. This is done independently, but you can cover similar information. You should be writing your own responses to the questions below. This is to show me what you have learned through your work on the scene and how well you worked with others.

1. What was the most memorable moment during your Literature Circle Discussions? What made it memorable to you? What did you gain from that moment of discussion?
2. What was the most powerful theme in your novel and how did the novel affect you as an individual?
3. What is your own personal review or recommendation of your novel?
4. Is there anything else that you would like me to know about you personally or how the project went for you?

Primary Standards Mastered in this Assessment:

[CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/)
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

[CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Final Project Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Emerging - 0 | Developing - 1 | Meeting - 2 | Exceeding - 3 |
| RL.9-10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |  |
| RL.9-10.2Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text |  |  |  |  |
| SL.9-10.1 Students are able to initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively | The interactive portion of the presentation is either no provided or insufficient as the questions might be very vague or unprofessional. Students do not take this portion of the project seriously or clearly have not prepared ahead of time. | The interactive portion of the presentation is more of a “question and answer” type of experience, with very little deep analysis. Students’ discussion questions also might be too generalized to make their discussion distinguished from the other groups. | The interactive portion of the presentation shows that students are able to initiate a collaborative discussion with the whole class, but may struggle to maintain the conversation over long stretches of time (ie. Does not follow up with a responding student).  | The interactive portion of the presentation shows that students are able to initiate and participate in a lively collaborative discussion with the whole class on the connections between their novel and society as a whole.  |
| SL.9-10.4Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |  |  |  |  |

Total points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percentage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9-8 points = 100-90 Students First and Last Names:

7-5 = 89-80

4-2 = 79-70

1-0 = 69-60

Students who do not complete this assignment will receive a 0.

Students who complete this assignment late or do not present will receive a 50%.