Literature Project: Characters

Due: October31, 2014

Presentations: October 31, 2014

Students will begin the 2nd nine weeks with a Literature Project with two (2) components: Character Essay and Facebook Poster. These two components will be based on the same character or book.

Character Essay

* Students will write a 4 paragraph essay based on the guidelines.
* Students should complete a rough draft, COLOR edit, and then complete the FINAL DRAFT.

GUIDELINES:

1. 1ST Paragraph-In this paragraph you should include: title, a summary of the book, main characters, setting, and the genre of book. The last sentence of the paragraph should state your thesis.

Thesis example: For my Character Essay I will discuss the character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because he/she shows \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_. (What two character traits does your character show?)

1. 2nd Paragraph- This paragraph should give your first piece of evidence to support your thesis. You should include 3-4 details with your evidence.
2. 3rd Paragraph- This paragraph should give your second piece of evidence to support your thesis. You should include 3-4 details with your evidence.
3. 4th Paragraph- This is your conclusion. Discuss a connection you made with your character or book. Restate your thesis. What was your favorite part of the book? Would you recommend this book to a friend?
* I will use the following rubric to assess the student’s writing:

Rubric for opinion writing

Structure

 Overall 1 1.5 2 2.5 3 3.5 4

Lead 1 1.5 2 2.5 3 3.5 4

Transitions 1 1.5 2 2.5 3 3.5 4

Ending 1 1.5 2 2.5 3 3.5 4

Organization 1 1.5 2 2.5 3 3.5 4

Development (x2)

Elaboration 1 1.5 2 2.5 3 3.5 4

Craft 1 1.5 2 2.5 3 3.5 4

Language conventions

Spelling 1 1.5 2 2.5 3 3.5 4

Punctuation 1 1.5 2 2.5 3 3.5 4

Total\_\_\_\_\_\_\_/44\_\_\_\_

Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |
| **Subject Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
| **Graphics** | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. |  |
| **Mechanics** | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
| **Eye Contact** | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |  |
| **Elocution** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |

Facebook Poster

\*The purpose of the project is to create a Facebook page on your favorite character or a character from a book you are reading. Students may use the Facebook template provided. Your will complete this project on a poster on a small or medium size poster.

Guidelines

* Name of character at top of poster (1 point)
* 1 profile picture of your character –You may draw or print a picture (1 point)

Information Corner/Basic Information

* Network (1 point)
* Birthday (1 point)
* Hometown (1 point)
* Occupation (1 point)
* Education (1 point)

Friends Corner

* 3 pictures of people that are or would be friends with your character. (3 points)

The Wall

* Write 6 significant quotes or facts on The Wall. Each comment must be about a separate event and include the date. (12 points)

Personal Information (You may have to use your imagination for this part!)

* Activities (1 point)
* Interests (1 point)
* Favorite Music (1 point)
* Favorite Movies (1 point)
* Favorite TV Show(s) (1 point)
* Favorite Books (1 point)

Contact Information (You may need to make this up!)

* Address (1 point)
* Phone Number (1 point)
* Email Address (1 point)

Photos

* Draw or print five pictures of your character. It can be with friends or family, in special places or settings from the book. (5 points)

Have fun and be creative!