American Literature

Final Literature “Project”

For our final unit – Contemporary American Texts – I am asking you to reflect on the year, the literature we have explored, and find a Contemporary Text that reflects the tenants of that American Literary Period.

*I know that some of you are leaving early; however, with the two workdays scheduled this week and the weekend, you should have plenty of time.*

Here is the plan for our last few days together:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 10  TTTC Vignette Jigsaw Discussion | 11  Introduce & Brainstorm Project | 12  Workday | 13  SHS Graduation | 14  Workday |
| 17  Movie Day | 18  Movie Day | 19  Workday | 20  Movie Day | 21  Final Workday  (Project Due @ 11:59PM on Sunday the 23rd) |
| 24  1st & 2nd  Period Finals | 25  3rd & 4th  Period Finals | 26  5th & 6th  Period Finals | 27  Last Day!  Happy Summer!!! |  |

**Tuesday, 6/11**

By the end of the period, please work through the handout that has you reflect on the different literary periods of this year. You may work together with your table partners.

**Requirements:**

In the form of a PowerPoint/Google Slide Presentation or other presentation platform, you will fulfill the following:

1. Creative Title Page
2. Background on the literary period &/or piece/s of literature from this year.
3. Background on the text connection from the contemporary period.
4. At least three (3) slides of analysis – how does the contemporary and older literature connect?
   * Your analysis should include direct quotes from both time periods.
     + The quotes can be from the actual text, the authors/producers/directors/etc., critics, contemporary, and so on.
5. A conclusion slide that gives a since of closure to your presentation.

**Score Breakdown (see reverse for rubric)**

Brainstorming Handout /15 pts for Process

Work ethic on workdays /20 pts for Participation

Final, submitted, presentation /35 pts (x2) for Culminating

**Rubric:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A: Knowledge and Understanding of Work(s)**  How much knowledge and understanding does the student show of the work(s) used in the presentation? | **0**  The work does not reach a standard described by the descriptors to the right. | **1-2**  There is little knowledge or understanding of the content of the work(s) presented. | **3-4**  There is some knowledge and superficial understanding of the content of the work(s) presented. | **5-6**  There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented. | **7-8**  There is very good knowledge and understanding of the content and most of the implications of the work(s) presented. | **9-10**  There is excellent knowledge and understanding of the content and the implications of the work(s) presented. |
| **B: Presentation**  **How much attention has been given to making the delivery effective and appropriate to the presentation?**  To what extent are strategies used to interest the audience? | **0**  The work does not reach a standard described by the descriptors to the right. | **1-2**  Delivery of the presentation is seldom appropriate, with little attempt to interest the audience. | **3-4**  Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience. | **5-6**  Delivery of the presentation is appropriate, with a clear intention to interest the audience. | **7-8**  Delivery of the presentation is effective, with suitable strategies used to interest the audience. | **9-10**  Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience. |
| **C: Language**  **How clear and appropriate is the language?**   How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, sentence structure and terminology appropriate to the presentation.) | **0**  The work does not reach a standard described by the descriptors to the right. | **1-2**  The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation. | **3-4**  The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation. | **5-6**  The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation. | **7-8**  The language is clear and appropriate, with register and style consistently suited to the choice of presentation. | **9-10**  The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation. |
| **D: Organization and Presentation of the Project**  To what extent does the student deliver a structured, well focused project? | **0**  The work does not reach a standard described by the descriptors to the right. | **1**  The project shoes little evidence of planning, with very little structure and or/focus. | **2**  The project shows some structure and/or focus. | **3**  The project shows evidence of a planned structure and is generally focused. | **4**  The project is clearly structured, and the focus is sustained. | **5**  The project is effectively structured, with a clear, purposeful and sustained focus. |