

Rubric:

Individual Questions – 40 points

Group Work – 30 points

Everyone participates in discussion of questions:

Everyone provides written critiques of work

Everyone participates in the creation of the final presentation

Presentation – 60 points

Presentation provides the best summary of story in student words

Presentation covers questions in depth with appropriate supporting quotes

There are images with captions that explain why the image best illustrates a particular aspect (lit term) of the story.

Comparison and Contrast thoroughly explained

Presentation is neat, grammatically correct, and classroom publishable

Every person in the group will present some aspect of the work.

Every person will speak clearly, maintain eye contact, and display the correct attitude and actions appropriate to class presentation

1B – Groups	4B – Groups	1A - Groups
<u>Black Cat/The Birthmark</u> Blake Brandon Anotu	Bri Mary Artez	
<u>The Purloined Letter/The Minister's Black Veil</u> Eli Hilda Liam	Sam Jeevan Maria	Schuyler Matthew Juan
<u>The Pit and the Pendulum/The Haunted Mind</u> Emma Alondra Christopher	Adrian Larry Aidan	Alexi Cesar Jeremiah
<u>Fall of the House of Usher/The Birthmark</u> Jesse Ashley Dylan Mario	Walter Sai Xavier	Tyri Celine Tiki Gustavo
<u>The System of Dr. Tarr and Prof Fether/The Minister's Black Veil</u> Maryam Morgan Matthew	Faith Kennedy Gregory	Ethan Elijah Zipporah Parima
<u>The Cask of Amantillado/The Haunted Mind</u> Kiera Jacob Angelica	Karthik Grace Ariel	Rashad Mariah Rashay Anderson
<u>The Tell Tale Heart/The Birthmark</u> CC Jacob Zoe	Maya M. Elizabeth Carmen Isacc	Chanell Grant Clara Luis
<u>Premature Burial/The Minister's Black Veil</u> Taylor Helena Josue	Alton Jessica Maya W.	

Story Analysis Comparison—

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(RL 9)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (RL 4)

Questions:

Use the best quotes you can find to support your answers. Be prepared to explain why the quotes you chose best illustrate/support your answer in your presentation.

1. Summarize your story. You may not use summaries already in existence. Summarize the story in your own words.
2. How does Poe/Hawthorne use characterization to further the gothic novel genre or the anti-transcendentalism theme? Give specific quotes to support your answer.
3. How does Poe/Hawthorne use imagery/tone/mood to create gothic atmosphere? Give specific quotes to support your answer.
4. How does Poe/Hawthorne use symbolism/motif to create an anti-transcendental theme? Give specific quotes to support your answer.
5. A. Illustrate the story with a series of at least 8 images that demonstrate theme/mood atmosphere/symbolism/motif/tone [you cannot use images already associated with the story (i.e. from a movie version or already illustrated version of the story)].
 B. Write a short caption that explains why the image you chose was the best image to illustrate that aspect of your story. [this particular image of a clock best matches the clock symbol in Poe's story because...]
 C. You may use printed pictures and glue 2 to a sheet of computer paper with the captions
6. You will compare and contrast the two stories that you were given.
7. In your reading group, you will each bring your hard copy. You will turn in your individual pictures and answers to the questions for an individual grade, but as a group, you will decide:
 - You will choose 16 total images for each story (16 for Poe and 16 for Hawthorne) that best represent some aspect of your stories (theme/mood/atmosphere/symbolism/motif/tone) from among the images that group members have brought.
 - Your group will discuss and decide on the best answers for each question listed above.
 - Your group will decide which summary covers the stories the best in the fewest words.
8. Your group will then use power point, google slides, or prezi to create a presentation with the 16 pictures and the answers the group decided to use.
9. Create a note sheet for the class to fill in on your presentation on the story (this must be submitted the class period before so I have time to make copies.
10. Your group will then present your findings to the class. Essentially, you are teaching us the story
11. We will be using this for a seminar and eventually a test on these stories. You will also have a pop quiz sometime next week on reading and using the text to draw conclusions.

Time line:

Receive project 1/14 (B) 1/15 (A)	Must have read your stories by 1/16 (B) 1/17 (A) Begin putting together presentation Expect your pop quiz between now and presentations	Presentations begin on 1/23 (B) 1/24 (A) – all presentations must be finished by today Presentations Finish 1/27 (B) 1/28 (A)	Seminars 1/30 (B) 1/31 (A)	Test 2/3 (B) 2/4 (A)
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