The Romantics (Romanticism, Gothic Romanticism, Southern Gothic Romanticism)

Overall Project Scoring Guide

SCORE **FOUR** (A) - A **four** project is superior. It does ALL OR MOST of the following: ● consistently demonstrate a thorough understanding of the skills and processes identified for the project. ● clearly discuss and defend your ideas in a group setting through sharing facts and ideas vocally and in writing. ● clearly summarizes and to determines themes or central ideas and analyzes the development of these themes or ideas verbally and in writing. ● ideas are beautifully and patiently detailed, carefully planned, as complete as could be made and beyond what is required.	23-25
SCORE **THREE** (B) - A **three** project is average. It exhibits ALL OR MOST of the following characteristics: ● demonstrate a clear understanding of the skills and processes identified for the project. ● discuss and defend your ideas in a group setting through sharing facts and ideas vocally and in writing. ● summarizes and to determines themes or central ideas and analyzes the development of these themes or ideas verbally and in writing. ● deas are detailed, but lack finishing touches, shows lack of planning fully, but are what is required and are complete.	20-22
SCORE **TWO** (C) - A **two** project is adequate. It is clearly flawed in SOME OR ALL of the following ways: ● demonstrate an incomplete understanding of the skills and processes identified for the Heroism Project. ● attempt to discuss and defend your ideas in a group setting through sharing facts and ideas vocally and in writing. ● attempts to summarize and to determine themes or central ideas and attempts to analyzes the development of these themes or ideas verbally and in writing. ● ideas show above average craftsmanship with adequate details and preparation, shows lack of planning and little evidence of full completion, completes the requirements at the minimum.	18-19
SCORE **ONE** (D) - A **one** project is inadequate. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 project in SOME OR ALL ways: ● demonstrates a little understanding of the skills and processes identified for the project. ● does not discuss and defend your ideas in a group setting clearly through sharing facts and ideas vocally and in writing, but relies on summary. ● does not summarize or determine themes or central ideas does not analyze the development of these themes or ideas verbally and in writing. ● below average ideas, ideas are not detailed, little understanding, no evidence of planning little attention to completing the minimum of tasks, not the minimum of requirements	15-17
SCORE **ZERO** (F) - A **zero** project is weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It does SOME OR ALL of: ● simply repeats the topic or fails to provide adequate development. ● fails to establish a position and/or develop persuasive view; evidence is not apparent. ● shows almost no structure, organization or coherence. ● no evidence of ideas or planning, work is incomplete and without thought	0-14

Individual Pieces Scoring Guide

Standard	1 For a "D" (15)	2 For a "C" (18) Meets all requirements for a "1" and...	3 For a "B" (20) Meets all requirements for a "2" and...	4 For an "A" (25) Meets all requirements for a "3" and...
1] Characterization	● Inadequately describes the character chosen ● Inadequately follows the guidelines for the Action Figure/Barbie (missing three of the key traits or doesn't complete all of the traits)	● Somewhat describes the character chosen ● Somewhat follows the guidelines for the Action Figure/Barbie (missing two of the key traits or doesn't complete all of the traits)	● Describes the character chosen ● Follows most of the guidelines for the Action Figure/Barbie (missing one of the key traits or doesn't complete one or two traits)	● Clearly and adequately describes the character chosen ● Clearly and adequately follows all the guidelines for the Action Figure/Barbie (Features, accessories, vehicles and also collect)
2] Identify and Explain: Key Words, Time Period (authors) and Literary Terms	● Many sentence fragments or run-ons ● No evidence from text to support critical, evaluative, and interpretive statements ● Fulfills the assignment, but gave no evidence of complexity, freshness of thought and/or individual perspective, uses the handouts without any modification ● Does not show evidence of understanding the works in the unit through explanation of key words, time period (authors) and literary terms ● Lists the words, neither identifies nor explains the importance	● Most sentences are complete and well written ● Presents little evidence from the text to support critical, evaluative, and interpretive statements ● Tries an idea or concept, but lacks originality, substitutes symbols for personal observation, somewhat shows complexity, freshness of thought and/or individual perspective, uses the handouts without any modification ● Somewhat shows evidence of understanding the works in the unit through explanation of key words, time period (authors) and literary terms ● Identifies but doesn't explain	● All sentences are complete and well written with no fragments or run-ons ● Presents somewhat vague evidence from the text to support critical, evaluative, and interpretive statements ● Tries a few ideas or concepts, shows complexity, freshness of thought and/or individual perspective, uses the handouts as a foundation, but modifies them in some way ● Shows evidence of understanding the works in the unit through explanation of key words, time period(authors) and literary terms ● Explains, but does not identify	● Sentences are complete, well-written, vary in structure and vocabulary ● Presents strong evidence from the text to support critical, evaluative, and interpretive statements (direct quotes) ● Explores several ideas and concepts, generates own original work, makes connection to previous knowledge, demonstrates understanding and problem solving skills, clearly shows complexity, freshness of thought and/or individual perspective, does not rely on the handouts for the work ● Clearly shows evidence of understanding the works in the unit through explanation of key words, time period (authors) and literary terms ● Identifies and explains the terms for the project

3] Determining Theme				
	• No evidence from the text to support what the major theme is in the works • No details, doesn't fully analyze the theme • No evidence of self-reflection • Many sentence fragments or run-ons • No evidence from text to support critical, evaluative, and interpretive statements • Fulfills the assignment, but gave no evidence of complexity, freshness of thought and/or individual perspective	• Presents little evidence from the text to support what the major theme is in the works • Presents little detail to analyze theme • Self-reflection but is missing two of the elements: other text, self or the world • Most sentences are complete and well written • Presents little evidence from the text to support critical, evaluative, and interpretive statements • Tries an idea or concept, but lacks originality, substitutes symbols for personal observation, somewhat shows complexity, freshness of thought and/or individual perspective	• Presents vague evidence from the text to support what the major theme is in the works • Somewhat analyzes theme • Self-reflection but is missing one of the elements: other text, self or the world • All sentences are complete and well written with no fragments or run-ons • Presents somewhat vague evidence from the text to support critical, evaluative, and interpretive statements • Tries a few ideas or concepts, shows complexity, freshness of thought and/or individual perspective	• Presents strong evidence from the text to support what the major theme is in the works • Effectively analyzes the theme • Self-reflection ties into all elements: other text, self or the world • Sentences are complete, well-written, vary in structure and vocabulary • Presents strong evidence from the text to support critical, evaluative, and interpretive statements (direct quotes) • Explores several ideas and concepts, generates own original work, makes connection to previous knowledge, demonstrates understanding and problem solving skills, clearly shows complexity, freshness of thought and/or individual perspective
Standard	**1** For a "D" (30)	**2** For a "C" (35) **Meets all requirements for a "1" and...**	**3** For a "B" (40) **Meets all requirements for a "2" and...**	**4** For an "A" (50) **Meets all requirements for a "3" and...**
Blog posts, comments and feedback	tasks exist but do not cover any of the criteria (less than half way complete, or is missing three or four overall topics and discussions): **Answers the essential questions:** Romantics' beliefs of optimism and individualism, Similarities and differences between Romanticism, Gothic Romanticism and Southern Gothic Romanticism. Southern Gothic movement a response to literary movements (including Romanticism), American culture prompt the dark sides of Romanticism, influences today **Romanticism ("The Legend of Sleepy Hollow", "Swing Low Sweet Chariot"):** Sleepy hollow captures imagination, song is about escaping the physical conditions of slavery, religious hope and faith, reflective of its time period, relates to today **Gothic Romanticism ("The Raven", "Spleen", "Dr. Heidegger's Experiment", "The Fall of the House of Usher", "The Masque of the Red Death"):** Usher's nervousness and weakness are the results of Madeline Usher's being a vampire, Gothic fiction writers express a criticism of human nature tells how and tells if the attitudes are similar **Southern Gothic Fiction ("The Life You Save May Be Your Own" and "A Rose for Emily"):** defines and shows how stories exhibit traits, compare to Romanticism and Gothic, discusses why Miss Emily's crime goes undetected until her death (3) discusses whether the hitchhiker Shiftlet picks up at the end 'makes the story work **Choice Story ("Everything That Rises Must Converge", "The Black Cat", "Where Are You Going? Where Have You Been?", "A Good Man is Hard to Find")**: creates a Socratic question for each type (close-ended, open-ended, world, theme, literary analysis) and then answers each question using complete sentences	attempts to complete all tasks (partially completes all tasks, or is missing one or two overall topics and discussions): **Answers the essential questions:** Romantics' beliefs of optimism and individualism, Similarities and differences between Romanticism, Gothic Romanticism and Southern Gothic Romanticism. 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Comments: