

Unit 4 Major Assessment: What If?

Common Core Standards Addressed:

Reading Informational Texts Standards:

RI 9 - analyze US documents of historical and literary significance

Reading Literature Standards:

RL 1- use textual evidence

RL 3 - analyze complex character

RL 4 - meaning of words and phrases

RL 6 - author's point of view and perspective

RL 9 - analyze how an author draws on and transforms source material

Writing Standards:

W 1 - write arguments to support claims

W 4 - produce clear and coherent writing appropriate to task, purpose, and audience

W 5 - planning, revising, editing, rewriting

W 6 - use technology to produce, publish, and update individual or shared writing

W 7 - Conduct short as well as more sustained research

W 8 - Gather relevant information from multiple sources

W 10 - Write routinely over extended time

Language Standards:

L 3 - apply knowledge of language to understand how language functions in different contexts

L 4 - determine or clarify meaning of unknown and multiple meaning words and phrases

L 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L 6 - Acquire and use accurately general academic and domain-specific words and phrases at college readiness level

Speaking and Listening Standards:

SL 1 - participate in a range of collaborative discussions

SL 2 - Integrate multiple sources of information presented in diverse media

SL 3 - evaluate a speaker's point of view, reasoning, and use of evidence

SL 4 - Present information, findings, and supporting evidence clearly

SL 5 - Make strategic use of digital media in presentations to enhance understanding

SL 6 - Adapt speech to a variety of contexts and tasks

Project Overview:

The majority of the texts you read in English II are from other cultures from around the world and connect to significant events in history. This project will first ask you to analyze one of these texts based on the author's use of literary devices in order to determine how a certain topic or event shapes the story the author tells. Later you will reexamine these works from a new lens and ask, "What if _____ did not happen or happened differently? How would the author change the story? How would the author view his/her subject differently and how would that be presented to the reader?"

Chimamanda Ngozi Adichie once said, "If you don't understand, ask questions. If you're uncomfortable about asking questions, say you are uncomfortable about asking questions and then ask anyway." This project will make you ask questions and make predictions about our world and the texts you have read with a new lens.

Assessment:

- Literary Analysis Essay (Step 4): one major assessment grade
- Presentation preparation and final presentation: one major assessment grade (Steps 1-3=30 points, steps 6-7=70 points)

Steps to Completion:

	STEPS	DUE DATE	DATE COMPLETED?
1	<ul style="list-style-type: none"> Meet with group and discuss all major works from this semester and make a list of all major topics/historical events associated with each. Choose one ENG II text and one event to focus on for this project. 		
2	<ul style="list-style-type: none"> Research chosen event and at least one credible historical document connected to that event. Answer the following questions based on the document or any other sources that you use: When did it happen? Why did it happen? Who was involved and why? How could it have been prevented? Could it (or something similar) happen again? Why or why not? Provide MLA Citations for any sources used. 		
3	<ul style="list-style-type: none"> Evaluate your chosen ENG II text and how the author presents that event/topic in the text and what the author seems to be presenting to us on that topic/event. Answer the following questions using textual evidence it support: Does the author agree or disagree with the topic/event? Does the author show positives or negatives or both surrounding this event/topic? 		
4	<ul style="list-style-type: none"> Complete the literary analysis essay individually based on the author's use of figurative language to create tone. See section on essay for details and rubric. 		
5	<ul style="list-style-type: none"> Join back with group and decide on the "What if?" question that you will use for the focus of this project's presentation. Get teacher approval on your "What if?" question to continue your project. See example section to help you in determining your question. 		
6	<ul style="list-style-type: none"> Prepare multimedia presentation based on your "What if?" question. See presentation section for all of your requirements and rubric for grading. 		
7	Present as a group for final grade.		

Steps 1-3 -- How to complete and submit to teacher:

- Create a Google document with the following (please use the same headings as below):
 - Major Topics/Historical Events Brainstorming List
 - Chosen text and chosen topic or event should be at the bottom in bold
 - Chosen historical document(s) with MLA citation(s) and Step 2 Questions answered with MLA citations of any other used sources
 - Step 3 Questions answered using textual evidence and citations from chosen ENG II text

Step 4 -- Literary Analysis:

You will write an essay based on a text you have read this semester (the text your group has chosen to focus on for this project) that answers the following prompt:

Literary devices give a linguistic technique that produces a specific effect and style to writing. Your essay should answer the question: How does the author use literary devices (example: foreshadowing, symbolism, irony, diction, imagery, simile, metaphor, etc.) throughout the text to produce a specific effect or tone concerning the topic/event your group is focusing on? Each device must have examples of textual support. Please use appropriate MLA citing and page numbers.

Your essay should be four paragraphs long (introduction, first body paragraph focusing on one literary device, second body paragraph focusing on second literary device, and a conclusion). It should use grade-level or above sentence structure and vocabulary, and it should be practically free of grammar and punctuation errors. This essay will be timed and handwritten within 70 minutes. You will be allowed to prepare a detailed outline in advance to use during the timed session, but you will only be allowed to use the outline with specific information. Use the outline below as a guide.

Literary Analysis Essay Outline

Name: _____

I. Introduction

A. Hook (Bullet) _____

B. Bridge (TANG; Bullet) _____

C. Thesis (Full Sentence) _____

—

II. Body #1 (Literary Device #1: _____)

A. Topic Sentence (must connect to thesis; full sentence):

B. Set-Up (3-5 Bullets):

-
-
-
-
-

C. Quotation with literary device with Citation: Ex: (Smith 261).

D. Explanation of device and how this shows the author's tone (3-5 Bullets):

-
-
-
-
-

-

E. Concluding Sentence (Full Sentence):

III. Body #2 (Literary Device #2: _____)

A. Topic Sentence (must connect to thesis; full sentence):

B. Set-Up (3-5 Bullets):

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C. Quotation with literary device with Citation: Ex: (Smith 261).

D. Explanation of device and how this shows the author's tone (3-5 Bullets):

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-
-
-
-

E. Concluding Sentence (Full Sentence):

IV. Conclusion

A. Restate Thesis (not word-for-word)

B. Bridge/Summary of main essay points

C. Hook/Connection to today/audience (Full Sentence):

Timed Writing Checklist

(GO THROUGH EACH OF THESE BEFORE YOU TURN IN YOUR FINAL DRAFT!)

*If you have these careless errors in your essay even after going through this checklist and signing off that you checked for these items, your grade will drop. PAY ATTENTION TO YOUR WRITING AND PROOFREAD BEFORE TURNING IT IN!

YES/NO Contractions used? (NO!)

YES/NO MLA format used? (YES!)

YES/NO You/your used? (NO!)

YES/NO Spelling checked?

YES/NO Quotation with citation in both body paragraphs? (YES!)

YES/NO More than two SIMPLE sentences in a paragraph? (NO!)

YES/NO Beginning of sentences capitalized? (YES!)

YES/NO Punctuation at end of every sentence? (YES!)

YES/NO Underline title of the novel? (YES!)

Printed Name: _____

Date: _____

Signature: _____

Rubric for Step 4: Literary Analysis Essay -- One major assessment (Based on AP English College Board grading scale for timed writings)		
Score	Grade	Description
9	100	Essay clearly addresses prompt and provides cited evidence. All points are clearly explained without any need for more explanation. Complete control of writing elements with strong vocabulary, sentence structure, and punctuation usage is evident.
8	96	Essay effectively responds to prompt and provides cited evidence. All points are clearly explained. Writing demonstrates control of writing elements, but it is not flawless.
7	92	Essay meets the requirements of a 6 but provides more complete analysis or demonstrates a more mature writing style. Essay presents a better developed analysis and more consistent command of the elements of effective composition, though it still may contain a few errors.
6	89	Essay adequately responds to prompt. It refers to the passage, explicitly or implicitly, but the discussion can be limited at times. There may still be too much summary of plot points and not enough analysis. Writing style may contain lapses in diction or syntax and is less mature than that of a level 7. There may be some errors in writing elements.
5	84	Essay responds to the assigned task but may be inconsistent or uneven in analysis. The essay may treat the prompt in a superficial way or rely on plot summary with a limited analysis. The essay may attempt to use the text to support the prompt, but evidence may be too general. Essay demonstrates adequate control of language but still contains errors and often has a less mature diction.
4	79	Essay attempts to respond to prompt, but does so inadequately; explanation is missing so that major points are not easily recognizable; writing may convey the writer's ideas but may suggest immature control of writing
3	69	Essay meets the criteria of the score of 4 but is less perceptive about the prompt or less consistent in controlling the elements of writing
2	60	Essay attempts to address prompt, but prompt is not completely/clearly addressed; little to no control of writing elements. Writer makes vague generalizations or simply lists techniques/summarizes passages.
1	40	Essay does not address prompt at all; no major points are made in essay; no control of writing elements

Step 5 -- What If?:

Example Bad Question:

- What if the Holocaust never happened?
 - Why is this a bad question?
 - Too broad -- it will be difficult to tie this back to your book and project effectively
 - We are diminishing the experiences of millions of victims by insinuating Holocaust denial

Example Good Question:

- What if Germany was not in a depression after WWII?
 - Why is this a good question?
 - Allows you to focus on how Germany handled their election and analyze different perspectives and options
 - Allows you to conduct specific and focused research

Things to keep in mind:

- Be sensitive to history and others' experiences
- Be specific with historical details
- Previous connections made to ENG II text in Steps 1-3 and Literary Analysis Essay

Step 6 -- Multimedia Presentation (groups of 3-4 based on teacher directions)

Slide numbers are recommendations:

- Slide 1-2: Background Information on the ENG II chosen text and why your group chose this topic/event (refer to Step 1)
- Slide 3-4: Explain the topic/event based on historical research (refer to Step 2)
- Slides 5-6: Explain how the author of your chosen ENG II text presents the topic using textual evidence (refer to Step 3)
- Slide 7: Chosen "What If?" Question
- Slide 8-10: Group Members present their chosen product that answers the "What If?" question
- Slide 11-12: Answer the following questions: How would the author of your chosen ENG II text change the story based on this historical change? How would the author view his/her subject differently and how would that be presented to the reader?"

*each slide must include a picture and minimal words

Possible Project Options to present historical change:

- Magazine article (depicting changed historical event)
- Twitter Account (profile picture, bio, at least 10 tweets, retweets, etc.)
- Composed Graphic Novel Excerpt (depicting specific point on view)
- Commercial (for potential product/business)
- Scrapbook (with pictures, captions, and short explanations of experienced events)
- Blog (from an individual or a group created as a result of this historical change)
- Newscast Video (informing the public on current events based on your topic)
- Website (potential organization created as a result of this historical change)

**Please see teacher to get other projects approved.

Rubric for Steps 1-3 and 5-6 -- One major assessment	Total	Earned
Major Topics/Historical Events Brainstorming List Chosen text and chosen topic or event should be at the bottom in bold	10	
Chosen historical document(s) with MLA citation(s) and Step 2 Questions answered with MLA citations of any other used sources	10	
Step 3 Questions answered using textual evidence and citations from chosen ENG II text	10	
"What If?" Question	5	
Details and Elaboration on "What If?" Scenario	25	
Organization - text follows a logical sequence	5	
Creativity	5	
Mechanics	5	
Explanation of how chosen author would change the story using specific evidence	25	
TOTAL	100	