Reinterpretation of Text

Project Development Guide with Templates and Examples

About this resource

This resource leads you through the process of developing and implementing a **summative group project tailored to the learning and skill goals of your uni**t.

With this project, students come together to re-interpret and re-imagine a text or historical event in a way that answers an essential question

The project parameters allow students to practice several important skills, in addition to showing mastery of your content area learning goals.


Learning Skill Focus

- Students must **take a position** in response to an essential question, and
- choose and **creatively re-interpret** a portion of the text to support their response, and
- practice effective **collaboration** as they develop a **shared response**, which they present to their peers.

This project provides several opportunities for student choice. The templates for the student-facing materials are heavily scaffolded to support students who are still developing effective collaboration and planning skills.



How to use this resource

Part 1: Identify your learning goals and content parameters, develop your essential questions, and establish requirements for the final learning product (presentation, performance, etc.).

Part 2: Edit and adapt the templates to create your student facing materials for the project

Part 3: Refer to the example project for inspiration.

Project Development Guide

Part 1: Project Brainstorm

Use the prompts below to develop your project and student facing materials

1. **Develop 4-5 essential questions.** Each group of students will **take a position** in response to an essential question, using the text you choose to support their **position**. Check out this resource or this resource for a more thorough explanation and guidance for writing an essential question.

   Essential questions should provoke genuine inquiry, be arguable and spark debate, and require students to weigh evidence and justify their **position**.

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2. **Identify your "text" and the parameters for student choice.** This text serves as the source material for students to answer an essential question. Typically, this will be a text, subject, content area, etc. that your students will have already encountered and worked with, so that this project can be a summative exercise.

   a. What text do you want students to **re-interpret** and re-imagine? (e.g. a novel, short story, film, biography, non-fiction article, one or more primary sources, historical event, a specific historical movement or time period).

   b. How much (what portion) of the text should students choose to work with? (eg. one passage or chapter from a novel, one historical figure from a time period, one to two lines from a poem, etc.)

3. **Identify any other content specific learning goals or skills.** (eg. students will be able to analyze literary motifs, incorporate evidence from a primary source, mimic a literary style, etc.)

4. **Determine the format or genre for the final product.** What will students **create** to re-imagine the original text? (eg. novel to poem, historical period to play, short story to a reel or short film, etc.)

5. **Decide how you want students to share their final project** (eg. in person performance, recorded video, etc.)

Part 2: Student Facing Materials

The following pages are templates for you to develop materials for your students. Follow the prompts and use these templates and examples to build a packet of student-facing materials for implementation.

- Complete the project overview page of the template, using your answers to the brainstorm and referring to the example project as needed. Any text in *[brackets]* will need to be edited by you, according to your project parameters.
- Decide if you will create target dates for each of these or whether you will develop target dates in collaboration with your students. If you choose to set target dates yourself, complete that section of the student-facing materials.
- Review the feedback guide template and edit according to your learning and skill goals.
- Review and revise the Day 1 and 2 Collaboration Plans. These plans are designed to scaffold skill building - **collaboration** and **planning**. They include supports for setting project milestones, ensuring class time is used effectively, and supporting expectations for work outside the classroom.
- Implementation suggestion: plan a structure for reflection and feedback as students work in groups during class time (e.g. structured group check-ins/conferences, daily exit ticket reflections on the success/challenges of collaboration, etc.)

[TEMPLATE]

Reinterpretation of Text: *[insert text title]*

Project Overview

Your final project for our unit on *[insert answer to 2a from the brainstorm]* asks you to respond to one of our essential questions by **reinterpreting**, **retelling**, and **sharing** a portion of the story.

Each group will choose one of the essential questions; once you have your essential question, you will **collaborate** to choose a specific *[insert answer to 2b from the brainstorm]* that you believe offers the "answer" to the essential question. You will re-write that moment from the story as a *[insert answer to 4]*. Finally, you will *[insert answer to 5]*, so that you can share your understanding of the essential question, as well as your ability to **support your position** with the text.



Skill Focus: Interpret, Take a Position, Collaborate, and Share

Essential Questions

- *[write your essential questions in a list here]*
-
-
-
-

Project Process and Requirements

*[Use this space to list specific directions and expectations for the project. See suggestions below as well as the example project for ideas and inspiration. Draw attention to the **key skills** that students will be practicing with each step.]*

1. *[page, video, or presentation length]*
2. *[creative restrictions or freedoms]*
3. *[requirements for use of the original text: citations, quotations/evidence, etc.]*
4. *[other instructions for the work product as needed for students to demonstrate mastery of learning goals or skills - refer to answer 3]*
5. *[guidelines for group participation and effective **collaboration**]*
6. *[**sharing** or presentation guidelines and tips]*

7. [information about rubrics, assessments, or any requirements for submission of documents]

Project Planning Target Dates

- By the end of class on *[insert date]*: complete *[insert project goal]*
- At the start of class on *[insert date]*: bring *[insert project goal]*
- By the end of class on *[insert date]*: complete *[insert project goal]*
- *[insert date]*: *[sharing of product]*

Group Project Feedback Guide

Interpret and Take a Position *[Final product]*

- *[Final product]* offers an effective, meaningful, and original **re-interpretation** of the moment
- *[Final product]* clearly **takes a position** on the essential question
- *[Final product]* effectively **supports that position** with accurate knowledge and deep understanding of the original text
- *[Final product]* shows attention to detail and careful revision

[Content Specific Learning Goals or Skills]

- *[insert content-specific indicators of mastery of learning goals or skills]*
- *[insert content-specific indicators of mastery of learning goals or skills]*

Collaborate and Share *[Final Product]*

- *[Shared product]* shows evidence of rehearsal and preparation
- *[Shared product]* is engaging to audience with evidence of intent to use presentation skills
- All group members demonstrated effective **collaboration** in their contributions to the *[shared product]*

[TEMPLATE]
Day 1 Collaboration Plan

Must be completed by: *[insert due date]*

Group member names: _____

I. As a group, complete the following information first:

1. What is your group's essential question?

2. What *[moment]* did your group choose for your reinterpretation of text?

II. During class today, collaborate to choose and plan the following:

- *[insert planning milestones or learning goal indicators - see example project]*
- *[insert planning milestones or learning goal indicators - see example project]*
- *[insert planning milestones or learning goal indicators - see example project]*
- *[insert planning milestones or learning goal indicators - see example project]*

III. Make a plan so you can draft your *[insert final product].*

On the back of this page or on a separate document (link it here!), create a storyboard or outline for your *[insert final product]*.

IV. Group homework assignments: (Make sure to include names and specific tasks!)

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[TEMPLATE]
Day 2 Collaboration Plan

Must be completed by: *[insert due date]*

Group member names: _____

I. Use the table below to identify what final items, materials, or documents are needed for your group to share your *[insert final product]*.

Item, Material, or Document Needed	Who is responsible?

II. Use the table below to clarify roles and responsibilities in you group on the day you will share your *[insert final product]*.

Group Member Name	Role and Responsibilities

III. Make a plan to practice or complete the project before the next class.

Will you be meeting to practice or collaborate before the next class? **Yes?** or **Yes?**

Where will you meet? **When** will you meet?

How will you communicate with each other?

What is your goal for this practice or collaboration?

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[Example]

Reinterpretation of Text: *Like Water for Chocolate*

Group Project

Overview

Your final project for our unit on *Like Water for Chocolate* asks you to respond to one of our essential questions by **reinterpreting** and **retelling** a portion of the story.

Each group will choose one of the essential questions; once you have your essential question, you will **collaborate** to choose a specific moment or scene from the novel that you believe offers the "answer" to the essential question. You will re-write that moment from the story as a short play. Finally, you will perform the play as a group, so that you can share your understanding of the essential question, as well as your ability to **support your position** with the novel.

Skill Focus: Interpret, Take a Position, Collaborate, and Share

Essential Questions

- To what extent should love take precedence over the desires of family and rules of society?
- To what extent and for how long should children obey the wishes of their parents?
- What is more important: passion or love? Is there a difference between the two?
- To what extent should a person's gender define his or her role in the family and in society?
- What role does emotion play in cooking and eating?

Project Process and Requirements

1. **Collaborate** with your group to **re-interpret** the novel by re-writing your specific moment(s) in the form of a drama (play). The script must be 4-5 typed double-spaced pages.
2. The scene must **take a position** on the essential question or in some way "answer" it.

3. **Collaborate** to choose a new setting (place and time) and include your original **re-interpretation** of the moment; however, you must remain true to traits of the characters. (i.e. please do not make Mama Elena into a loving mother who makes her own organic baby food for a young Tita.)

4. Include the following literary features in your script:

    a. A clear presentation of a motif (i.e. a repeated symbolic element: tears, heat and cold, illness/physical problems that reflect psychological problems, emotion "injected" into food, etc.)

    b. Two to three well-integrated examples of magical realism

5. Complete the "literary abstract" – see the back of the rubric in this packet – and submit this with a clean copy of the script before you **share** your performance with the class. This abstract helps justify and communicate your creative and analytical choices.

6. **Share** your interpretation by performing the script of your moment; every group member must participate. Your presentation is limited to 5-7 minutes. After 7 minutes, you will be cut off (so yes, you need to rehearse and time your scene).

7. Optional extension**:** include an original or modified opening recipe that captures some aspect of your essential question (think about how each chapter of the novel starts with a recipe relevant to the conflict of that chapter).

Project Planning Target Dates

- By the end of class on Wednesday 12/7: complete the "Day One Collaboration Plan" from this packet. (You should have **also nearly completed the rough draft** of your script by the end of class.)
- At the start of class on Friday 12/9: bring a complete rough draft of your script
- By the end of class on Friday 12/9: complete the "Day Two Collaboration Plan"
- **Tuesday 12/13: Presentations!**

[EXAMPLE]

Group Project Feedback Guide

Group's Essential Question:

Group's Chosen Moment:

Interpret and Take a Position: Script **_____/30**

- Script offers an effective, meaningful, and original **re-interpretation** of the moment
- Script clearly **takes a position** on the essential question
- Script effectively **supports that position** with accurate knowledge and deep understanding of the original text
- Script includes a **reinterpretation** of the setting (place & time), while staying true to characters' essential traits
- Composition: script meets length requirements and has been carefully edited and revised

Interpret: Literary Features **_____/30**

- Motif is effectively and clearly incorporated
- Two to three clear and suitable examples of magical realism
- Use of literary features within the performance and script demonstrates accurate interpretation of the characters, conflicts, and themes of the text

Collaborate and Share: Performance **_____/25**

- Performance shows evidence of rehearsal and preparation
- Performance is engaging to audience with evidence of intent to use presentation skills
- All group members demonstrated effective **collaboration** in their contributions to the performance

Take a Position and Interpret: Literary Abstract **_____/15**

- Literary abstract includes thoughtful, complete responses, including specific details from the text, that explain and justify the choices made as a group of dramatists and performers.

Extension - Incorporation of Recipe **_____/5**

- Recipe captures an aspect of the essential question

TOTAL: _____/100

Literary Abstract

Directions

Respond to the following prompts with thoughtful, complete answers (complete sentences and specific details) to create your "literary abstract." Remember that you are explaining and justifying the choices you made as a group of dramatists and performers.

Our essential question:

Our chosen scene:

1. **Context** of our scene and the **importance** of our scene to the rest of the novel

2. How we believe our scene "answers" or **addresses the essential question**

3. Rationale for our **choice in setting** (the new time and place)

4. The **motif** we chose to include and ***how*** we included it:

5. The two/three instances of **magical realism** and ***why*** they "count" as magical realism:

[EXAMPLE]

Day 1 Collaboration Plan

Must be completed by end of class 12/7

Group member names: _____

I. As a group, complete the following information first:

- What is your group's essential question?

- What moment did your group choose for your reinterpretation of text?

II. During class today, collaborate to choose and plan the following:

- Setting
  - Time:
  - Place:
  - Reasoning

- Motif we will include and repeat throughout the scene

- Original examples of magical realism we plan to include

1.
2.
3.

III. Make a plan and begin to draft your script

On the back of this page, create a detailed storyboard or outline for your scene.

IV. Group homework assignments: (include name and specific task)

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[EXAMPLE]

Day 2 Collaboration Plan

Must be completed by end of class 12/9

Group member names: _____

Make your final performance "To-Do List"

I. Plan what props you need for the performance and who is responsible.

Props, signs, etc.	Who will bring it?

II. Plan your casting and costuming.

Character's name	Played by?

Character's name:	What will they wear?	Who will bring it?

III. Plan your set.

Important object on your "stage" (e.g.. – a stove)	**What will you use for this object?** (e.g. two student desks)	**Where will it be?** (e.g.front of the classroom, to the right of the stage)

IV. Scripts - Who is responsible for printing copies of the script for the entire group?

V. Recipe –Will you be including the optional recipe? (See assignment sheet – this can't just be some random recipe – there are requirements.) Will anyone be cooking/bringing food for the class?

VI. Literary Abstract: Who is responsible for making sure you have a clean copy of your literary abstract (on the back of the rubric) to turn in with your script?

VII. Make a plan to rehearse before the next class.

Will you be meeting to rehearse before the next class? **Yes?** or **Yes?**

Where will you meet? **When** will you meet?

How will you communicate with each other?

What is your goal for this rehearsal?