

Life of Pi BINGO!

Choose 2 options to demonstrate your understanding of symbolism in Life of Pi. Be sure to follow the instructions on each option. Make sure to specifically highlight the symbolism of nature in each option.

<p>Graphic Novel-A graphic novel is a novel with graphics or images. Graphic novels are much like comic books with a panel presentation and text within the image panels. For this project, you re-tell the story of <i>Life of Pi</i> through graphics and minimal text in a <u>minimum of 15 frames</u>. The re-telling may involve your interpretation of the story and may make the story more concise; however, the story must remain recognizable and include the essence of the original story. Graphic novels are presented in book form, may be black-and-white or color, and are always finished and professional.</p>	<p>Investigator's Notebook-As investigators research a case, they take copious notes and gather important, telling facts and documents. For this project, you generate notes and data relevant to the story told in <i>Life of Pi</i>. The notes should reflect the story as it is told as well as your own interpretations and ideas. The data may come from the book and/or relevant research and should contain explanation and interpretation as well. You must have <u>at least 4 pages of detailed notes and data</u>, and at the end of the investigator's notebook, you will make your final statement on the case.</p>	<p>Newspaper-Newspapers relay multiple stories in different formats. Some stories are meant to relay facts of an event (news stories), some are meant to reveal more detail about a subject (feature stories), some are meant to share opinions (editorials, letters and reviews). Newspapers also contain photographs, advertisements, comics, calendars, horoscopes, etc. For this project, you develop a newspaper centered around the book. This newspaper must contain a <u>minimum of 2 stories and 3 other items</u>. Newspapers are presented in columns and tidy, typed layout. Your newspaper may be printed on regular sized paper but should look like a newspaper with an appropriate title/banner.</p> <p>and Captioned Illustrations-The common phrase, 'a picture's worth a thousand words', means that visual illustrations can capture the essence of a story. Illustrations can also relay interpretations, opinions and multiple points of view, making them versatile and powerful. For this project, you create a <u>minimum of 4 detailed illustrations</u>. These illustrations must address key aspects of the story and develop a clear viewpoint. Captions must accompany each illustration to detail what is being shown. These captions may be quotes from the book or your own explanations.</p>
<p>Dossier-A dossier is a collection of documents containing detailed information about a particular person or subject, together with a synopsis of their content. It generally contains a relevant biography, photographs, most current information on activities and any special information of interest. For this project, you create a dossier for a main character by generating a <u>minimum of 5 significant documents</u>. A dossier is usually presented in a file folder in a well-organized, professional</p>	<p>Dramatic Interpretation-Dramatic performance allows for actors to create a live rendition of a story, complete with characters and setting. Acting out a story requires careful scripting, staging and practice to make sure the intended story and tone are achieved. For this project, you adapt the story from the book into a staged presentation for the class. Your presentation must be a <u>minimum of 7 minutes</u>, may include a maximum of two actors (this should cover</p>	<p>Soundtrack/CD Cover-Music can convey moods and emotions and tell stories. When different pieces of music are compiled, they create an even bigger story. For this project, you develop a thoughtful and thorough soundtrack for the story. The soundtrack must contain <u>at least 5 songs</u>, be recorded on a CD, and include a well-designed CD cover or insert. This cover or insert must contain the song titles and artists as well as an explanation of how each song relates to the story and what it reveals. CD covers and inserts usually contain some graphics as well as typed information and are professionally presented.</p>

manner.	most of the scenes in the book) but must convey the essence of the story and your interpretation. Your final product will be a live performance for the class.	
<p>Poetry Collection-Poetry is known to concisely capture essence, emotion and meaning while establishing a clear voice. For this project, you write a <u>minimum of 6 poems</u> based upon the story in some way. Poems must each be a <u>minimum of 10 lines</u> (though you may do more poems of shorter, equivalent length) and may be of any type: formal poetic forms, free verse, found poems, concrete poems, etc. Choose poetic forms that are most appropriate for what you are trying to convey. Your collection should impart the essence of the story and establish your interpretation. Poetry collections are generally presented in a professional book-like format.</p>	<p>Journal or Travel Log-Journals or travel logs allow a person to share personal revelations and insights about events and journeys. For this project, you write a series of <u>at least 10 substantial entries</u> in a journal or travel log by taking the point of view of one of the characters of the book. Through the entries, you must relay key aspects of the story and develop a clear interpretation and viewpoint. Journals and logs are generally in book format and are handwritten (please make them legible).</p>	<p>Maps, Diagrams, and/or Models-Maps, diagrams and models can demonstrate key elements about a story's settings and situations. Maps may show locations and travel. Diagrams may show situations, relationships, comparisons, etc. Models may represent key scenes and/or concepts. For this project, you create a <u>minimum of 5 maps, diagrams, and/or models</u>. You must drop pins on your maps, diagrams, or models to show and explain the impact individual spots on Pi's journey had on Pi or on the text as a whole. These must be original (not directly copied from the internet or other sources) and presented in a professional, meaningful, and cohesive format.</p>

9-10 RL #2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.

Not Observed: 0%	Emerging: 10-59%	Developing: 60-70%	Proficient: 80-90%	Advanced: 100%
Student work did not address the standard. Student did not provide any evidence to be observed and evaluated.	Student has great difficulty identifying the themes in a specific text and miss how the themes emerged and developed in the text.	Students identify one or two themes or central ideas, but miss some in the work of literature. Students can see how the theme developed over the text, but some major key points are missed.	Student can analyze the development of multiple themes or central ideas throughout a work of literature. Student identified how the theme emerged and were shaped by the details of the work.	Student recognizes the explicit as well as subtle themes the author was developing in a work of literature, citing exact evidence in the text to prove the use of theme. Student can discuss in detail how the themes emerged and were shaped and refined throughout the piece, citing specific details.
_____/ 10 points	Notes and Evidence for addressing the standard:			

	Advanced (5)	Proficient (4)	Developing (3)	Emerging(2)	Not observed (0)	Total
Creativity and Organization	The student shows exceptional creativity and organization. The final project is very neat and goes above and beyond expectations.	The student shows good creativity and organization. The final project is neat.	The student shows some creativity and organization. The final project is fairly neat.	The student shows little creativity and organization. The final project attempts to be neat.	The student does not show creativity and is unorganized.	
Textual Evidence	Text references are used to support the author's argument if applicable; in-text citations are cited correctly. There is strong textual evidence.	Text references are used to support most of the author's argument if applicable; in-text citations have few errors. There is good textual evidence.	Text references are used to support some of the author's argument if applicable; in-text citations have errors. There is some textual evidence, but it could be much stronger.	Text references are rarely used to support the author's argument if applicable; in-text citations are not cited correctly. Textual evidence is minimal.	Text references are not used to support author's argument if applicable; in-text citations are not cited. Textual evidence is missing.	
Explanation	The project is extremely well explained. The correlation between ideas and the original text is clear.	The project is well explained. The correlation between ideas and the original text is clear most of the time.	The project is explained. The correlation between ideas and the original text is clear some of the time.	The project is not well explained. The correlation between ideas and the original text is unclear.	The project does not have an explanation.	
Presentation	The student is extremely prepared, and gives a	The student is prepared, and gives a thoughtful	The student is somewhat prepared. The	The student is not prepared. The volume, speed,	The student is not prepared and fails to present.	

	thoughtful presentation with excellent volume, speed, and posture.	presentation with good volume, speed, and posture.	volume, speed, and posture do not all meet expectations.	and posture do not meet expectations.		
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