The Fallen

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draft

All Projects

- Students will work in groups of two. All work must demonstrate a worthiness of having two (2) people working on it. Quality and accuracy are a must!

- Each person must have a specialty area and be able to demonstrate/prove their contribution to the entire work.

- Each project must include an orienting message/introduction for its audience.

- Please make sure you include all the parts required of the specific project you've chosen to complete.

- Each project is worth two (2) letter grades. One will be an individual grade while the other will be a team dynamics grade.

- Require planning sheets and/or the writing process.

ALL PROJECTS ARE DUE ON APRIL 14TH !

Project Categories

I. Auditory—*Radio Exchange, Answering Machines & Detective Work*

These projects appeal to the sense of hearing and will include a recording of some kind. Clear introductions, transitions, clues/hints (if required) and conclusions must be included.

II. Visual— *Cartoon Squares, New Friends & Current Events*

These projects appeal to the sense of sight. Most of these projects require "The Art Gallery Effect." Three to five characters/events are needed.

III. Verbal—*Chatroom Chatter, Dream Vacation, Editorial Column & Character Alphabet*

These projects focus on writing skills and one's ability to skillfully put his/her thoughts into words. Most of these pages will be one-page in length and typed.

When uncertain, ASK!

options

THE FALLEN

RADIO EXCHANGE	CHAT ROOM CHATTER	DREAM VACATION	ANSWERING MACHINES	CARTOON SQUARES
1	**2**	**3**	**4**	**5**
Your character calls into a radio show asking for advice. Choose the character and create a transcript of the dialogue between the character and the advice giver from the radio show.	Imagine your character has found others to talk to while surfing the Internet. Describe the type of group that operates the chat room and describe why your character was drawn to it. Next, construct a conversation your character has with others while in there.	If you could choose any place in the world to send Martin and his mom, where would it be? Pick a spot , describe it, and explain why they should go there. Design a brochure about this place. Include an itinerary of activities for them to do each day.	Answering machine messages have gotten more creative over the years, reflecting the idiosyncrasies of the owner. Select five characters from the novella and create a message from each of them. Pay particular attention to diction and tone.	Create a series of six drawings in six squares that shows a significant event from the novella. Under each picture or cartoon, write an explanation of not only what has occurred, but what it meant to you. Consider using ToonDoo.com.
EDITORIAL COLUMN	NEW FRIENDS	DETECTIVE WORK	CHARACTER ALPHABET	CURRENT EVENTS
6	**7**	**8**	**9**	**10**
Write an opinion page like one that would appear on an editorial page of a newspaper. Choose a theme from the novella we read expressing a character's point of view. Your character might write about the importance of education or a need for social justice.	Select two characters from the novella. Then think of three to five people, living or dead, who you would like your characters to meet. Write about how you selected these new friends and tell what you'd like your character to learn from each after you introduced them.	If a detective or policeman showed up suddenly in your novella, who or what would the center of his/her investigation? Write to explain what the detective is investigating, and how he or she knew something was awry. What was his or her final recommendation?	Choose a character you liked in the novella and create sentences based on an alphabet scheme that demonstrates your knowledge of the character. For example,

A is for the **ABUSE** Zeke took at the hands of a racist mob.

B is for his **BENDING OVER BACKWARDS...** | Select five news stories or feature articles from magazines that you think your character would be interested in. Explain how your character would respond to each, and what opinions he or she would have regarding the events in each of them. |

Rubric for Auditory Projects

Names:

General Criteria	Feedback	Yes	Somewhat	No
1. Did the team provide an introduction that orients the audience to the project's purpose?		10	5	0
2. Was the presentation easy to hear and follow? Did it include clear transitions from one part to the next?		10	5	0
3. Did the student include a well-written component? (i.e. It may be a transcript or something else the project required.)		10	5	0
4. Did the team use a recording format that can be opened by anyone?		10	5	0
5. Were the messages on the recording highly relevant to the plot in the novella? Did they lend authenticity to the original work?		10	5	0

✔ A check mark = full points   ◯ A circle = half points   / A slash mark = zero points

Radio Exchange	Answering Machine	Detective Work
1. The team chose an appropriate character to appear on the talk show.	1. The students selected five different characters from the novella.	1. The visiting detective/policeman was integrated into the plot seamlessly.
2. The one-page written dialogue correctly reflects the appropriate use of punctuation when dialogue is written.	2. Each message demonstrates a distinct reason for contacting the main character chosen to receive their messages.	2. The students worked hard to pattern their investigation after a real detective/ police show. _____
3. The dialogue between the character and the radio personality openly discusses an important subtheme from the novella. Concepts of social justice may be included.	3. Each message is at least a minute and a half in length and includes the correct tone and diction associated with that character.	3. The students set up a series of segments with hints/clues that have to be played for an investigative committee.
4. During the course of the radio talk show, the reason why your character is there is revealed, and it's relevant.	4. The students "got into character" and really played the roles and situation they were depicting.	4. The reasoning behind this facet of the investigation has a clear purpose. It must be proclaimed explicitly.
5. The show has an appropriate conclusion with an outcue.	5. A clear understanding of characterization, plot, diction, and tone is evident.	5. At the end, a clear recommendation is rendered that continues in a positive direction.

Rubric for Visual Projects

Names:

General Criteria	Feedback	Yes	Somewhat	No
1. Did the team provide an introduction that orients the audience to the project's purpose? Did it set the scene?		10	5	0
2. Is each project visually-pleasing? Is white-space used correctly.		10	5	0
3. Does the project demonstrate a mature command of language with few, if any, grammatical errors?		10	5	0
4. Does the project include an appropriate title and byline?		10	5	0
5. Is the information from each project displayed in an art gallery format?		10	5	0

✔ A check mark = full points   ◯ A circle = half points   / A slash mark = zero points

New Friends & Current Events

1. Does the student present three to five "New Friends" or Current Events while demonstrating a mature command of the English language?

2. Is the work appropriately titled and displayed?

3. Does the student fulfill the requirements as stated on the project sheet?

4. Are the friends/events displayed on paper large enough to see/read from across the room?

5. Do the students present their gallery displays with an animated voice that is clearly audible?

Cartoon Squares

1. Did the student understand that the project requires a minimum of six separate events?

2. Are the scenes worthy of selection? (i.e.. They were significant events from the literary work.)

3. Does the student fulfill the assignment according to the project sheet and explanations given in class?

4. Does the student use color, lines, design, and space to lend authenticity to the scenes within the squares?

5. Despite this being a cartoon/drawing, the student puts in extra effort and demonstrates a clear command of language. All textual explanations are clear and easy to follow.

Rubric for Verbal Projects

Names:

General Criteria	Feedback	Yes	Somewhat	No
1. Did the team provide an introduction that orients the audience to the project's purpose?		10	5	0
2. The student utilizes and has evidence of the writing process.		10	5	0
3. The project demonstrates a mature command of language with few, if any, grammatical errors.		10	5	0
4. An appropriate title and byline are included.		10	5	0
5. The student fulfills the assignment according to the specifications on the project sheet as well as any explanations provided in class.		10	5	0

✔ A check mark = full points   ⬤ A circle = half points   / A slash mark = Zero points

Chat Room, Dream Vacation, Editorial Column or Character Alphabet

1. Does the written work clearly fulfill the purpose for which it was written?

   Yes   Mostly   No

2. Is the layout of the piece well-organized and easy to follow?

   Yes   Mostly   No

3. Does the student employ proper rules of grammar to create a spectacular and highly communicative piece?

   Yes   Mostly   No

4. Does the work reflect hard work and quality of presentation?

   Yes   Mostly   No

5. Does the written work connect with the novella in the ways that it should? (For instance, all of the categories above will have a different purpose and connection.) Does the project prove the student's understanding of characterization, sequence of events, and outcomes through the use of extension?

   Yes   Mostly   No