

Beyond Book Reports:

Using technology and Drama to Share and Celebrate Literature in the Classroom



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Table of Contents

Poetry Performance Project.....	1
"The Bells".....	3
Lyric Poster Project.....	4
Novel Project Options.....	6
Literature Circle Support Documents.....	8
Shakespeare Shorts.....	13
Poetry Poster Project	14
Project Guest sheet.....	16
Quick & Easy Ways to Give Feedback.....	17
Body Biography Assignment.....	19
Book Pass.....	21

"When I hear, I forget. When I see, I remember.
When I do, I learn." ~~Confucious

Poetry Performance Project

Your group should be able to accomplish much of this work in class - use time wisely & divide tasks evenly

Parts One and Two must include a visual - flipchart or power point

Part One - Analysis of the poem

- Read and analyze the poem
- Define challenging & unusual words (any a 5th grader would not know)
- Apply at least 8 of the poetry terms we have been learning to your poem.
- Identify structural elements (rhyme scheme, etc...)
- Identify and explain the meaning of any figurative language
- Be prepared to explain the theme and narrative of the poem when you present.

Part Two - Biography of poet & explanation of literary movement

- Present a SHORT biography of your poet, include picture of him/her, and information pertinent to his or her work (own words, not cut and pasted)
- Identify and describe the literary movement your poet belonged to (time period - as it pertains to literature/art)

Part Three - Transform the poem into a script & prepare performance

- Determine the number of characters, the setting and emotions of characters
- All members of the group should have lines
- Only the lines in the poem may be used (no additional words / sounds)
- Lines should be assigned fairly equally (nobody should have tons of lines)
- All group members must have actions
- Remember to fill the space (don't have everyone lumped together)
- Start and end on 'the line', and include the poem's title and poet's name
- Be sure you know how to pronounce all words in your poem!
- PRACTICE!! You must remember your lines - the best way to do this is to practice!!



Poetry Performance Project Grade Sheet

Names of group members -

Part One - Analysis of poem

Poem explained in effective manner _____

Vocabulary explained as appropriate _____

Application of 8 (or more) terms _____

Figurative language explained _____

Theme and narrative explained _____

Part Two - Biography of Poet & Explanation of Literary Movement

Short, selective, and effective biography _____

Includes image of poet _____

Brief explanation of literary movement _____

Part Three - Transformation of poem & performance

Group starts 'on line' _____

All group members participated effectively _____

All group members memorized lines _____

All group members appear enthusiastic _____

No notes / cheat sheets used _____

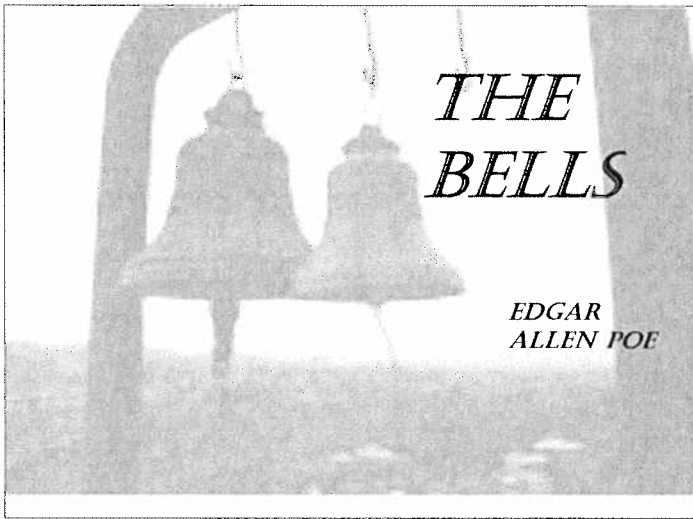
Staging support meaning in poem _____

Emotions and movement support meaning _____

Group ends on line _____

Flow between parts of presentation 'seamless' _____

Group grade for project & comments / notes _____



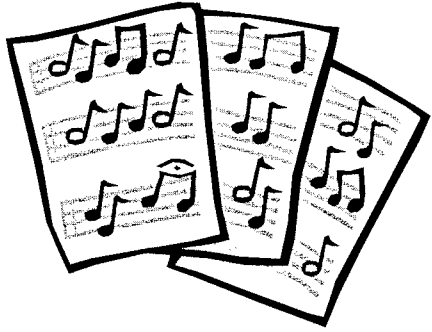
"THE BELLS"

STANZA	KIND OF BELL	SOUNDS	FEELING / MOOD	MEANING

Stanza	Kind of Bell	Sounds	Feeling / Mood	Meaning
1	Silver bell Sleigh bells	Tinkle, tinkle, tinkle	Merriment Delight	
2	Golden wedding bells	Melting golden notes, chiming,	Delight, rapture	
3	Brazen alarm bells	liquid ditty Shrieking, twanging, jangling, clanging	Despair, panic, terror, dangerous	
4	Iron bell	Tolling, groaning, rolls, rolls rolls, moaning	Sadness	

Alliteration - (3x)
 Assonance - (3x)
 Onomatopoeia - (2x)
 Consonance - (1x)
 Refrain / Repetition 1x
 Metaphor
 Personification (1x stanza #4)

Name: _____
Block: _____



Lyric Poster Project

Poetry and music lyrics have much in common. Both contain sound devices, figurative language and express ideas, thoughts or feelings in a creative way.

Like poets, musicians spend time revising their words to maximize the impact of the language in their lyrics. You are going to take a closer look at one of your favorite lyrics.

Your job is to analyze a lyric (the words written to accompany music). You must choose a lyric that contains the following literary devices/poetic elements.

- Figurative Language (simile, metaphor, imagery, hyperbole, idiom, personification, symbolism...)
- Sound devices (rhyme scheme / end rhyme, alliteration, assonance, consonance, onomatopoeia...)

Your job is to create a poster in which you do the following

- Identify and explain at least two examples of figurative language (hyperbole, simile, metaphor, personification, symbol)
 - o name the device, explain meaning of specific use in this song.
- Identify and explain at least four examples of sound devices or structural elements
 - o name the device, explain how the device adds to the expressive quality of the work.
- Analyze the effect of figurative language and sound devices on the poem.
 - o Write one paragraph explaining how the figurative language is used and why it is effective.
- Write one paragraph (at least seven sentences) describing the song's narrative (plot) and theme (message).

Tips to choosing a good lyric for this project

- Must be at least 15 lines in length.
- Must be school appropriate (contain no profanity, or offensive words or messages - if you have to ask about it, you probably already know the answer. Any project violating this requirement will receive a score of zero)
- Must contain the elements you need to explain (use the rubric to check for needed features).

Create a poster, lyric box, power point, or scrapbook to share with the class. Include the following items

- Words of the lyric (at least 8 consecutive lines of the lyric must be included)
- Identification and explanation of literary elements
- Illustration or pictures which relate to the lyric, the performer or the themes
- Identification of the artist (s)
- Title of song

Step #1 - Find your lyric. Bring printed lyric to class on _____ (15 points)

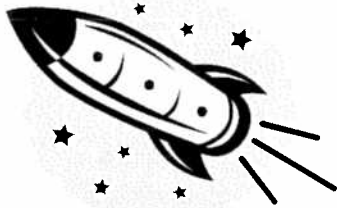
Step #2 - Work on rough draft and produce final copy - check for requirements and revise if necessary

Name: _____
 Block: _____



Lyric Poster Project

Lyric Poster Project	Student Evaluation	Teacher Evaluation
Figurative language - correctly identified & explained (20 points)		
Sound Devices - correctly identified and explained (20 points)		
Explanation of figurative language, theme (meaning / message) & narrative (plot)(30 points)		
Poster has required content (author / artist name, title, picture) (10 points)		
Poster is neat and appropriate for final copy work (10 points)		
Project handed in on time (10 points)		
Total (100 points)		



Fahrenheit 451 Project

Your assignment is to create a project that demonstrates an HONORS LEVEL of understanding of the novel.

****Do not use any existing book cover in your project.****

The purpose of the assignment is to demonstrate your understanding of the themes and ideas of the novel. Be sure to go beyond the obvious, and make at least one connection to one of the themes of the novel.

Video / DVD Cover - Create a cover for the video or DVD. Include at least three 'stars', and a gripping description of the story or theme of the movie. The writing on the cover should make someone want to see the movie, without giving away too much of the story. Write a paragraph for each of the three actors & explain why they are a good choice to play the character in your movie. Must include 4 examples of figurative language. Be sure to go beyond the obvious (age, gender...)

Soundtrack - Burn a soundtrack with at least 5 songs. Write a paragraph explaining which event/scene each song would go with and what makes it suitable this must go beyond the obvious - demonstrate strong analysis. Be sure to demonstrate understanding of both your chosen music and the event / character / scene. Use an underlined example of figurative language in each of your explanations.

Movie Trailer - Create a trailer (promotional film clip) for your movie. Your clip can be in the form of a paragraph or two with sketches of the images you would include in your trailer, or you may create a slide show or video-tape of your trailer. Must include 3 examples of figurative language, at least one from the novel. (may use book cover & may be partner project).

Poster / Movie Review - Create a poster for the movie. Include at least three 'stars' names. Write two short reviews for the movie - one positive and one negative. Include 3 examples of figurative language, at least one from the novel.

Rap / Poem - Create either a rap or narrative poem of at least 20 lines that would 'sell' the movie. Be sure to include enough details about the story to demonstrate your understanding of the story's themes. Must include three examples of figurative language, at least one from the novel. Present your poem / Rap either on paper, or through reading / recording.

Quotes - The novel contains dozens of quotes from famous works of literature and philosophy. Choose two, identify their sources (Internet search), explain the significance of the piece of literature (briefly) and explain why you think Bradbury chose to reference that piece of literature, and why you think he placed it where he did in the novel. (What makes it relevant to the plot / theme at that point?)

Scene and Technology illustration - Create two illustrations (neat, final copy effort, in color). One should illustrate a piece of technology from the novel, the other a scene that you believe to be important. Write a paragraph explaining the significance of the scene and technology and identify its location in the text. Identify and explain an example of figurative language from each selection.

New Ending – Don't like the ending? Create a new one. Must be at least 5 well developed paragraphs, and the style should be similar to Bradbury's. Be sure to include description, detail, and at least 4 examples of figurative language. The new ending may start at any point – identify where in the novel your ending would begin.

Critical Analysis – This novel is rich in so many ways. Come up with a thesis about the novel, then write a paper which uses evidence from the novel to support your theory. Include at least three quotes from the novel to support your ideas. See Ms. B for help with your thesis or finding things in the book.

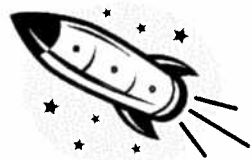
Historical Context – Select an event / trend in American History which relates to the context of the novel. Create an essay, slide show or other artifact which explains how you believe it influenced Bradbury in *451*.

Collage / Sculpture / Scrapbook– Create an artifact of at least 20 pictures, items or artifacts (this may be 3-D). For each item, write a short explanation of why you selected that item / image / artifact, and its significance to the story. Use figurative language in at least 3 of the explanations.

Three things in a Bag – Make a character bag, box, or other container. Write a '3Things in a Bag essay' about the importance of the items you selected for your character. Essay must explain three items, but you may include more in your bag. Include at least 3 examples of figurative language.

Other idea? Write your idea out on paper & give it to Ms. B for approval. This must be done at least one week prior to the due date.

Name: _____



451 Project Score Sheet

100	87	80	60-79
Outstanding project - exceptionally strong visual presentation, organization of information and honors level insight into novel & themes.	Excellent Project - strong visual presentation, information well organized and strong insight into novel & themes evident.	Good Project - well crafted visual presentation, logical presentation of information, information of events from the novel present.	Fair Project - effort made to create visual. Visual may simply duplicate book cover. Little, or only superficial information about the book included. Does not demonstrate an honors level of understanding / effort.

Project late - subtract 5 points
Existing book cover used - subtract 5 points
Figurative Language missing - subtract 8 points

Literature Circles Group Project

Your group will present your novel to the class.

The purpose of the presentation is to make your classmates curious about the novel and want to read it.

Your presentation must

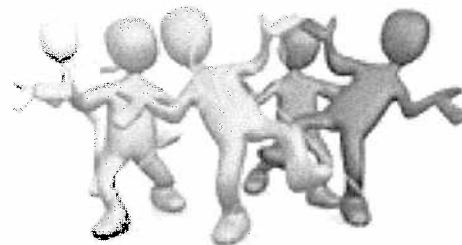
- Include visual materials
- Involve all members in production and presentation
- Include or involve class participation in some way
- Make others want to read your book
- Be well organized, flow well, and take no more than 10 minutes

Group members must

- Use work time effectively
- Find a way to help others in the group when 'done'
- Appear enthusiastic during presentation
- Share as equally as possible during presentation

During class work time you must be working on this project at all times. If you finish what you are working on, ask your group what else you can do. You may use any materials available in the classroom, bring items from home, or ask for additional material / resources.

Your project proposal must be made in writing, and submitted into your class 'collaborate' folder. Save proposals as the title of your novel and include names of all group members on proposal.



Project Daily Log Sheet

Name: _____

Briefly meet with your group at the beginning of class. Discuss what needs to be done today, and divide this into tasks which can be completed by each group member. Be sure you **fully understand** what your tasks / goals are for today.

My goals / tasks for today

If I complete my task early I will

Self assessment - complete this chart as accurately as possible at the end of the period

Target Behaviors	4	3	2	1
I remained on task and away from other groups (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher needed to remind me)				
I worked effectively with my group (listened to others, offered ideas respectfully, took responsibility without dominating) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				
My efforts today represent the best I can do in terms of quality and quantity of work produced. (4=completely, 3=mostly, 2=I could have done better/more, 1= I rushed to complete my task/didn't budget time effectively)				
I was able to problem-solve and self-advocate when I experienced difficulty (4=yes/does not apply, 3=yes, but not immediately, 2=I got stuck and didn't know what to do, 1=I got stuck and was unable to complete my tasks)				
I was respectful of the needs of others (used a quiet voice & appropriate behavior) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				

I experienced technical difficulty today (explain what you did promptly to resolve the problem)

What are you most proud of from your efforts today?

Target Behaviors (Group Evaluation)				
He / she remained on task and away from other groups (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher needed to remind me)				
He/she worked effectively with our group (listened to others, offered ideas respectfully, took responsibility without dominating) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				
His/her efforts today represent the best he/she can do in terms of quality and quantity of work produced. (4=completely, 3=mostly, 2=I could have done better/more, 1= I rushed to complete my task/didn't budget time effectively)				
He/she was able to problem-solve and self-advocate when experiencing difficulty (4=yes/does not apply, 3=yes, but not immediately, 2=I got stuck and didn't know what to do, 1=I got stuck and was unable to complete my tasks)				
He/she was respectful of the needs of others (used a quiet voice & appropriate behavior) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				

What would improve your group's efforts for next time?

Concerns or questions / need for assistance from teacher?

Which group member do you believe deserves the MVP today, and why?

Lit Circles Reflection

Name: _____

Rate your group's efforts / experience

- _____ 1-10 Group aspired to create an outstanding project
- _____ 1-10 Project is a true honors level effort in content, concept, and product
- _____ 1-10 Group members shared burden of project production equally
- _____ 1-10 Our project shares worthwhile, honors level material, in an interesting way

Rate your own efforts

5 - always 4- most of the time 3 - frequently 2 - sometimes 1-never

- _____ I listened to my group and shared my own ideas without dominating
- _____ If I finished a task, I found another, or a way to improve my efforts
- _____ 1-10 Group members shared burden of project production equally

1- two or more times 2- once 5-never

- _____ The teacher needed to speak to / redirect my attention
- _____ I finished everything, so I packed up before being instructed to do so

Consider your project in terms of people production hours.

There were _____ (people) X 4 hours = _____ (total people hours)

Could one person have completed your project in less than the time it took your group?
Why / why not?

If you could improve your group's project in any way, what would you do?

If you had to name the top three presentations for your class, which would they be & why?

Lit Circles Evaluation

Name: _____

1. _____ On a scale of 1-10, how would you rate the overall experience, as both presenter and participant, of this assignment? Explain your answer in the space that follows:

2. _____ On a scale of 1-10, to what extent did the work and discussions *within your group* help you better understand and engage with the novel? Explain.

3. _____ On a scale of 1-10, to what extent did the presentations / activities provided by your classmates make you curious about their books, or help you decide what to read next? What was effective / not effective? Explain.

4. Circle Yes or No to answer the following questions.

- | | | |
|-----|----|--|
| Yes | No | I learned more about, or saw things in my book that I would not have if I had not been with my group. (discussions, group work, questioning) |
| Yes | No | Hearing about the other novels was interesting and made me want to read at least one of them. |
| Yes | No | I learned more about my novel, using technology, or _____ by working on my group's presentation. |
| Yes | No | I would like to read in a literature circle in the future. |
| Yes | No | Students next year should do this assignment. |

Final comments about answers in #4, or this experience in general.

Shakespeare Shorts

You and your group are about to embark upon a wonderful journey. You will boldly explore the play that we are reading, and present it in a unique way.

In your group, do the following

- *review the plot and characters of the play*
- *come up with a setting for your version of the play*
 - *write a paragraph explaining your choice & how it relates to the play*
- *write a script that includes*
 - *stage instructions*
 - *at least two props*
 - *at least two sound effects*
 - *at least 10 lines in the original language of the play*
 - *(may not be found consecutively in the play or new script)*
 - *no more than 10 and no fewer than 5 minutes worth of lines*
- *cast your version of the play (use only your group's members)*
- *rehearse your 'play'*

Be prepared to present (live or on film) by _____.

Director's Book (due on date of performance)

Include

Table of Contents

Your script

Explanation of setting

Fantasy costumes for each of 4 characters (if expense was not important)

Costumes for the same characters in traditional productions

Written explanation of the traits of each character

include motivations, desires as well as personality traits

Pictures of props & paragraph explaining why it was selected

Explanation of sound effects & their relevance

Team member, group and individual evaluations



Name: _____

Poetry Poster Project

Look through the poetry anthologies in the classroom. Select a poem of at least 10 lines that has each of the following --

at least one example of figurative language

- simile
- metaphor
- personification
- hyperbole
- idiomatic expression

at least two sound devices

- alliteration
- assonance
- onomatopoeia
- consonance

at least four structural elements in your poem

- stanza (what kind)
- rhyme scheme
- end stopped line
- enjambed line
- repetition
- refrain
- rhythm
- end rhyme
- internal rhyme
- type of poem – explain

- Apply at least 7 of the literary terms above.
- If your poem has a rhyme scheme, identify it.
- Explain the meaning of your poem.

Once you know your poem contains the necessary features, create an illustrated poster with the poem, name of poet and some relevant illustration on the front. On the back of the poster, identify and explain each of the required features.

Poetry / Lyric Poster

Name: _____

<p>75 points (A) Contains all required content. Each item is clearly and correctly identified and explained. Poster is an outstanding effort</p>	<p>68 points (B) Contains all required content. Each item is correctly identified and explained. Poster contains required visual elements.</p>	<p>62 points (C+) Contains all required elements. Some elements may not be fully explained, but most are present and correct. Poster contains required visual elements and is visually an example of outstanding 8th grade work.</p>	<p>58 (C) Contains most required elements. Most elements are correctly identified and explained. Effort has been made to create a visually attractive poster. Poster is representative of average performance.</p>	<p>54 (D) Contains some required elements. Explanations weak, or unclear. Poster does not demonstrate an understanding of poetic elements.</p>
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Poetry / Lyric Poster

Name: _____

<p>75 points (A) Contains all required content. Each item is clearly and correctly identified and explained. Poster is an outstanding effort</p>	<p>68 points (B) Contains all required content. Each item is correctly identified and explained. Poster contains required visual elements.</p>	<p>62 points (C+) Contains all required elements. Some elements may not be fully explained, but most are present and correct. Poster contains required visual elements and is visually an example of outstanding 8th grade work.</p>	<p>58 (C) Contains most required elements. Most elements are correctly identified and explained. Effort has been made to create a visually attractive poster. Poster is representative of average performance.</p>	<p>54 (D) Contains some required elements. Explanations weak, or unclear. Poster does not demonstrate an understanding of poetic elements.</p>
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Project Guest Book

Project created by _____

Comment -

Name of Project _____

Comment -

Signature _____

Signature _____

Comment -

Comment -

Signature _____

Signature _____



Quick & Easy Ways to Give feedback

- MVP
- Post-it
- Project guest sheet
- 2 stars and a wish
- Discussion

Students love to have feedback from their peers - for many students this can be more important than the teacher's feedback. Using these techniques makes it easy and immediate to give students peer feedback. It is always important to review what is 'appropriate', and require students include their names in responses. I have NEVER had a problem with a student saying anything mean or inappropriate while doing this. I ALWAYS go over expectations prior to these activities.

MVP (use during group work sessions)

Distribute slips of paper (scrap paper works fine)

Each student selects an individual who most helped their group / was the greatest asset during the work period in class. Students sign their name & hand the slip in to the teacher. Next class period, or after several slips have been collected, teacher distributes these to the MVPs. Students LOVE this and will work harder to try to earn on of their own.

Post-it

Use during project share sessions / museum walks. Students leave their projects on their desks. Teacher displays criteria for 'awards', and goes over with students (examples = most aesthetically pleasing, most informative, 'deepest', and always student's choice award). Students view as many projects as they can during the set time period, then are given 3 post-it notes. They sign each, and write the name of/reason for the award on the post-it & explain WHY this project earned that award. After a couple of minutes to write, students distribute their awards.

Project Guest Sheet

Copy and distribute the project guest sheet. Display instructions - after viewing a project, the viewer writes a short note about something especially effective demonstrated in the project. Students can't wait to read these when they return to their seats.

2 Stars and a Wish

Best for dramatic or group presentations. After each presentations, all students in the audience write two stars - things that were effective / well done by the group & a wish - one thing that might have improved the presentation & sign their name. Students pass the slips to a neighbor who takes all slips from that area to the group.

Discussion

Can be open ended, or teacher can ask specific students to identify and discuss briefly something in a group presentation.



Body Biography

A body biography is a drawing of someone which shows what the person is like. It shows some insight into their personality, the struggles they have endured, and their thoughts and beliefs about the world and their situation.

To create your biography -

- Select one of the characters from the novel.
- Discuss what this character does, feels, believes, and learns from his/her experiences in the story.
 - Identify passages in the story which show / prove your ideas, record these along with the page numbers. You must have four of these and they must go beyond the obvious.
- Create a metaphor which describes the most important aspects of your character. (Be creative and avoid clichés, carefully consider the true essence of your character)
- Identify three symbols which represent three different qualities your character possesses.
- Identify two conflicts your character experiences & write at least two sentences which explain the conflicts and identify the type of each conflict.
- Write at least two sentences which explain if your character is static or dynamic, and use evidence from the novel to support your opinion.
- Identify the narrative perspective and explain in few short sentences how this might impact the way a reader views your character.

When you have completed at least three of the above, you are ready to bring your poster.

One person from each group will lie down on the paper and another group member will outline them in pencil. The outline gives you the basic shape of your biography, and it is now up to you to visually express the ideas from the list above.

Points to ponder as you work -

Placement, posture and position of the body, words and artwork - how can you make this relevant to your character? (The heart may be a good place to show relationships / feelings...)

Importance - are your quotes / passages the strongest ones you can find? How can you show which things are most important to your character?

Virtues and Vices - How can you help us visualize the characters best and worst qualities?

Color - Does the author use colors symbolically in the story / how can you use colors to express ideas about your character? (Some colors can express ideas - what does it mean to be 'blue'?)

Symbols - What objects can you connect to your character to convey his or her essence? For example, if a character is very smart, their head may be a light bulb, or if a character likes soccer, there may be a soccer ball on the poster.

Outside vs. Inside - How does your character appear to others & how might this be different from the way the character thinks / feels on the inside? How can this be shown visually?

Changes - How has your character grown or changed during the events of the story? How can this be visually represented?

Poster Evaluation

Strength of insight and variety of ideas demonstrated through selected quotes

10 9 8 7 6

Effectiveness of metaphor in conveying essence of character

10 9 8 7 6

Symbols depict distinct qualities of the character

10 9 8 7 6

Accuracy of conflict explanation

10 9 8 7 6

Effectiveness of explanation of static/dynamic character


10 9 8 7 6

Correct and effective explanation of narrative perspective

10 9 8 7 6

Poster total _____

Presentation Points

 Names	Confident stance, eye contact, clarity and volume of voice.	Shares equally in presentation, does not dominate, assumes equal share.	Well prepared, organized, smooth flow.	Understands and clearly articulates content on poster and significance to the character.	Total point earned
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	



Name: _____

Book Pass

Title of Book & Author	Genre	Notes to Remember	1-5