

Graphic Novel

Create a graphic novel based on the events and characters in your book. This should be about 6 pages in length, summarizing the key points of the novel. The story synopsis would be illustrated like a comic book. Make sure to add cover art to show something interesting in the story without giving the whole plot away. If you're looking for suggestions look at Jeff Smith's "Bone" or Hérge's "Tintin" series for examples of graphic novels.

CATEGORY	4	3	2	1
CREATIVITY	Several of the panels show great understanding and quality to retelling the story.	Panels are drawn and colored well but lack details.	Panels are incomplete and puzzling but finished within the boundaries of the above standard.	Panels are incomplete, lacking detail and color or dialogue; confusing and unclear.
ATTENTION TO THEME/NOVEL	Student reasonably explained the story progressively and showed the most important actions of the novel.	Student explained the story and showed the most important actions of the novel, but lacks details	Student explained the story and showed the most important actions of the novel but lacks dialogue and color.	Student did not explain the story or showed the most important actions of the novel.
TIME AND EFFORT	Color, dialogue, characters, format and clarity.	Missing some color, dialogue, characters, format and clarity.	Missing or no color, dialogue, few well-drawn characters, no format or clarity.	Little to no color, dialogue, characters, format and clarity. Needs re-doing or more time.
QUALITY OF CONSTRUCTION	Very neatly done	Neatly done	Well done	Turned in by deadline
NUMBER OF ITEMS	18-22 panels over 6 pages (all front) and a cover with the title and name of author; student name on the inside.	Missing 2-4 panels; rest completed as directed.	Missing 1-2 pages but close to 4 panels per page and rest done as directed.	Missing pages, cover and quality.

Diary/Scrapbook

Create a diary/scrapbook as if you are one of the characters in the book. Entries should summarize events that have happened, as well as record the characters feelings about the events. Most scrapbooks include photos and other artifacts that people keep to remember events and other people. Think about the character you choose. What items would they value and want to keep for the memory it holds?

CATEGORY	4	3	2	1
CONTENT	All content is the students' own work and is accurate to the novel.	Almost all content is the students' own work and is accurate to the novel.	At least half content is the students' own work and is mostly accurate to the novel.	Less than half of the content is the students' own work and is somewhat accurate to the novel.
REQUIRED ELEMENTS	Diary/Scrapbook elements are there as well as additional items to enrich storytelling.	Diary/Scrapbook elements are there as well as one additional item included.	Diary/Scrapbook elements are there but no additional items are included.	Diary/Scrapbook elements are there missing from project to tell accurate story.
CONNECTION	Diary/Scrapbook is easy to read and clearly written, labeled or drawn so anyone can follow sequence.	Diary/Scrapbook can be read and is somewhat clearly written, labeled or drawn so others can follow sequence.	Diary/Scrapbook is not easy to read or clearly written, labeled or drawn. Needs an explanation for anyone to follow the sequence.	Diary/Scrapbook unclear to read or written poorly. Labels or drawings need much explanation by artist/author.
PREPARATION	Ready and well prepared for exhibition and grading.	Missing color and could use some re-touching. Good quality.	Missing elements and needs pieces to complete project. Some quality shows in effort.	Missing elements and unclear of what this project explains. Needs to be reworked.
SPELLING AND GRAMMAR	No spelling or grammatical errors with lots of text.	Few (3 or less) spelling or grammatical errors with lots of text.	Some (4-7) spelling or grammatical errors with lots of text.	Many (8+) spelling errors with balance of work done as art.

Character Monologue

Write and perform a 3-5 (three to five) minute monologue as one of the characters in your book. Be certain to have in the monologue a history and a conclusion to your speech when presented. You may bring along a costume or props to give authenticity to your monologue.

CATEGORY	4	3	2	1
ROLE	Point of view, arguments and solutions consistent with the character.	Point of view, arguments and solutions sometimes with the character	Point of view, arguments and solutions with the character	Point of view, arguments and solutions inconsistent with the character
PROPS/ COSTUME	Students props and costumes worked with explanation, creative and made presentation better.	Students props and costumes worked, creative and made presentation better.	Students props and costumes worked with, and made presentation.	Students lacking props and costumes, with little explanation, creativity and in presentation.
REQUIRED ELEMENTS	More information than was required.	All information required.	Information on novel/character.	Hard to decipher what student gave to character explanation.
KNOWLEDGE GAINED	Can explain what their character saw and how it affected the world around him, telling why they now understood.	Can explain <i>some-what</i> what their character saw and how it affected them, telling why they understood more.	Explained what their character saw and how it affected them, telling what they understood.	Can only explain what their character saw and how it affected them, unable to tell what they understood or go deeper into the character.
LITERARY ACCURACY	All information accurate and in order; no backtracking.	Most of the information is accurate and in order; little to no backtracking.	Some information accurate and in order; little to no backtracking.	Little information accurate and in order; uses backtracking to reset explanations for audience.

Persuasive Essay

Write a well-developed persuasive essay in which you convince your classmates either to read or not read the book you have selected. Your essay should be focused, rich with supportive details, include transitions and demonstrate a command of grammar and vocabulary.

CATEGORY	4	3	2	1
SOURCES	All sources quoted, statistics & facts credible and cited correctly.	Most sources quoted, statistics & facts credible and more are cited correctly.	Some sources quoted, statistics & facts credible and few are cited correctly.	Most sources quoted, statistics & facts credible and cited badly, thus making the paper suspect.
TRANSITIONS	A variety of transitions are used. They clearly show how ideas connect.	Transitions show how ideas are connected but little variety is seen.	Some transitions work well, but connections are unclear.	Transitions between ideas are unclear or nonexistent.
AUDIENCE	Demonstrates understanding of potential reader using appropriate vocabulary. Anticipates questions and has answers.	Demonstrates general understanding of potential reader using vocabulary for that audience.	Demonstrates some understanding of potential reader and audience.	Unclear who the author is writing for.
EVIDENCE AND EXAMPLES	Evidence and examples are specific, relevant and explanations are given to show author's position.	Most of the evidence and examples are specific, relevant and explanations show author's position.	Some evidence and examples are specific, relevant and explanations are given to show author's position.	Little to no evidence or examples are specific, relevant and explanations are given do not clearly show author's position.
ATTENTION GRABBER	Introductory paragraph has a strong hook for its' audience. This could be a statement, quote or question for the reader.	Introduction has a hook, but is weak and rambling, but able to keep the audience willing to follow essay.	Introduction has a hook, but is very weak, rambling, just barely able to keep the audience following the essay.	The introduction is not interesting or relevant to the project.