*A Tale of Two Cities* Book 3 Chapter 13 Project Overview

**Project Description**: collaborate in small groups to create a presentation of a selected portion of the chapter in the form of a video, a skit, a song, or another approved medium.

1. Each student is required to read the whole chapter to understand how each section fits together.
2. Small groups will consist of 3-5 students who feel comfortable working with the medium. Each student will be graded individually, so each student must participate to receive credit.
3. Groups will be assigned a portion of the chapter and will need to creatively present all the information in that portion of the chapter.
4. Each student is responsible for turning in a project outline that specifies his or her role in the group. The roles should include what each student plans to do in the group. This will vary depending on medium and group size. Some group members may have more than one role. (Examples: actor(s)—which characters?; photographer—will you be filming the whole section?; film editor—how will you be responsible for getting the film to its completed form?)
5. You will have class time to work as a group, so make sure you come prepared each day. You will be getting a daily participation grade for your contribution to the group. Each member should be prepared to do an equal amount of individual out of class work.
6. Each group will present in the order of the chapter. Each student is responsible for their own equipment, props, etc.
7. Think creatively! The more you participate and the more “get into” your parts, the better your grade will be. Remember your public speaking skills.

**Project Outline Format**:

First and Last Name

Mrs. Graves

English II

Due Date

Project Outline: Group #

Proposed Medium: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section of the Chapter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members & Member Role:

1. Name/Role
2. Name/Role
3. Name/Role

Outline for the Presentation: Write 3-5 sentences (bullet points) explaining how you plan to portray the chapter. This may change some as you begin working, but you need to have an idea for how your group will portray this section. Each student in the group should list different ideas in the section. Some of your ideas might be similar, but this is your opportunity to brainstorm individually.

**Grading Rubric**

(Rubric is to be turned in on the day of your presentation with the top portion completed.)

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_\_\_\_

Group Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_ Group Medium: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_

Participation (list what you did to help your group—be specific): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY | 4 | 3 | 2 | 1 |
| Participation | The student collaborated with the group, came prepared to work, and participated an equal amount. | The student collaborated, came prepared, and participated most of the time. | The student often failed to collaborate, come prepared, and participate. | The student did not collaborate with the group, come prepared, or participate an equal amount. |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Content Comprehension | Shows a full understanding of the topic. | Shows an understanding of the topic. | Shows an understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Posture, Eye Contact, and Volume  (if applicable) | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members throughout the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members most of the time. | Sometimes stands up straight and establishes eye contact. Volume is loud enough to be heard by all audience members at least half of the time. | Slouches and/or does not look at people during the presentation. Volume often too soft to be heard by all audience members. |
| Stays on Topic | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |

Score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_