

Name: _____

Q2 Book Club Digital Promotion Project

Students will be expected to work with their “Social Justice” book clubs in class, at SMART Lunch, and for homework to complete the project outlined below. All Book Club Projects will count as a major assessment and will be due by Monday, December 16th.

I. Choose a digital format to promote your book club selection to other readers and share the social justice message contained in your novel. You may choose to use one or a combination of more than one platform below. Be sure your chosen format and background match the tone you wish to establish for your presentation and the book’s message.

*PowerPoint	Emaze	Animoto	Glogster	Adobe Spark	Padlet
*Google Slides	*Prezi	VoiceThread		iMovie/Moviemaker	

II. Outline the material you plan to include in your book promotion. Not every selection will highlight the same information but all presentations should follow the basic format:

- Introduction/Hook
- Book Summary – Plot, Characters, POV, Conflict etc.
- Book Analysis – Author’s style & purpose (see next page)
 - 2-person book club: 2 clear style analysis examples
 - 3-person book club: 3 clear style analysis examples
- Overall Evaluation –Strengths, Recommendation
- Social Justice Connection

III. Integrate multimedia elements in your promotion of the novel. Include graphics, hyperlinks, video clips, music, voiceovers, animation, etc. that you think will enhance your presentation, create strong connections between novel elements, and promote the best characteristics of the book/author in question. The creation of a multimedia element to promote the book will be the strongest representation of this area.

IV. Establish significance of your selection highlighting the social justice connection. Whether your selection is considered a “classic” or a more contemporary novel, be sure to make a clear association to the theme of social justice. You may wish to update a concept such as including links to current events in the news that make comparisons to concepts from the novel to modern-day events and struggles. Whatever you choose, use a format that appeals to a 21st century audience and be creative!

IMPORTANT DATES: (think of making your own calendar)

Week 1 Meeting: Thursday, 11/7

Week 2 Meeting: Friday 11/15

Week 3 Meeting: Thursday 11/21 (**Progress check 1**—Analysis examples- rough drafts)

Week 4 Meeting: Friday 12/6 (**Progress check 2**—Digital product structure, design, media)

Week 5 Meeting: Friday 12/13 (Product should be done. Work on presentation plan.)

Product due for presentation Monday 12/16

- Turn in a separate copies of style analysis in Turnitin.com. Students will label the paragraph they wrote. This will contribute to a more individualized grade in the Critical Thinking part of the rubric.
- As a group, share the link or file for the digital product you created to kmulrine@wcpss.net

Connections to Unit 3 and 4: Conformity & Rebellion, Tradition & Progress

What is social justice?

Social justice is the equal access to wealth, opportunities, and privileges within a society. Some of your novels will be contemporary and their connections to problems of social justice will be obvious. Historical fiction or science fiction novels can still reveal connections to similar social issues present in our world.

Consider: do individuals in these novels experience prejudice or suffer marginalization due to their identities? What is in their control and out of their control? What would need to change in society to create more social justice?

Analysis of the author's style and purpose

An author's style is often chosen to suit their **purpose**. In these novels, purposes could include promoting an idea, criticizing a flaw in a society, creating empathy for a character, or drawing attention to a troubling problem.

Each member of your club will write a paragraph on a different example of style from your novel. Connect your analysis to the overall novel.

Consider the following elements of style to analyze in formal literary analysis paragraphs.

- Diction
- Imagery
- Syntax
- Punctuation
- Figurative language

Use the formal paragraph structures that we have been practicing for academic writing. Follow MLA rules for including and citing text evidence.

These paragraphs will be featured in your digital product somewhere that an audience can access easily. They do not have to be read aloud in any presentation unless you wish to use it.

Example of style

“When he’s older, I’m sure they’ll sing songs of his bravery and his heroic deeds. Once he’s filled out enough to merit a name like ‘Owen the Broad’ or ‘Owen the Football-Shouldered,’ he’ll be a legend. Right now, though, on top of being Lottie Thorskard’s nephew and de facto town hero, he’s reed-thin, weighs 150 pounds soaking wet, and I have to tutor him in algebra. And English. It would be embarrassing if it weren’t so funny.” — *The Story of Owen* by E. K. Johnston

Example of analysis

The style in this opening description of the title character aims at bringing a potentially legendary person down to normal, relatable standards. The speaker starts with humorous diction. Calling the hero “Owen the Football-Shouldered” is less conventional than “Owen the Broad” for a heroic title, so it creates a tone of good-humored fondness, the way a friend would tease another (Johnston 7). Then, the speaker uses imagery to contrast what the hero is currently like as a youth. The description “150 pounds soaking wet” implies that Owen is not remotely close to being muscular or tall (7). It makes the idea of him being a hero one day even more improbable. Finally, the speaker uses a short syntax to point out the ways in which Owen is a struggling student. The sentence fragment “And English” after the announcement of her tutoring him in math emphasizes that Owen needs tutoring in not one but two subjects (7). All of these stylistic choices serve to paint the picture of Owen as a normal and humble teen. As a result, anticipating his rise to hero will draw a reader to root for him on his journey.

Rubric
Name: _____

Period: _____

Criteria	A (Distinguished)	B (Proficient)	C (Progress)	D (Attempt)
Typed Product: Critical Thinking CCSS.ELA RL.9.1-3 Standard: Textual evidence reflects depth of analysis and reveals understanding of how it supports the ideas about the novel. CCSS.ELA RL.9.4 Analyze the cumulative impact of specific word choices on meaning and tone.	<ul style="list-style-type: none"> All novel content is accurate, relevant, and persuasive. Analysis uses text evidence that is accurate and relevant. The commentary effectively explains connection between author's style and purpose. Grammar and mechanics: punctuation, spelling, capitalization are correct. Grammar is correct, especially run-on sentences. MLA format and citation are used correctly. 	<ul style="list-style-type: none"> Most novel content is accurate, relevant, and persuasive. Analysis uses some text evidence that is mostly accurate and relevant. The commentary explains connection between author's style and purpose. Grammar, mechanics, and citations are mostly used correctly. 	<ul style="list-style-type: none"> Novel content is generally accurate, relevant and persuasive. There are a few problems with analysis, text evidence, and commentary (repetitive, etc.) Grammar and mechanics may not be used correctly. 	<ul style="list-style-type: none"> Content is confusing and/or contain inaccuracies. There are many problems with analysis. Commentary and explanation are largely missing, extremely repetitive, or error-prone. Distracting errors in grammar and mechanics. MLA format may not be present.
Digital Media & Communication CCSS. ELA SL9. 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CCSS.ELA SL 9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Oral presentation of digital product is organized and clearly rehearsed with assigned parts and order for presenters. Spoken content of presentation is clear and persuasive for the project's purpose. Speech includes vocal variety/inflection, articulation, and is well-projected. 	<ul style="list-style-type: none"> Oral presentation of digital product is organized and appears to have assigned parts and order. Spoken content of presentation is mostly clear and persuasive. Speech mostly includes vocal variety/inflection, articulation, and is well-projected. 	<ul style="list-style-type: none"> Presentation of digital product is somewhat disorganized or clearly needs more rehearsal. Spoken content of presentation may is somewhat clear and persuasive. Speech has problems with vocal variety/inflection, articulation, and is well-projected. 	<ul style="list-style-type: none"> Presentation is disorganized and confusing. Speech has distracting problems with vocal variety/inflection, articulation, and is well-projected.
Digital Media & Creativity CCSS-ELASL 9.5 Made strategic use of digital media (e.g., textual, graphical, audio, visual) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> All multimedia elements support the purpose of the book's promotion with inclusion of an original multimedia component that is created to enhance the overall presentation. Choice of digital format/product is consistent and provides unity and organization while enhancing presentation's purpose. Presentation shows strong choice of elements that clearly illustrate connection to concepts of social justice. 	<ul style="list-style-type: none"> Most multimedia elements support the purpose of the book's promotion that also enhance overall presentation. Choice of digital format/ product is consistent and provides unity and organization to presentation. Presentation shows some thoughtfulness in choice of elements to illustrate some connection to concepts of social justice. 	<ul style="list-style-type: none"> Some multimedia elements support the purpose of the book's promotion with inclusion of a multimedia components that weakly enhances overall presentation. Choice of digital format/ background does not detract from nor enhance the presentation. Presentation shows an attempt to connect to social justice although it may be inconsistent or unclear. 	<ul style="list-style-type: none"> Multimedia components are unrelated or detract from presentation's purpose OR no multimedia component are included. Digital format/ background makes it difficult to see text and competes with other graphics. Presentation is a rehash of other people's ideas and shows no real attempt at original thoughts about social justice connections.
Collaboration CCSS.ELA SL.9.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	DISTINGUISHED <ul style="list-style-type: none"> Group time management and cooperative effort is apparent Student contributed to the group to the best of their ability Student sought and listened to feedback from groupmates 	PROFICIENT	PROGRESSING	LITTLE TO NO ATTEMPT
FINAL GRADE				

