**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Latinx Author Project**

Because AP Literature can be heavily centered on the canon (which is largely white and male), this quarter in AP Literature, you will be reading a novel/play written by a Latinx\* author. The expectation is that you will become an expert on this novel/play as well as the surrounding social, cultural, and historical context. Your end goal is to create an AP-style presentation for the class. This presentation should be active, meaning the class needs to be engaged in an AP-style reading/writing task.

**Part One: Choosing your group and project timeline**

Your group will write a proposal for your project. You will write out your group members’ names, each group member’s strength, and the novel/play your group has picked. You will write out your timeline for reading the novel and preparing your presentation. This should be 1 to 2 pages in length.

**Part Two: Dialectical Notes**

Your group will be responsible for a weekly notebook and/or annotation check. If you obtain your own copy of the novel, you can choose to annotate your text. If you choose to borrow the novel from the library, then you will be able to use sticky notes to annotate your novel/play. Each week, every person in your group, will be expected to have a minimum of **eight quality annotations.**

**Part Three: Group book analysis *with works cited and in-text citations!***

Your group will write a 4 to 5 page essay detailing the following:

* Brief information on the author/playwright and his/her background
* The social aspects of the novel/play and time period in which it was written
* The theme/s, intended audience, and author purpose
* Characters in the novel/play and their purpose and character type
* Any major literary devices used throughout the novel/play (Ex: If your novel an example of magical realism, be sure to research and explain this literary movement…)

**Part Four: Class handout and text excerpts**

Your group will create a presentation and an AP-style lesson for the class. Your team will have 5-6 minutes to present information and 15 minutes to deliver the lesson.

You will need to create a handout for your lesson and bring enough copies for the class.

* A short one paragraph summary of the text
* Main characters and their purpose
* The theme/s present and how the author reveals the theme/s
* Important quotes from the book with explanations/analytic commentary
* A brief history of the author and time period in which the book was written
* Three visual representations of the book

**Part Five: Media & Class Presentation**

Your group will also create a media-based presentation to represent the novel. Be creative. You will have one class period to present your handout, text excerpts, and media based presentation. Your goal is help the class “read” the novel, without actually reading the novel. **Presentations will take place during the week of: February 24-March 2, 2020.**

**Novel/Play List:**

1. *Dreaming in Cuban* by Cristina Garcia (1992) 8. *Pocho* by Jose Antonio Villarreal (1959)
2. *In the Time of the Butterflies* by Julia Alvarez (1994)
3. *Zoot Suit*  by Luis Valdez (1978)
4. *Bless Me, Ultima* by Rudolfo Anaya (1972)
5. *The House on Mango Street*  by Sandra Cisneros (1984)
6. *One Hundred Years of Solitude* by Gabriel Garcia Marquez (1967)
7. *Reservation Blues\** by Sherman Alexie (1995) While Alexie is not a Latinx author, he is a culturally relevant and important Native American author recognized by the AP Literature exam. Therefore, he is included in this unit.

Project Calendar

|  |  |  |
| --- | --- | --- |
| Assignment | Description | Due Date |
| **Part One: Proposal Essay (Group\_** | 1-2 Page proposal essay  Covering group members, selected text, and plans to complete the project.  Include a statement of academic integrity and task breakdown signed by all group members. | 2-3-20 |
| **Part Two: Annotated Text (Individual)** | Quotes (proper citations) and connections/response to the literature as you’re reading the novel/play (Use Annotation Guide) | Completed weekly—due Fridays  Beginning 1-17-20. Novel should be read at least once by 1-31-20. |
| **Part Three: Group book analysis with works cited and in-text citations! (Group)** | 4-5 pages organized by heading detailing the composition of the novel (See Part 3 Group book analysis for details)  Include a statement of academic integrity and task breakdown signed by all group members. | 2-17-20 (President’s day-no school)  **Conferences week of Feb 17** |
| **Part Four: Class Handout and Text Excerpts (Group)** | Draft of handout and annotated text excerpts (clean copies of the selected excerpts/lesson will be needed for copies to be made) | 2-21-20  **Final Draft due before presentation day!** |
| **Part Five: Group Media Presentation/Text-based lesson (15-20 minutes total time)** | Brief media based presentation that represents the novel and sets up your lesson.  Include a statement of academic integrity and task breakdown signed by all group members. | Presentations will take place the weeks of 2-24-20/3-2-20 |

To earn a “C” on this project, your project must contain all the required components listed in this description. To earn a grade higher than a “C”, your project must exhibit evidence of high level analysis, critical understanding, and deep insight into your text. Your handouts, papers, and presentation must go beyond summary to analyze the text on a deeper level for your classmates. To earn an “A” on this project, your team must exhibit expert-level understanding of the text in all five parts of the project.

**My Novel Group:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My Presentation Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Examples of AP-style textual analysis mini-lessons

1. **Character analysis🡪**Give the class various quotes related to an important character or characters from your novel. Have the class conduct a character analysis using the evidence provided.
2. **Literary lenses🡪**Have the class analyze an excerpt or excerpts using one or more literary lenses. Have them complete a brief analysis using the lenses, revealing varied interpretations of the text. You can assign lenses or allow students to choose their own.

OR

Find brief excerpts of different types of criticism by scholars about your text. Have the class read this criticism along with the excerpts and argue for or against the scholars’ interpretations.

1. **Thematic analysis🡪**Choose important thematic excerpts for the class to read and annotate. Ask them to complete a brief analysis on how the writer develops theme.
2. **Symbol analysis🡪**If your book as many contextualized symbols, you can have the class analyze these symbols in small groups by giving them excerpts containing strong symbolism.
3. **Tonal Analysis🡪**Have the class use DIDLS to analyze an excerpts or excerpts for how the writer creates tone within the passage, how the tone shifts, and how the tone impacts the overall meaning passage.
4. **Create a game🡪**Create a game (i.e. the *Candide* card game or other type of game) based on your novel for the class to play.
5. **Your idea.** Feel free to present your own unique idea for a lesson that involves close-reading and analysis of text.

**Whatever you choose, make sure your lesson is up to AP standards. Does your lesson…**

1. **Allow for a variety interpretations?**
2. **Require students to delve deeply into one or more aspects of the text?**
3. **Spark thought/discussion/debate?**