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

**Pre-1900 Group Novel Project**

The AP exams divides texts into two categories: pre-1900 and post-1900. This quarter in AP Literature, you will be reading a novel written *before* 1900. The expectation is that you will become an expert on this novel as well as the surrounding social, cultural, and historical context. Your group’s 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 (Group)**

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

**Part Two: Dialectical Journal (Individual)**

You will be responsible for a weekly 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, you will be expected to have a minimum of **eight quality annotations.** You will also be expected to significantly progress through your book each week.

**Part Three: Book analysis (Group)**

You will write a 4 to 5-page group analysis in ***MLA format*** 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

**Part Four: Planning your presentation/lesson (Group)**

You will prepare an AP-style lesson for the class on your novel/play. Don’t worry if you’re not quite sure yet what this means. You will see examples of “AP-style” lessons throughout the quarter. You will also be provided with a list of ideas to get you started, but don’t allow these to limit you in any way. A good AP-style lesson does the following:

* Focuses on the text (its characters, themes, symbols, motifs, style/tone)
* Is easy to follow (even if we haven’t read the book)
* Is concise and focused (don’t try to do too much in the time allotted!)
* Presents any necessary background information to engage the class and allow them to access your lesson (social/historical background, author’s biography, characters, plot, setting, etc.)
* Most of all, this lesson should be active, not passive. Ask yourselves: “What is the one thing we want the class to know about our novel/play?” AND “What are they going to DO in order to learn this?”

Your lesson should include some sort of handout and/or activity to engage the class with the text of your novel/play.

Your group will also create a media-based Pechakucha presentation (6 min. and 40 seconds) to represent the novel. You will have a total of 20 minutes to present your handout, text excerpts, and media-based presentation. Your goal is help the class “read” the novel, without actually reading the novel. You will have 6 minutes and 40 seconds for your Pechakucha presentation (I will model and explain this!). The remaining time is devoted to your lesson. The time goes quickly, so plan accordingly!

**Part Five: Group conferences with Dr. Pelotte during the week of: September 16th**

**Part Six: Presentations of lessons will take place during the week of: September 23rd**

**PROJECT CALENDAR/DUE DATES**

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| --- | --- | --- |
| Assignment | Description | Due Date |
| **Part One: Proposal Essay** | 1-2 Page proposal essayCovering group members, selected text, and plans to complete the project. Include a statement of academic integrity and task breakdown signed by all group members | 8/19/19 |
| **Part Two: Annotated Text** | Quotes (proper citations) and connections/response to the literature as you’re reading the novel/play (Use Annotation Guide) | Completed weekly—due FridaysBook completely read and annotated by week 4! (Pro AP tip: go for a second read once you finish) |
| **Part Three: Book Analysis** | 4-5-page analysis detailing the composition of the novel/play***MUST BE PROPERLY CITED IN MLA FORMAT! REVIEW ON PURDUE OWL!*** | 9/6/19 |
| **Part Four: Class Handout and Text Excerpts** | Draft of handout and annotated text excerpts (clean copies of the selected excerpts will be needed for copies to be made) | 9/13/19**Final revisions due Sept 20!** |
| **Part Five: Conferences** | Your group will sign up for a time (during lunch or advisory) to conference with Dr. Pelotte before your presentation. | Week of September 16 |
| **Part Six: Presentations** | Presentation of text excerpts/handouts. Your group will sign up during conferences. | Weeks of September 23-30 |

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 help your classmates analyze this text on a deeper level. To earn an “A” on this project, you must exhibit expert-level understanding of the text in all parts of the project.

**Novel/Play List:**

1. *The Scarlet Letter* by Nathaniel Hawthorne 7. *Alice’s Adventures in Wonderland* by Lewis Carroll
2. *Frankenstein* by Mary Shelley 8. *Heart of Darkness* by Joseph Conrad
3. *Sense and Sensibility* by Jane Austen 9. *The Awakening* by Kate Chopin
4. *Beowulf* by Anonymous 10. *A Tale of Two Cities* by Charles Dickens
5. *Oedipus Rex* by Sophocles 11. *Wuthering Heights* by Emily Brontë
6. *Gulliver’s Travels* by Jonathan Swift 12. *The Adventures of Huckleberry Finn* by Mark Twain

13. *Tess of the D’Urbervilles* by Thomas Hardy

Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (group must agree!)