

Out with the Old
Eng I Unit I
Writing Project
Due Date: October 18th

Task Overview:

The texts you are sometimes asked to read in class may not always resonate with teen audiences. You are the expert in what teens care about and find engaging. Your challenge is to partner with teachers to find relevant and engaging texts for LISD to consider using with their students. You will develop a multi-genre, theme-based text set so that English classes can become more relevant to students.

You have been provided with 2 possible core texts:

“The Scarlet Ibis” and “The Necklace”

Choose 1 of those core texts and build your text “set” around the theme statement you create for your chosen core text by following the inquiry process.

Students will be skilled at:

- Using text evidence and original commentary to support a comprehensive response
- Developing and revising drafts to improve focus and coherence, development, organization, style, and diction in open-ended situations
- Analyzing how themes are developed through characterization and plot in a variety of literary contexts
- Finding and using appropriate resources to answer their questions
- Writing responses that demonstrate understanding of texts, including comparing texts within and across genres

Requirements:

1. Choose your core text that you will center your text set around.
2. Complete reflections and critical thinking about your core text.
3. Write a theme statement for your core text.
4. Show evidence of brainstorming for additional texts for your text set.
5. Provide a research plan, and locate three additional texts from different genres
6. Complete an analysis of each of the 3 additional pieces of literature you choose for your text set. Provide teacher access to each text: copies (preferred) and / or links for each text.
7. Write all 4 justification / discussion paragraphs for your project.

Paragraph 1: How do all 4 of the texts relate thematically?

Write one paragraph discussing the theme you have chosen and justify how all four of your pieces show evidence of this theme and how each text works together to create a unified text set.

Then, compose 3 additional paragraphs to explain, using textual evidence and commentary, how each text develops the theme you have chosen. Think of each one of these as a separate open-ended response.

Paragraph 2:

Analyze the **setting's contribution to the theme**

Paragraph 3:

Analyze **characterization and / or the plot's contribution to the theme**

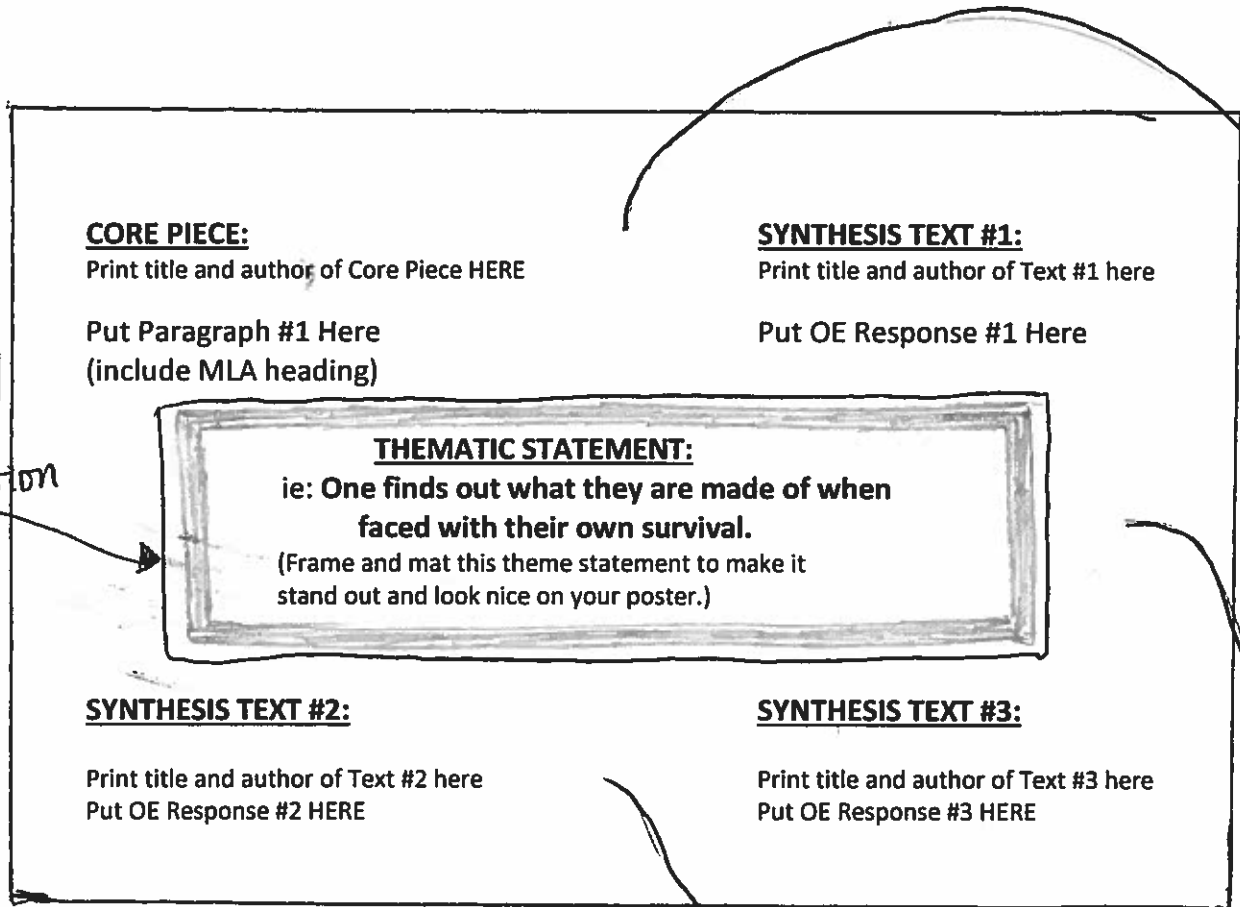
Paragraph 4:

Analyze **another literary element of your choice and how it contributes to the theme**

8. Justify your student inquiry process; complete the student inquiry process provided.
9. Deal with each text equally.

10. Create a quality final product and based on the models given in class. Be thoughtful and creative!

Each student will need to purchase a poster board to display their final product.
Arrange your poster with the headings below:



Staple the following items on the back of your poster:

1. Copies of each text piece you choose to synthesize with your core piece (you should have 3)
2. A copy of your inquiry packet
3. Any evidence of brainstorming and revision

Decorate blank spaces with illustrations! Be neat! No scotch tape!

Use colored card stock or construction paper.