individual lit circle project checklist

Check as you finish and file in this folder. Keep it in order!

- ☐ Utopia/Dystopia Sheet

- ☐ Chunk 1 sheet front and back

- ☐ Chunk 1 creative role (labeled)

- ☐ Chunk 2 sheet front and back

- ☐ Chunk 2 creative role (labeled)

- ☐ Chunk 3 sheet front and back

- ☐ Chunk 3 creative role (labeled)

- ☐ Character Poem

- ☐ Part One of Final Project (7 questions answered in complete sentences)

Utopia
- any real or imaginary place, society, or state, etc. considered to be ideal (perfect)

How is your novel an example of a dystopian society?

What problems and challenges does the main character in your novel face?

Novel Title:

_____

Do you think it is possible to attain utopia in our world? Why or why not?

Why do you think this is something people strive for throughout

What problems might be created as a result of a society's quest to become a utopia?

Dystopia
- a society characterized by human misery, squalor, oppression, disease, and overcrowding

Final Project (Dystopian Literature Circles)

PART I: Choose 7 questions and answer in complete sentences using your novel for reference. (____/50)

1. What catastrophe or apocalypse has caused changes to life, culture and community in this dystopia?
2. What details about the setting and the characters prove that this is a fantasy set in the future?
3. What are some advances in science, medicine or technology that are part of the setting? What are the benefits and the disadvantages of these technological advances?
4. Why are some people dissatisfied in this dystopia? Do they seek ways to change or alter the system or the government? If so, how do they take action to affect or change the system?
5. What is the mission of the protagonist? How successful is he or she?
6. What character do you learn the most about? What are at least two of his/her traits and what evidence proves these traits? What do you admire or dislike about this character? What are some events that have a lasting effect on this character? In what ways did this character change by the end of the story?
7. Does anyone die – either before the story begins or during the plot? If so, how does the death affect the main character or the plot?
8. What allusions are used by the author such as quotations from famous books, poems or people or references to other stories, myths or legends? What other books or stories does this novel remind you? Explain any connections.
9. Cite some effectively written passages from each section of the novel. Look for the author's use of description, of figurative language or of language that creates mood?
10. What do you think the author's message is from writing this book? What is the author trying to tell you or to warn you about?

COMMON CORE SAYS YOUR'RE SUPPOSED TO BE LEARNING/DOING THE FOLLOWING. ARE YOU?

Learning Targets: Students will be able to engage in the following using textual evidence:
- **RL7.2:** Determine a **theme** or **central idea of a text** and analyze its development over the course of the text.
- **RL7.4:** Determine the **meaning of words** and phrases as they are used in a text, including **figurative** and **connotative** meanings.
- **RI7.2:** Determine **two or more central ideas** in a text and analyze their development over the course of the text.

PART II: Choose one of the following for your post-book creative project (____/50)

A. Advertising campaign for the book, including:
   a. billboard (poster), commercial (video or podcast), and schedule for book signing tour (map, cities, schools highlighted).
B. Create an ABC book focusing on key events, characters, settings etc
   a. at least 21 letters/entries
C. Cube: create a six-sided tag board cube focusing on favorite scenes, significant events, characters, etc.
D. Sequel to the story (at least 2 pages)
E. Map of setting, with bubbles/captions about events that took place at at least 4 locations.
   a. Colored and on posterboard
F. New ending for the book.
   a. At least 2 pages

G. New character for the book.
   a. Sketch or print out, full written description of how she/he fits into the plot and relates to other characters
H. Piece of original artwork interpreting the theme book (check theme sheet).
   a. Painting, sculpture, collage, mixed medium, etc. Must include written description of artwork on the back.
I. New cover for the book.
   a. Original artwork on front (along with title/author), along with original "blurb" on the back AND a rating out of 5 stars.
J. Diary of a character
   a. First person POV, at least 5 entries
K. Interview with a character
   a. at least 10 questions and answers; no yes/no questions.

Create your own project checklist, have Mrs. Rehm initial _____
Checklist:

	MATERIALS NEEDED:
_____ _____ (_____points)	
_____ _____ (_____points)	
_____ _____ (_____points)	
_____ _____ (_____points)	

RUBRIC

4 FABULOUS	3 Pretty good	2 Meh.	1 FLOP
Format is well-developed and organized	Format follows the directions	Format is cluttered or disorganized	Format is incomplete and unorganized
Content is above expectation and thoroughly relates to story details	Content meets expectations and relates story details well	Content is general and not extensive.	Content is inaccurate or incomplete.

Character Poem Plan Sheet

Use this template to complete your poem. You can include more information if you want to, but you must have at least all the information that is listed below.

YOU MUST REWRITE THIS POEM and ILLUSTRATE IT ON WHITE PAPER. YOU MAY NOT JUST FILL IN THE BLANKS AND TURN IN THIS PIECE OF PAPER!

Book Title _____

Line 1: I am _____ (name of the character)

Line 2: I am _____ (four words that describe the character)

Line 3: Who loves _____ & _____ (two things or people the character loves or activities the character loves to do)

Line 4: Who hates _____ & _____ (two things or people the character hates or activities the character hates to do)

Line 5: Who feels_____ about/for _____ (something the character feels strongly about)

Line 6: Who fears _____ (something the character is afraid of)

Line 7: Who'd like to see _____ (something the character would like to see)

Line 8: Who dreams of _____ (something the character dreams about)

Line 9: Who ends up _____ (what happens to the character at the end of book)

Line 10: I am _____ (name of the character)

See my example on the back if you're stuck.

Book Title **Harry Potter Series**

Line 1: I am **Harry Potter** (name of the character)

Line 2: I am **heroic, humble, brave and selfless** (four words that describe the character)

Line 3: Who loves my **invisibilitycloak** & **my Firebolt** (two things or people the character loves or activities the character loves to do)

Line 4: Who hates **Voldemort** & **Potions class, especially the professor** (two things or people the character hates or activities the character hates to do)

Line 5: Who feels **respect** about/for **Professor Dumbledore** (something the character feels strongly about)

Line 6: Who fears **letting my friends down** (something the character is afraid of)

Line 7: Who'd like to see **respect and tolerance for all muggles and wizards** (something the character would like to see)

Line 8: Who dreams of **winning the final qudditch match** (something the character dreams about)

Line 9: Who ends up **defeating Lord Voldemort** (what happens to the character at the end of book)

Line 10: I am **Harry Potter** (name of the character)

…..and then of course, I'd copy it on pretty paper and make my illustrations colorful and gorgeous.