

WebQuest

In the Time of the Butterflies, by Julia Alvarez

GOAL: In this WebQuest, you'll explore one of the websites listed below, and the other members of your group will explore the other sites. (I will let you know which one you've been assigned.) Later, by sharing the background information you've found with one another, you should know more about Julia Alvarez and the Mirabal sisters and be able to understand and connect more fully to the world depicted in your novel. Happy surfing!

INSTRUCTIONS: (1) Visit your assigned site. (2) Then, *on the back of this page*, make a bulleted list of **3 or 4 important/interesting ideas** that you'd like to discuss further with your group. If you need more room for your ideas, you can attach a sheet of notebook paper.

WEBSITES

SITE 1 Visit a **website that focuses on biographical information about Julia Alvarez—**

www.gale.cengage.com/free_resources/chh/bio/alvarez_j.htm

What connections do you see between *In the Time of the Butterflies* and Alvarez's Hispanic heritage?

SITE 2 Visit the **Salon interview with Julia Alvarez—**

<http://archive.salon.com/mwt/feature/1998/09/25feature.html>

In this interview, Alvarez comments on the available roles for women in the Dominican Republic and her own family. How do you think these roles shaped her writing? To what extent do you think our culture shapes the work of other female writers?

SITE 3 Visit this **website devoted to the Mirabal family—**

www.learnstoquestion.com/seevak/groups/2000/sites/mirabal/English/index.html

Take some time to surf around and read about the Mirabal family. Click on "Inside the Cocoon" to view pictures and quotations by the Mirabal sisters. (Be sure to click on the arrows at the bottom of each page to move to the next page.) Make a list of facts and images that you find striking on this site, and describe the impressions they leave on you.

SITE 4 Visit a **website on the Mirabal Museo—**

http://semdom.50megs.com/mirabal_museo.htm

Take some time to surf around, read, and look at the pictures of the Mirabal Museo in the Dominican Republic and of Dede, the surviving Mirabal sister. What impact do you think the Mirabal sisters have made on the history of the Dominican Republic?

SITE 5 Visit the **website of the Mirabal Center—**

www.mirabalcenter.org/about_us.html

The Mirabal Center is an activist organization for low-income immigrants in West Harlem, New York. After reading the website description of the organization and its current programs, what strikes you about the Mirabal sisters' continuing influence on the world today?

Mandala Project Assignment

Description: A mandala is a circular design used by ancient cultures to symbolize the universe, totality, or wholeness through concentric geometric forms and other images. The “universe” with which you are concerned for this project is that of your book. Through the mandala your group creates, as well as your individual found poems, you will attempt to capture the spirit of your entire book.

Mandala Requirements:

- ✓ Visually represent the world of your book through a unified system of 6–8 visual images.
- ✓ Create a title for your mandala that captures your overall impression of your book, including what you think made it a *tough text*.

Presentation Requirements:

- ✓ Provide an engaging, thought-provoking overview of your book by introducing us to its central characters and their relationships, their defining moments, and the issues your group found to be controversial, difficult, or challenging.
- ✓ Note the significance of the colors and images included in your mandala and explain how they are connected to the book *and* to one another.
- ✓ Describe your group’s overall reaction to the book, including your thoughts on how your small-group experiences and your own personal background (social class, gender, ethnicity, and so on) might have shaped those reactions.
- ✓ Answer questions the class has about your book.

Mandala Project Planning Guide

Just as you do in small-group discussion, choose one person in your group to lead the planning discussion and another person to be the scribe so that you'll have a plan by the time you finish.

DISCUSSION LEADER: _____ SCRIBE: _____

1. **LIST OF PATTERNS:** Go around the circle and share the results of your two-column brainstorming exercise. What **patterns** do you hear among your responses? Discuss these patterns, and make a short list of repeated words and concepts.
2. **UNIFYING CONCEPT:** Read the short list back to the group. When you consider all the words together, how do they suggest a possible a unifying concept for your mandala? *Keep this concept in mind as you choose the images to include in your mandala.*

Example: If you were creating a mandala to capture the spirit of the first film in *The Lord of the Rings* trilogy, some possible unifying concepts might include *unity, brotherhood, courage, or overcoming evil*. If you're having trouble identifying a unifying concept, think about how you would fill in the blank of the sentence: *This is a book about _____.*

3. **THEMES, ISSUES, AND IMAGES:** Read the list again. Which words are connected to the central themes and challenging, difficult, or controversial issues in your book? How will you represent these words visually in your mandala to indicate how this book is a *tough text*? How do the abstract words suggest concrete images?

Example: You might represent the concept of *strife* with a strand of barbed wire.

4. **COLOR:** Colors are often symbolic. What colors do you associate with the items in your list? How can you work these colors into your mandala?

Example: You might represent a character's *growth* by using the color *green*.

5. **CHARACTERS, CONFLICTS, AND DEFINING MOMENTS:** What do the characters want in this novel? What do they get? What or who gets in the way? Which events are most important to these characters, and what do they learn from them? How can you visually represent these characters, conflicts, and relationships?

Example: You might use a *broken heart* to represent a conflict between two family members.

6. **PLACEMENT:** What are the relationships among the images you've chosen? How might these relationships determine where you will position the images on your mandala?

Example: You might place an image that connects every other image in the center, or "heart," of your mandala.

7. **COMPRESSION:** How could you compress, or layer, several of the concepts you wish to represent into a single image?

Example: You might represent the concept of violent strife that divided central characters in a book by drawing a *strand of red barbed wire down the middle of your mandala* since the color red could represent bloodshed. This would allow you to layer multiple concepts into a single image and to emphasize it through color and placement.

Mandala Project and Presentation Scoring Guide

NAME: _____

BOOK TITLE: _____

Mandala includes this required content:

- A unified system of 6–8 visual images that visually represent the world of your book
- A title for your mandala that captures your overall impression of your book, including what you think made it a *tough text*
- Any Additional Content? (optional) _____

Group demonstrates these effective work and design skills in creation of the mandala:

- Makes good use of workshop time
- Asks for help when you have a question
- Creates a well-organized, visually appealing product that demonstrates pride in your work

Presentation includes these required elements:

- Provides an overview of your book by introducing us to its central characters and their relationships, their defining moments, and the issues your group found to be controversial, difficult, or challenging
- Notes the significance of the colors and images included in your mandala and explains how they are connected to the book and to one another
- Describes your group's overall reaction to the book, including your thoughts on how your small-group experiences and your own personal background (e.g., social class, gender, ethnicity, and so on) might have shaped those reactions
- Answers questions the class has about your book
- Any Additional Content? (optional) _____

Group demonstrates these effective presentation skills:

- Uses an appropriate and engaging format
- Speaks clearly at an appropriate pace and volume
- Appears comfortable with presentation content

Group has invested time and care in the preparation of the presentation:

- Seems polished
- Uses workshop and presentation time efficiently (plans wisely for presentation time limit)
- Provides required materials (mandala participation and group participation statement listing each group member's role and signed by all members)

ADDITIONAL COMMENTS:

FINAL GRADE: _____

Found Poem Assignment Sheet

Found poems are typically made by collecting words from another source and rearranging them into a poem of your own on another sheet of paper. You'll depict your found poem, however, using a single photocopied page from your book.

1. Flip back through your book to determine the single page you consider to be most significant. This will be understandably difficult, but the pages you marked with sticky notes are probably good places to start. This question also might help you make your decision: *If the book were to catch fire and you could only save one page, which page would it be?*
2. Make several photocopies of this page so you have extras for rough drafts. Using only the words on that page, experiment with "writing" a found poem that you feel captures the spirit of the book as a whole. Imagine that you have a magnetic poetry set and that the words on this page are the only words on the box. Now choose from these words to create a poem.
3. You'll do this by using some substance—markers, paint, etc.—to blot out any words you want to eliminate from the photocopied page. The words you *don't* black out will form your poem. These remaining words should be the words you think are the most important words on this page. Professional poets refer to this technique as *erasure*.
4. Think about how you can use space, shape, and order to create a poem on the page that makes sense *and* captures what you think are the most important ideas in the book. You can also add additional color or other artistic embellishments to add visual impact. Be sure to think about how the visual appearance of your poem enhances its meaning.
5. You will display the final copy of your poem with your group's mandala. When you turn your poem in to me, please include a clean copy of the original page.

Found Poem Scoring Guide

Content (60 points possible)

- The author has selected a significant page from the book.
- The words of the poem work together well to convey important ideas from the book.
- The poem makes sense.

Comments:

Visual Presentation (30 points possible)

- The author has used space, shape, and order effectively to enhance the meaning of the poem.

Comments:

Class Presentation (10 points possible)

- The author reads the poem well in front of the class and posts the final copy for the gallery walk.
- The author submits the final copy of the poem along with a clean copy of the original page.

Comments:

High School Map Project Assignment

From drawings in the sand to atlases to websites like GoogleMaps, maps throughout history have used symbols, pictures, and color to guide travelers on their journeys through various lands. For your final project, create a map of your group's interpretive journey through your book. It's important that you think in *symbolic* terms as you create your map. In other words, think beyond the literal, physical locations mentioned in your book to symbolic landmarks and points of interest in characters' lives as well as intersections between the book and your own lives.

Goals

When your group presents your map to the rest of the class, you'll be tour guides with three primary goals:

1. Translate the icons on your map's legend and explain your use of color and spacing.
2. Help us understand *how* and *why* your group mapped the terrain of the text in the way you did.
3. Offer traveling tips to other readers who might pick up this book.

Map Requirements

Include:

- A minimum of 8–10 icons. The starred (*) items on the brainstorming guide are required.
- A legend for your icons.
- A list or booklet of traveling tips.

Presentation Requirements

During your presentation, you must:

- Explain your icons.
- Explain the spatial layout of your map.
- Describe how you've used color in symbolic ways.
- Describe at least three traveling tips for other readers who might want to read this book.

High School Map Project Planning Guide

Use these prompts to help you come up with ideas for your map. You don't have to include all of these items, but the starred (*) items are required.

Geographical Features: Think about the geographical features included on maps, like rivers, bodies of water, beaches, mountains, valleys, public parks, and forests. What features could you include that would work symbolically for your book? For instance, a forest might represent confusion, a mountain range could represent challenges, and so forth.

**Key Intersections:* Where and how did your world intersect with the world of this text? What real-world connections, issues, and questions emerged in your sticky notes, dailies, and small-group discussions?

Landmarks and Monuments: Maps often indicate sites like Mount Rushmore or the Vietnam Veterans Memorial that honor famous people or memorialize historic events. Who are the key people and what are the important events in this book? How can you feature them on your map?

Leisure and Tourism: Maps sometimes feature sites geared toward leisure or tourism—museums, art galleries, amusement parks, golf courses, sports arenas, and so on. What do your characters want to preserve or create? What amuses or inspires them? How do they exhibit who they are?

Public Services: City maps typically mark locations where public services are offered, such as hospitals, police and fire stations, post offices, and libraries. When do your book's characters experience distress or danger? What messages do they try to send? What circumstances or people must they learn to read?

Roads: Almost all maps include different types of roads—highways, toll roads, residential streets, trails, bus routes, railroads, and so forth. How do the characters travel through your book? When is the going fast and easy, and when is it more bumpy or treacherous?

Sites of Learning: Some maps indicate the locations of schools, colleges, and universities. What do the characters in your book think about and realize? What didn't they know at the beginning of the book that they know by the end? What provoked this learning?

Sites of Worship: Some maps show where churches, mosques, synagogues, and temples are located. How do your book's characters develop spiritually or emotionally? What do they worship or idolize? Whom do they praise or appeal to for help?

**Traveling Tips:* What advice do you have to offer about navigating the terrain of this text? What should we be aware of? What don't we want to miss on this journey? What did you learn, realize, or think now that you didn't know before you read this book?

**Uncharted Territory:* Hundreds of years ago when English mapmakers wanted to indicate the limits of the known world on a map, they would write, "Beyond this place, there be dragons." What subjects, issues, and questions remained unresolved in your group discussions? How did this book make you think? What questions are you asking now that you weren't before you read this book?

**Xs and Arrows:* On pirate maps, X usually marks the spot where buried treasure lies. On maps of campuses, malls, and airports, red arrows often indicate "You are here." What treasures are to be found in this book? Where are they located? Where would you locate yourselves in the territory of this book?

High School Map Project Scoring Guide

Group Members: _____

Book Title: _____

Map includes these elements:

- At least **8–10 icons** that stand for important people, events, passages, or connections
- A **legend** at the bottom of your map
- A **list** or **booklet** of traveling tips
- Additional elements (optional): _____

Presentation meets these goals:

- Tells us what the **icons** on your map's legend mean
- Explains the **spatial layout** of your map
- Describes how you used **color** in symbolic ways
- Offers at least **three traveling tips** for other readers who might pick up this book
- Shares additional elements (optional): _____

Group members demonstrate these effective presentation skills:

- Speak clearly at an appropriate pace and volume
- Use an appropriate and engaging format
- Appear comfortable with presentation content

Group members have invested time and care in the preparation of the product and presentation:

- Group members have used workshop and presentation time efficiently (they've planned wisely and kept within the time limit)
- The presentation seems polished and group members are proud of their work
- The project includes required materials (map, group participation statement, and individual participation statements)

Comments:

Map Project Grade: _____

Middle School Map Project Assignment

Maps use symbols, pictures, and color to guide travelers on their journeys through various lands. For your final project, create a map tracing your journey through your book.

Goals

During your presentation, you will act as tour guides to help us understand your map. You must:

- Explain the legend on your map.
- Explain why you chose the colors you used on your map.
- Explain how you decided to put the objects on your map.
- List three travel tips for other people who might want to read this book.

Requirements

Your map must include:

- At least **8 icons** that stand for important people, events, passages, or connections.
- A **legend** at the bottom of your map.

You will present your map and hang it up in the class on _____.

Middle School Map Project Planning Guide

Icon is another word for *image*. For instance, when you click on a picture of an envelope to open a computer screen where you can type a new email, the envelope is an icon. On maps, icons are the pictures that stand for places or objects. Here are some ideas to help you think about icons you might want to use on your map. You can come up with your own ideas as well.

Geographical Features: Think about the geographical features included on maps, like rivers, mountains, and forests. What geographical features could you use as icons on your map? For instance, an image of a mountain could represent challenges faced by the characters in your book.

Landmarks: A landmark is a well-known object that stands out in a landscape. Some famous landmarks are the Statue of Liberty and the Golden Gate Bridge. What places are important in your book? Why are they important? How can you represent them with an icon?

Monuments: Maps often mark sites like Mount Rushmore or the Vietnam Veterans Memorial that honor famous people or help us remember historic events. Who are the key people in your book? What are the important events? Why are they important? How can you feature them on your map?

Roads and Signs: Maps show different types of roads, such as highways, city streets, bus routes, and railroads. Traffic signs, stop lights, and billboards along these roads direct travelers on their journeys. How do characters find their way through their lives in your book? In the parts of the book where their journeys were fast and easy, for instance, you might draw a highway. Or you might draw a stop sign to indicate a time a character had to “stop” and make an important decision.

Sites of Learning: Some maps indicate the locations of schools and universities. What lessons did the characters in your book learn about life? What happened that helped them learn these lessons? What did you learn from them? What icon could you use to show that they learned something in this part of their journey?

Passageways: City maps sometimes show bridges, tunnels, or other passageways that connect one place to another. What connections did you make with your book? What connections did characters make with one another? Are there places where one event leads to another? What about written passages that connect with other passages? You might think about drawing a bridge, tunnel, or other object that shows these connections.

Uncharted Territory: Hundreds of years ago when English mapmakers wanted to indicate an unexplored part of the world, they would write, “Beyond this place, there be dragons” on the outside edges of their map. What questions do you still have after reading this book? How did this book make you think about something that you had never thought about before? Your answers to these questions would be your uncharted territory. How would you symbolize it on your map?

Create Your Own Idea! You might want to take a look at other maps to see other icons they include. Happy thinking!

Middle School Map Project Scoring Guide

Group Members: _____

Book Title: _____

Your map includes:

- At least **8 icons** that stand for important people, events, passages, or connections
- A **legend** at the bottom of your map
- These additional elements (optional): _____

Your presentation:

- Explains the **legend** on your map
- Explains why you chose the **colors** you used
- Helps us understand **why** you spaced the items out on your map in the way you did
- Offers **3 travel tips** for other readers who might want to read this book
- Includes these additional elements (optional): _____

Your group members demonstrate these effective presentation skills:

- Speak clearly at an appropriate pace and volume
- Seem well prepared to present

Your group:

- Used your workshop efficiently
- Practiced your presentation
- Showed pride in your work
- Turned in all the required materials (map, group participation statement, and individual participation statements)

Comments:

Map Project Grade: _____

Middle School Travel Guide Assignment

When people are planning to travel to a new place, they often consult a travel guide first to plan what they want to see and do on their trip. Your job is to prepare a travel guide that will offer tips and advice to other readers of your book. What should they pay attention to? What don't they want to miss on this journey? What can they learn, realize, or think about that they didn't know before reading this book? *Remember: when you write your travel guide, you don't want to give away the ending of the book!*

You can see examples of online travel guides at the following websites:

- www.lonelyplanet.com
- www.fodors.com
- www.frommers.com
- www.virtualtourist.com

Required Sections

You must include **all four** of these sections somewhere in your travel guide:

1. *Book blurb*: In 75 words or fewer, tell us what this book is about. These are very few words, so you'll have to choose them carefully. Who are the main characters? What happens? What's the main conflict? *Remember: you don't want to give away the ending!*
2. *Author blurb*: Give us at least three interesting facts about the author.
3. *Group discussion review*: Rate your small group and yourself. If four stars is the best rating, how many stars should your group get for the way you *as a group* discussed the book and worked on your map project? Why? How many stars should *you as an individual* get for the way you contributed to discussion and to your map project? Why?
4. *Book review*: This should be the last section of your travel guide. If four stars is the best rating, how many stars should this book get? Why? Do you recommend this book to a friend? Why or why not?

Sections You May Choose

Include at least **three** of these sections in your travel guide. (You will probably want to get some ideas from your map project.)

1. *Places to stay*: Identify two or three passages in this book that are so good they make you want to "stay a while" and read them again. Why are these passages your favorites? Do you like how they are written? Do you like what happens in this part of the book? Do they capture moments when you really related to your character? These would all be things readers might want to know. Copy down excerpts from these passages and explain why you chose them.
2. *People to see*: Books often have lots of characters, but some are more important than others. Which characters are the most important? Why?
3. *Main attractions*: What are the main attractions in this book? For example, what are the most important events? Are there sections or chapters in the book to which readers should really pay attention? Why are these sections or chapters important?

cont.

4. *Packing tips*: What do readers need to “pack” to have the best experience with this book? Offer some advice about how to be prepared. Is there special background information they need to know, such as information about historical events, the author’s life, or other books the author refers to? Will they need a dictionary to understand the words?
5. *Words to the wise*. Is there anything about this book that you or your group had trouble understanding at first? Are there parts of the book that really made you think? Is there something unusual about your book? For instance, maybe more than one character tells the story or maybe it’s written in an unusual format. What advice do you have for readers in these areas?

Middle School Travel Guide Planning Sheet

Directions: This sheet will help you keep track of the plans you're making for your travel guide. Put an X through any sections you don't plan to use; starred sections (*) are required. Jot down notes in the other sections you are planning to use so you'll remember what you want to do.

Book Blurb*	Author Blurb*	Book Review*	Group Discussion Review*
Places to Stay	People to See	Main Attractions	Packing Tips
Words to the Wise	Other Ideas for Content	Cover Ideas	Visual Elements I Want to Include (pictures, illustrations)

Middle School Travel Guide Scoring Guide

NAME: _____

BOOK TITLE: _____

Your travel guide includes:

- A *book blurb* that tells what the book is about in 75 words
- An *author blurb* that gives at least 3 important facts about the author
- A *small-group review* that rates how well you AND your group participated during your book discussions and the map project
- A *book review* that rates the book and tells whether you would recommend it to a friend
- At least 3 choice sections* that meet the requirements as described on the assignment sheet
- Additional content* (optional): _____

You demonstrated these effective work and design skills:

- Made good use of workshop time
- Asked for help when you had a question
- Created a product that demonstrates pride in your work

Comments:

Final Grade: _____

Janus Mask Assignment

Janus is the Roman god commonly depicted with two faces. Like Janus, all of us have two sides—the one that others see (our projected, public self) and the one that no one sees but us (our interior, private self). For this project, your group will create a Janus mask for the protagonist of your literature studies book that illustrates this character's **projected, public self** and her or his **interior, private self**.

You have many possibilities for illustrating both sides of your mask. Some suggestions are listed below, but please feel free to come up with your own ideas as well. Refer back to the book and your dailies often while making your mask to make sure your ideas are accurate. You will be presenting your masks to the rest of the class on _____.

Requirements

Your mask must include:

- Representations of significant events, choices, and changes involving your protagonist
- References to both your protagonist's *public self* and *private self*
- Visual symbols
- An original text (free-verse poem, diary entry, news article, letter, and so on)
- The three most important lines from the book by or about your protagonist

Suggestions

1. *Placement*: Carefully choose the placement of your text and artwork. For example, the area where your character's eyes would be might be appropriate for illustrating the perspective through which your character views the world.
2. *Motivations and Values*: Actors often discuss a character's objective within a play. What is the most important goal for your character? What drives her/his thoughts and actions? How can you illustrate this central objective?
3. *Virtues and Vices*: What are your character's most admirable qualities? Worst qualities? How can you make us visualize them?
4. *Color*: Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively work these colors into your presentation?
5. *Symbols*: What objects can you associate with your character that illustrate her/his projected, public self or interior, private self? Are there objects mentioned within the book that you could use? If not, choose objects that especially seem to correspond with the character.
6. *Conflicts*: With whom or what does your character struggle? Another character? Her/his own personality and decisions? Unfortunate events? Fate? How might you illustrate these conflicts?
7. *Mirror, Mirror . . .*: Consider both how your character appears to others on the surface *and* what you know about the character's inner self. Do these images clash or correspond? What does this tell you about the character?
8. *Changes*: How has your character changed within the book? Trace these changes within your text and/or artwork.
9. *Peaks and Valleys*: Identify the high and low points of your character's life within the book and determine the causes (events, characters?) *and* effects (mental distress, drastic measures?) of these peaks and valleys.
10. *Masking*: How does your character present herself/himself to others? How similar is this public self to what you think the character is really like? How does your character's public face influence other characters' judgments of her/him?

Janus Mask Scoring Guide

Group Members: _____

Book Title: _____

Mask includes these required elements:

- A review of significant choices, changes, and relationships involving your protagonist
- References to both your protagonist's *public self* and *private self*
- Visual symbols
- An original text (free-verse poem, diary entry, news article, letter, and so forth)
- The three most important lines from the book by or about your protagonist
- Additional elements (optional): _____

Presentation meets these goals:

- Explains all the symbols and quotations on the map and why they are important
- Includes the original text the group created
- Explains the differences the group sees between the character's public self and private self

Group members demonstrate these effective presentation skills:

- Speak clearly at an appropriate pace and volume
- Use an appropriate and engaging format
- Appear comfortable with presentation content

Group has invested time and care in preparing the presentation:

- The presentation seems polished
- Group members use workshop and presentation time efficiently (plan wisely to stay within time limit)
- The presentation includes the required materials (Janus mask, original text, participation statements for group and individuals)

Comments:

Final Grade: _____

Mind Map and Life Letter Assignment

If we could get inside your character's head, what would we see?

This assignment has two parts. (1) Create a *mind map*—a visual and written portrait of the main character in your literature studies book. (2) Write a *life letter* explaining the symbols you put on your mind map and describing your reading and literature studies experiences.

Mind Map Requirements

Your mind map must include these elements, but be sure to come up with other ideas as well:

- Visual symbols (see the suggestions below)
- The three most important lines uttered by or about your character
- Your character's stable personality traits and changes throughout the book

Mind Map Suggestions

Here are a few suggestions for filling up the space in your character's head, but please feel free to come up with other ideas on your own. It's important that your ideas be based on your book because they will sum up your interpretation of the main character. Whatever you decide to include on your mind map, make sure your choices are creative and thought-provoking.

1. *Symbols*: What are your character's most important characteristics? Do you see objects mentioned within the novel that could represent these characteristics? If not, what symbols can you think of that could help us understand your character better? For instance, a picture of a broken heart could symbolize a character's relationship struggles.
2. *Milestones*: What are the most important events in your character's life? Why are they the most important? How can you represent them visually?
3. *Controversies, Conflicts, and Challenges*: What controversies and conflicts does your character face in the book? What are the challenges? What causes these (for example, events, other characters)? How do they affect your character (for example, mental distress, drastic measures)? What are some symbols that could illustrate your ideas in this category?
4. *Color*: Colors are often symbolic. What color(s) do you most associate with your protagonist? Why? How can you effectively work these colors into your mind map?
5. *Placement*: Carefully choose the placement of your text and artwork. For example, the area where your character's eyes are located might show how she/he sees the world.

Life Letter Requirements

You need to write about the following things in your life letter, but you can include other important information about your reading experiences, too. Your letter will probably be a page or two long. Here's what you must include:

- An explanation of the **visual symbols** and **words** you put on your mind map to represent your character's life and personality (you can do this like a legend on a regular map if you want)
- A description of any **connections** (or **disconnections**) you made with your own life as you got to know the main character in your book
- An **assessment** of how well you think you demonstrated civil discourse during group discussions

cont.

Life Letter Planning Guide

Here are some questions and suggestions to help you plan your life letter. *Remember, you can include more information.*

1. *Symbols:* What **visual symbols** and **words** did you include on your life map? List the symbols on another piece of paper, and jot a phrase out to the side explaining how they represent your character's life and personality.
2. *Connections (or Disconnections):* What were your reactions to the main character in your book? Were you able to make connections between her/him and your own life? Why did you feel this way? How were your reactions to the issues and ideas in this book shaped by your own personal experiences and background (social class, gender, ethnicity, and so on)? How do you think your reactions were influenced by your other group members' reactions and expectations? (*Hint:* Looking back at your sticky notes and the third and fourth columns of your dailies might help you come up with ideas.)
3. *Self-Assessment:* How well do you think you demonstrated civil discourse during group discussions? Why would you describe your participation in this way?

Mind Map and Life Letter Scoring Guide

NAME: _____

BOOK TITLE: _____

Your mind map includes this required content:

- Visual symbols that provide insight into the main character in your book
- The three most important lines uttered by or about the character in your book
- Your character's stable personality traits and changes throughout the book
- Additional content (optional): _____

Your life letter (1–2 pages long) includes this required content:

- Explanation of the visual symbols and words you put on your mind map to represent your character's life and personality (you can do this like a legend on a regular map if you want)
- Description of any connections (or disconnections) you made with your own life as you got to know the main character in your book
- Your assessment of how well you think you demonstrated civil discourse during your group's discussions
- Additional content (optional): _____

Together, your mind map and life letter meet these goals:

- Provide a visual and written portrait of the main character in your book
- Make creative and thought-provoking choices
- Refer to specific details about the content of the book
- Explain the “why” behind your interpretations

You demonstrate these effective preparation skills:

- Make good use of workshop time
- Ask for help when you have a question
- Create a polished, visually appealing product that demonstrates pride in your work

Comments:

Mind Map/Life Letter Grade: _____

Podcasting Project Assignment

Over the next few days, your group will make a podcast describing your book and your civil discourse experiences. We will listen to all the podcasts at the end of the unit, and I will share them with future students who may be interested in reading these books.

Your podcast should last 4–5 minutes and must include the following elements:

- A summary of the most important events in the book
- A review of the quality of the book
- A description of one of the central themes in the book, along with a passage that illustrates it
- A reflection on how well your group used civil discourse to talk about the controversial subjects that came up in your book

Everyone will need to have a job for this project, but all of you will plan it together. You may have to combine some jobs if you don't have enough people in your group (for instance, the group leader might also need to be the techie, or the summarizer might also be the book critic). You will decide how to divide the work. Here are the jobs:

1. *Director*: This person is in charge of filling out the planning sheet with input from the rest of the group members. He or she will also make sure that all members do their part so that the podcast runs smoothly and you can stay within the time limit.
2. *Summarizer*: This person is in charge of briefly summarizing the plot of the book *without giving away the ending*. What are the most important events that happened in your book? Why were they so important?
3. *Book Critic*: This person is in charge of reporting what your group thought about the quality of the book and why you all felt this way. What do you think about the quality of this book? Would you recommend it to friends? Do you think it is good enough to be assigned in the future? Why or why not?
4. *Theme Finder*: This person is in charge of finding a passage (or passages) to include in your podcast that illustrates the theme(s) of the book and describing why you found the passage(s) to be striking. What do you see as the central theme(s) of your book? Where in the book do you see this theme illustrated? Why did this passage strike you as an important part of the book? Who in your group is willing to read an excerpt for your podcast?
5. *Civil Discourse Reporter*: This person is in charge of describing how your group used civil discourse when talking about your book. What were some of the controversial subjects that came up in your book? Give us one example of how your group used civil discourse when talking about your book. What happened, and how well did the group use civil discourse in that instance? Do you think you will be able to use civil discourse when controversial subjects come up outside class?
6. *Techie*: This person is in charge of running the podcasting and editing equipment and making sure the podcast is recorded in an interesting way. What elements does your group want to include in the podcast? Interviews? Commentary? Music or other relevant sound effects? Something else?

Podcast Planning Guide

Over the next few days, your group will make a podcast describing your book and your civil discourse experiences. We will listen to all the podcasts at the end of the unit, and I will share them with future students who may be interested in reading these books.

Director's Notes

Director: This person will make sure that all group members do their part so that the podcast runs smoothly and you stay within your time limit.

Summarizer: This person is in charge of briefly summarizing the plot of the book *without giving away the ending*.

Book Critic: This person is in charge of reporting what your group thought about the quality of this book and why you all felt this way.

Theme Finder: This person is in charge of finding a passage(s) to include in your podcast that illustrates the theme(s) of the book and describing why you found the passage(s) to be striking.

Civil Discourse Spotter: This person is in charge of describing how your group used civil discourse when talking about your book.

Techie: This person is in charge of running the podcasting and editing equipment and making sure that the podcast is recorded in an interesting way.

cont.

Summarizer's Notes

Your Job: You are in charge of briefly summarizing the plot of the book *without giving away the ending*. Use the space below to take notes about your group's plans for the podcast.

What are the most important events that happened in your book?

Why were they so important?

Other important things you want to remember for the podcast:

cont.

Book Critic's Notes

Your Job: You are in charge of reporting what your group thought about the quality of the book and why you all felt this way. Use the space below to take notes about your group's plans for the podcast.

What do you and your group members think about the quality of this book? Why did you feel this way?

Would you and your group members recommend this book to friends? Why or why not?

Do you think it is good enough to be assigned for this class? Why or why not?

Other important things you want to remember for the podcast:

cont.

Theme Finder's Notes

Your Job: You are in charge of finding a passage(s) to include in your podcast that illustrates the theme(s) of the book and describing why you found the passage(s) to be striking. Use the space below to take notes about your group's plans for the podcast.

What do you see as the central theme(s) of your book?

Where in the book do you see this theme illustrated?

Why did this passage strike you as an important part of the book?

Who in your group is willing to read an excerpt from this passage for your podcast?

Other important things you want to remember for the podcast:

cont.

Civil Discourse Spotter's Notes

Your Job: You are in charge of describing how your group used civil discourse when talking about your book. Use the space below to take notes about your group's plans for the podcast.

What is one example of how your group used civil discourse when talking about your book?

What happened, and how well did your group use civil discourse in that instance?

Do you think you will you be able to use civil discourse when controversial subjects come up outside class? Why or why not?

Other important things you want to remember for the podcast:

cont.

Techie's Notes

Your Job: You are in charge of running the podcasting and editing equipment and making sure that the podcast is recorded in an interesting way. Use the space below to take notes about your group's plans for the podcast.

What elements does your group want to include in the podcast? Interviews? Commentary? Music or other relevant sound effects? Something else?

Other important things you want to remember for the podcast:

Tech Talk

These are the basic skills you'll use in GarageBand to make a podcast. If you need to know more about something that isn't explained below, you can click *Help* and enter the topic you want to know more about.

How do I record from the laptop?

1. Click on the relevant track. (A blue outline will appear around the icon.) For voices, this will be either the male or female voice track. It's okay to use either one.
2. The thing that looks like a ruler at the top of the page is a *timeline*. It's divided into seconds and minutes so that you can see how long each segment is. If you're at the beginning of the timeline, just click the red button next to the counter in the middle of the page. If you're later in the timeline, move the playhead (the arrow on the top ruler) to the spot where you want it, and click the red button. To stop the recording, click the large, gray triangular button in the row to the right of the recording button.

How do I use just a part of the track?

This process is referred to as *splitting*.

1. Highlight the track by clicking on it. When you do, it should change to a brighter color.
2. Move the playhead on the timeline to the place where you want to split the track.
3. Choose *Edit*, then click *Split*. This will split the track into separate segments that you can delete, copy, cut and paste, and so forth.

How do I delete segments?

1. Select the segment you want to delete by clicking on it. Again, it will change to a brighter color.
2. Click *Delete*. If you change your mind, don't panic; go to *Edit* and click *Undo*.

How do I cut, paste, and copy segments?

1. Select the segment you want to work with. Go to the *Edit* menu and choose what you want to do: *Cut*, *Copy*, or *Paste*.
2. To paste a segment in another area of the track, select the segment you want to cut or copy. Move the playhead to the point where you want to copy the segment and choose *Copy* from the *Edit* menu.

How do I add music or sound under the words of my podcast?

1. GarageBand comes preloaded with instrumental jingles, "stingers," and sound effects in several styles. To preview them, click the *Eye* button on the left of the page.
2. When you find an effect you want to use, click on it and drag it to the timeline in the area under *Radio Sounds*. It will automatically appear as another track that you can edit (split, cut, copy, paste, and so on) as you would the other tracks.

Arranging your segments

You can layer your segments to create different effects—including background music for voices, for example. To move a segment, simply click on the middle of the segment and drag it right or left to the area of the timeline where you want it to be.

Podcasting Project Scoring Guide

Group Members: _____

Book Title: _____

Your podcast includes:

- *Summary of the book.* Identifies the main events *without giving away the ending* and explains why these events are so important.
- *Judgment of the quality of the book.* Explains why the group would or would not recommend this book to friends and other classes.
- *Theme of the book.* Identifies a central theme in the book, quotes a passage illustrating that theme, and explains why the passage illustrates this theme.
- *Report on civil discourse.* Gives one example of how the group used civil discourse to discuss a controversial subject in the book and explains whether group members think they will be able to use civil discourse to discuss controversial subjects that come up outside class.
- *Additional content (optional):* _____

Your podcast meets these goals:

- Is engaging and thought-provoking for someone who hasn't read the book.
- Includes specific details about the content and *explains the why* behind the group's opinions, examples, and experiences.
- Includes *all* group members' perspectives rather than focusing on one person's opinion.

Your group members demonstrate these effective preparation and presentation skills:

- Make good use of workshop time.
- Speak clearly on the podcast at an appropriate pace and volume.
- Include a variety of features in the podcast, such as commentary, question/response, conversation, and/or music that enhances content.
- Use transitions between segments so that the podcast flows smoothly.

Your group has invested time and care in the preparation of the podcast:

- The podcast seems polished.
- It is within the five-minute time limit.

Comments:

Final Grade: _____

Multiliteracies Project Assignment

For this project, identify a controversial theme in your book and explore it using many kinds of text (print, digital texts, music, photographs and similar images, podcasts, videos, and so on). You will share your project with the rest of the class in a gallery walk at the end of the unit. The project contains four parts:

1. A one-page **artist statement** describing your project and why you chose it
2. The **project** itself
3. A one-page **reflection** describing how your project helped you understand the controversial theme of your book and what you learned about using civil discourse as you discussed this theme with your group
4. A **bibliography** citing the sources of the texts (including visual and audio) you used in your project

Use the choice board below to help you brainstorm some ideas.

Choice Board

Create a video that explores the controversial theme and post it on YouTube.	Use Comic Life, Pixton, ToonDoo, or a similar online service to create a comic strip that illustrates how the controversial theme is explored in the book.	Use VoiceThread to generate a discussion about the controversial theme using images, documents, and video.
Record a podcast that includes passages from your book and "interviews" with characters from the book sharing their perspective on the controversial theme.	Make a PowerPoint, Keynote, or Prezi presentation that uses images, sound, and text to show how your book deals with the controversial theme.	Make an audio slideshow or photo essay exploring the controversial theme.
Use a number of media to explore the theme. For instance, you might create a short video reenacting an important scene that illustrates the controversy, survey your classmates' feelings about the issue, and produce a brochure of resources that deal with the issue in the real world.	Create a blog, wiki, or other website that explores the controversial theme in your book from a number of perspectives.	Create liner notes for an imaginary CD, complete with a cover, a playlist of songs, short descriptions of how they are connected to the controversial theme, and acknowledgments thanking characters or classmates for what they taught you about the theme.
Make an altered book. In other words, use the pages from a used copy of the book to create an artifact related to the controversial theme.	Another idea?	Another idea?

Creating an Artist Statement

An artist statement is a short, concise description of the work he/she creates and his/her intentions in creating it. These statements are often displayed next to a piece of art in a gallery or museum in order to introduce viewers to the artist, the body of his/her work, and the piece of art at hand. The statements often describe how the decisions the artist made in creating the piece of work support and enhance the effect or message he/she intended to convey. Some statements also include advice for the viewer on how to respond to or engage with the work.

The above definition suggests several approaches you might take in crafting your artist statement. You may want to focus on one of the following sets of questions or to pick and choose from several categories until you've found an effective way to describe your work. Keep in mind, however, this advice about writing artist statements from the Evergreen State University interdisciplinary program "Imaging the Body":

One of the fundamental characteristics that draw us to art is its visual mystery or poetry. While it is important to help viewers understand your work, it is equally important to determine what not to tell them, so that the ambiguous qualities of the visual language remain compelling and evocative.

(<http://academic.evergreen.edu/curricular/imagingthebody/Handouts/ArtistStatementGuide.pdf>)

(Questions below marked with an asterisk were also adapted from this guide.)

Description and Intentions

- How would you describe the work you created?
- Other than the assignment itself, what inspired you to create this particular piece?
- How is this inspiration conveyed through the artistic elements of the work itself?
- What are the most important ideas, themes, effects, or emotions you hoped to convey through this work?

The Artist and the Creation

- Introduce yourself. What is important for the viewer to know about you and/or your background?
- Introduce your piece of work. What is important to know about the piece itself? Which artistic elements are essential? *Do you want to point out or clarify any symbols?

A Look at the Process

- How did you go about creating this piece?
- Where did you come up with your ideas? Did other texts, images, authors, or artists influence you?
- What is important to know about the materials you chose and the techniques you used?
- How did your decisions, materials, and techniques work together to create a specific effect?
- What did you discover in the process of creating this piece?

cont.

Advice for the Viewer

- What does the viewer need to know to experience the piece in the way you intended?
- Are there important ideas to keep in mind as the piece is viewed?
- What directions are necessary in order to fully engage with the piece? For instance, if the piece:
 - includes still images, should they be viewed from a particular distance or angle?
 - is three-dimensional, is the piece meant only to be viewed or can it be handled or manipulated?
 - includes moving images and/or sound, is there something the audience needs to watch or listen for?
- *What associations do you hope the audience will make when viewing your work?

Online Resources

1. A step-by-step approach to writing an artist statement at the website of Molly Gordon, a business coach who helps artists market their work:

www.mollygordon.com/resources/marketingresources/artstatemt/

2. More brainstorming questions and an example of a four-paragraph format:

<http://academic.evergreen.edu/curricular/imagingthebody/Handouts/ArtistStatementGuide.pdf>

3. Sample artist statements:

www.ulm.edu/art/images/artist_statement.pdf

4. Advice from artist Nita Leland and a copy of her artist statement:

www.nitaleland.com/articles/statement.htm

5. An especially interesting artist statement written by Karl Shatz, describing his Year of the Goat project, a “photographic journey through America’s growing goat industry” (you should look at the photographs, too, which are strikingly beautiful):

www.americangoat.com/artist.shtml

Multiliteracies Project: Brainstorming a Scoring Guide

Content

What essential elements do you want to include in each of the following components?

Artist statement:

Project exploring a controversial theme in your book:

Reflection:

Bibliography:

Craft

What techniques should be used to create a polished product?

Conventions

What “rules” must be followed in order to communicate meaning clearly?