

## British Literature Midterm Multimedia Project

Directions:

You will choose one of the six projects outlined in this document to complete for your midterm project. Your project should reflect the skills that you have learned this semester and the essential questions that we have discussed. This is a two-fold assessment.

The first element is the actual project outlined below. Again, you will choose one of the options below to complete.

Then, the second element will be completed in class on **Wednesday December 12, 2018**, you will present your finished product to the class. You will need to explain what you created and why you make the decisions you did in its creation. I expect you to dress to impress for this presentation and to use your best presentation skills. Your presentation should last between 5-7 minutes.

As you create your project, be sure to reflect on the essential questions and skills that our outlined below the description. It must be evident that you had the question in mind when creating your project. This is most likely something you will include in your presentation.

In addition, as you work through the creating of your project and presentation, be sure to include *five or more* references to the text of *Othello* by William Shakespeare.

Be sure to edit both your project and your presentation for grammatical errors. Make sure you also PRACTICE your presentation *multiple times* before you present it in class.

1. Can powerful military leaders always count on their lieutenants? Often, not. Write a newspaper story about Iago's betrayal of Othello, or of another military lieutenant's betrayal of his leader. Remember that a newspaper story must be factual only and not biased unless you plan to 'spin' it like an editorial. Product: a news story
  - a. EQs:
    - i. How do we craft and defend original and comprehensive thesis statements?
    - ii. When is it necessary to break ties with a group and assert individuality?
    - iii. Why do some individuals take a stand against oppression while others choose to participate in it?
    - iv. What are the consequences for deviating from social norms?
  - b. ESs:
    - i. Crafting defending thesis statements
    - ii. Identifying and discerning salient evidence to support a cogent argument
    - iii. Integration of salient evidence
  
2. Rewrite the basic plotline of *Othello* but change the characters into a mob family. How would Tony Soprano, for example, respond to accusations that his wife was having an affair with his lieutenant? Write at least 5 scenes, including dialogue (in "mob speak"), following the pattern of the 5 acts of a Shakespearean play (exposition, rising action, turning point, falling action, climax). You may also write this as a script since it might be fun to act out. Note: keep the language appropriate (censored)! Product: story/script
  - a. EQs:
    - i. How do we critically read a text in order to discern an author's purpose?
    - ii. How do we determine who/what is socially acceptable?
    - iii. To what extent is social acceptability evolving?
  - b. ESs:
    - i. Crafting and defending a thesis statement
    - ii. Close reading in order to identify literary elements
    - iii. Identify and evaluate dramatic techniques and devices and how they function to convey meaning

3. What should the punishment be for Iago, who not only betrayed his friends and his boss, but was ultimately responsible for Othello's murder of Desdemona. Not to mention the fact that Iago murdered his own wife when she told the truth about him. Conduct a survey of 30 people based on the general information just provided. The results of the survey should indicate what most people believe would be a fair punishment. Based on your results, write a new law that clearly explains the punishment for each individual (or total) crime. Product: survey results and written law.
  - a. EQs:
    - i. To what extent is group cohesion and harmony more valuable than individuality?
    - ii. What defines citizenship, and what constitutes the responsibilities of the citizenry?
    - iii. How has legislation resulted in greater equality?
    - iv. What are the consequences for deviating from social norms?
    - v. To what extent is social acceptability evolving?
  - b. ESs:
    - i. Crafting and defending thesis statements
    - ii. Identification and discerning salient evidence to support a cogent argument
    - iii. Integration of salient evidence
    - iv. Research/Database usage
    - v. Analysis of literary text to support an overarching claim or thesis statement
  
4. How would Othello's accusations, and Iago and Cassio's involvement in the situation, be viewed by people today? Write a script for a talk show (i.e., *The Jerry Springer Show*) in which Othello chooses to confront Desdemona about her supposed affair, with Iago and Cassio making guest appearances. You will need to include script lines for each character, which we will act out in class. The result of the accusation does not need to follow the lines of the play – be creative. Product: skit w/ script
  - a. EQs:
    - i. When is it necessary to break ties with a group and assert individuality?
    - ii. To what extent is group cohesion and harmony more valuable than individuality?
    - iii. Why do some individuals take a stand against oppression while others choose to participate in it?
    - iv. How do we determine who/what is socially acceptable?
    - v. What are the consequences for deviating from social norms?
  - b. ESs:
    - i. Identify and evaluate dramatic techniques and devices and how they function to convey meaning
    - ii. Identification of a thesis/argument, evidence, chain of reasoning

5. Find an example of 1 song and 1 poem that discuss the situation or themes of the play. Bring the musical recording in cd or MP3 form (or YOU MAY PERFORM IT IF YOU WISH) and a class set of copies of the poem for the class to hear/read. Prepare a written or oral explanation of how the song and poem relate to the play, as well as how they address *two* essential questions from the unit. Product: musical recording, copies of the poem and either written or oral explanation.

a. EQs:

- i. How do we critically read a text in order to discern an author's purpose?
- ii. How do we craft and defend original and comprehensive thesis statements?
- iii. How do we determine who/what is socially acceptable?
- iv. What are the consequences for deviating from social norms?
- v. What are the consequences of individuality?
- vi. To what extent is social acceptability evolving?
- vii. How has legislation resulted in greater equality?
- viii. To what extent is gender equality possible in the Western World?

b. ESs:

- i. Crafting and defending thesis statements
- ii. Identification and discerning salient evidence to support a cogent argument.
- iii. Identification of a thesis/argument, evidence, chain of reasoning.
- iv. Analysis of literary text to support an overarching claim or thesis statement.
- v. Integration of salient evidence

6. Who is ultimately responsible for the deaths in the play, Othello or Iago? Pretend that Iago is on trial for his crimes. Assume the role of a lawyer and give a persuasive speech for either the defense (defending Iago) or prosecution (prosecuting Iago), to be addressed to the jury. Your speech should refer to specific details in the play but cannot be based on dramatic irony (things only the audience knows, such as Iago's confessions during his soliloquies.) Stick to only the facts that the other characters, Othello included, know. Your speech should be between 2-5 minutes long. Product: persuasive speech

a. EQs:

- i. When is it necessary to break ties with a group and assert individuality?
- ii. To what extent is group cohesion and harmony more valuable than individuality?
- iii. How do we craft and defend original and comprehensive thesis statements?
- iv. *Why do some individuals take a stand against oppression while others choose to participate in it?*
- v. How do we determine who/what is socially acceptable?
- vi. What are the consequences for deviating from social norms?

b. ESs:

- i. Identification of a thesis/argument, evidence, chain of reasoning
- ii. Crafting and defending thesis statements.
- iii. Identification and discerning salient evidence to support a cogent argument.
- iv. Identification of a thesis/argument, evidence, chain of reasoning.

## British Literature Midterm Project & Presentation

	<b>5</b>	<b>3</b>	<b>1</b>
<b>Identification</b>	Student fully responded the prompt. All components of the project are completed and presented.	Student mostly responded to the prompt. Most components of the project are completed and presented.	Student responded to some of the prompt. Some components of the project are completed and presents. Minimal work completed.
<b>Synthesis of Text</b>	Student incorporated more than 5 references to the play, including some direct quotations.	Student incorporated a minimum of 5 references to the play.	Student incorporated less than 5 references to the play.
<b>Synthesis of EQ's</b>	Student references or alludes to a minimum of two essential questions through their project.	Student references or alludes to a minimum of one essential questions through their project.	Student references or alludes to no essential questions through their project.
<b>Communication (Presentation)</b>	Student speaks clearly, makes eye contact with their audience, and has visuals for their presentations. Student has also dressed to impress.	Student mostly speaks clearly, makes some eye contact with their audience, and has some visuals. It is clear that they have practiced.	Student shows little effect of having practiced for their presentation. They have minimal visuals.
<b>Communication (GUM)</b>	Student has edited their paper and presentation for grammar, usage, and mechanics. There are minimal errors and they do not impede the audience's understanding.	There are some errors in grammar, usage, and mechanics in their produce and presentations that slightly impede the audience's understanding.	There are multiple errors in grammar, usage, and mechanics. There is a major issue in the audience's understanding.
<b>Process</b>	Student is prepared on the day of their presentation.	x	Student is not prepared on the day of their presentation.