American Literature Time Periods:

Group Research and Peer Teaching Project

In this project, you will study significant literary movements in American literature. You will be assigned to a small group that, working collaboratively and using sound research, will serve as the “expert” on one period of American Literature. It is through your teaching that your peers will come to understand the role of your assigned time period, so be thorough, accurate, and engaging as you conduct your peer teaching.

**THIS IS NOT A HISTORY PROJECT!!!! EVERYTHING YOU INCLUDE SHOULD BE RELEVANT TO THE WRITING AND STYLE!!!!!**

**SEVERAL WEEKS PRIOR TO YOUR PRESENTATION:**

1. **Research:** Conduct research on your assigned period of American Literature using a variety (more than three) of reliable sources. Based on your research. You will be expected to do all of the following:

* Describe the historical context of the time period. What ideas of the time shaped the writing? How did the writing influence the people?
* Identify the unique features of the literature of the time period (main ideas, themes, questions, etc.)
* Describe and explain the prevalent genres/styles/literary techniques (be sure to discuss key literary terms found in the reading)
* Provide a short list of important authors/works from that particular time period

1. **Create:** Create all requirements assignments listed below

**REQUIREMENTS**

1. **PowerPoint Presentation or Prezi:** Create an “overview presentation” (10-15 minutes) that includes the direct participation of all members
   1. Topics to Include

* Historical Context: Discuss major events that ***influenced writers*** of this period. Consider trends and innovations in economics, religion, politics, technology, philosophy, art, etc. **How is historical context reflected in the ideas—and writings—of this period?**
* Values and Beliefs: Discuss the major *ideas* of the period. Is there a specific philosophical or religious movement attached to this period? **How did the writers of the time answer some of our most essential questions**—What is the nature of God? What is the relationship between nature and man? What does it mean to be a “good” person? Are humans innately good or evil? What is the relationship between society and the individual? How does a person find true happiness? Etc.! This section should be the heart of your presentation since it is what distinguishes your period from others in the American timeline. Let your research be your guide.
* Genre and Style: Discuss the dominant genres (essay, novel, speech, letter, narrative, poem, etc.) that characterize this literary period. Be sure to clearly define all terms as your present this information.
* Significant Authors and Works: Which authors and/or works are most representative of this period? **Select between two or three highly acclaimed (these tend to be names and titles you recognize) writers and/or their works to share with the class**. Include a *brief* biography of summary for each example you choose to discuss.
* Highlighted passage: Select an excerpt, poem, essay, etc. from the period to read to the class. You may tie this to the “Significant Authors and Works” portion of your presentation, if you see fit. **Discuss the ways in which the passage exemplifies your period. Consider both thematic and stylistic elements in your analysis. \*\*You must be able to explain how the literature reflects the historical influences and specific style and genres of the time period!\*\***

1. **Handout**
   1. Create a handout to distribute to the class that includes (1) Cornell notes of the major points from your presentation, (2) a copy of the passage you will read to the class, and (3) any other handout needed for the activity portion of your presentation. This handout should be both information-rich and user-friendly and be used as a form of activity with the class.
2. **Passage Activity**
   1. You must develop an activity to do with the class that involves that passage you chose. It could be annotating the text, working in small groups, class discussion, etc. **IT CANNOT BE A QUIZ!!!!**
3. **Assessment**
   1. Create a quiz for your peers with questions covering your presentation and the assigned readings for your time period. The quiz must have no less than 10 questions and ***cannot*** be multiple choice or true/false questions. **(The quiz is for Ms. Berti. You will NOT be doing this with your students.)**

**THE DAY OF YOUR GROUP PRESENTATION:**

1. Your group is the teacher for the day. Cover the material and engage the class in discussion. Make sure you have prepared some discussion questions in advance. Remember, you are responsible for preparing your classmates for the quiz!

**GRADE BREAKDOWN**

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| 1. Required Papers to turn in:  * Printed copy of PowerPoint or Prezi Presentation * Handout including:   + Cornell Notes   + Passage   + Activity Handouts- If needed * Quiz * Works Cited page | 1. Lesson:    * (15-20 minutes) Presentation on your topic:      + Are you prepared?      + Are your knowledgeable?      + Is it evident that all members are sharing the workload or is it one-sided?    * (10-15 minutes) Passage Analysis & Activity      + Does that passage emphasize the time period?      + Does it reflect historical influences?      + Are you able to explain how the passage uses specific time period styles and characteristics?      + Does the activity connect to your topic?      + Does it help the class understand the topic?      + Is it thoughtful and well-prepared? |

**Major American Time Period (Notice that time periods DO overlap):**

~~Colonial/ Puritan (1650-1750)~~

Group 1: Revolutionary/ Age of Reason (1750-1810)

Group 2: Romanticism (1800-1860)/ Transcendentalism (1840-1860)

Group 3: The Civil War Era- Realism, Naturalism, and Regionalism/Local Color (1850-1914)

Group 4: Modern/ Modernism (1914-1950)

Group 5: Harlem Renaissance (1890-1930)

Group 6: Post-Modernism/ Contemporary (1950s-present)’

**Handouts are due the class period BEFORE your presentation date! Failure to turn them in on time will result in 15% off your final score!**

**Handouts Due:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Your Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Your Group Members:**

|  |  |  |
| --- | --- | --- |
| **Name** | **Phone** | **Email** |
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American Literature Time Periods: Group Research and Peer Teaching Project RUBRIC

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| **Activity & Points** | **5** | **3** | **1** |
| **Introduction** | Gives overall topic and draws in the audience. | Introduction relates to the topic and is clear. | Introduction does not give an overview & is not engaging. |
| **Knowledge of Subject (x2)** | Demonstrates masterful knowledge of the subject matter. | Demonstrates adequate/ average knowledge of the subject matter. | Demonstrated a very poor knowledge of the subject matter. |
| **Evidence of Preparation** | Demonstrates a superior ability to organize and execute the lesson. | Demonstrates an adequate/ average ability to organize and execute the lesson. | Demonstrates a very poor ability to organize and execute the lesson. |
| **Text Elements** | Text does not overwhelm the slide. Background is the same throughout presentation. | Most fonts are easy to read, but on occasion, font style, italics, long paragraphs, color or busy backgrounds detract from readability. | Busy background, poor color contrasting, more than 2 font styles used. |
| **Graphics, Sound and/or Animations** | Graphics are crisp & clear & assisting in understand. No crossovers of graphics and text. | Visually depict topic and assist audience; images are proper size & resolution. Images/ text do not crossover. | Unrelated to content, animations crossover each other. Distracting, busy, and detract from presentation. |
| **Delivery** | Builds trust and holds attention by direct eye contact with all parts of audience; Fluctuation in volume and inflection. | Quick recovery from minor mistakes; fairly consistent use of direct eye contact with audience; satisfactory variation of volume & inflection. | Nervous tension obvious. No effort to make eye contact with audience; low volume and/or monotonous tone causes audience to disengage. |
| **Writing Mechanics** | The text is written with no errors in grammar, capitalization, punctuation, and spelling. | The text clearly written with 1-4 errors in grammar, punctuation, and spelling. | Errors in spelling, capitalization, punctuation, and grammar repeatedly (5+ errors) |
| **Works Cited (Last Slide)** | A minimum of 3 sources from resources are noted on the last slide. 1-3 MLA format errors. | A minimum of 2 sources is noted and 4-6 errors in MLA format are evident. | 1 source or NO sources or Works Cited page not included. MLA format has 7+ errors. |
| **Activity (x2)** | Connected and relevant to the topic; helps overall understanding of the theatre style and/or culture. | Connected but lacking relevance to the topic; somewhat helps the understanding of theatre style and/or culture. | Disconnected and lacking relevance to the topic; does not offer help in understanding or might confuse students. |

Lesson Total Points= \_\_\_\_/55

Printed copy of PowerPoint or Prezi presentation= \_\_\_\_/10

Handout= \_\_\_\_/ 10

Quiz= \_\_\_\_/10

Works Cited page= \_\_\_\_/10

PROJECT GRADE= \_\_\_\_\_/100