

Bulletin Board / Literary Movement Presentation

AP English Language and Composition

In an era of visual literacy, developing the skills to articulately express complex information in a visual format is important.

Purpose:

To facilitate the development of this ability, you will work in teams to create compelling and informative visual presentations for the beginning of one of the units in this course. For a list of the major units in the course, please refer to the syllabus.

Method:

Each group will be required to create a visual presentation, e.g. PowerPoint, Flash, video, that conveys the essential aspects of the literary movement(s) presented in the unit.

In addition, each group will be required to decorate the bulletin board with essential information from the unit.

Requirements/Expectations:

Visual Presentation

This presentation will be the one used to introduce the unit of study. As such, the presentation should be clear and engaging. Each group must choose the most salient points of the unit. The information must strike a balance between presenting all the essential aspects of the unit without making it too overloaded that students will not be able to follow the presentation.

As you develop the presentation, you will need to show multiple drafts to the teacher. This assignment should not be seen as a trivial end-of-unit presentation. It is a real learning tool for the rest of the students in your class. Producing a poor presentation will not only result in a low grade, it will also seriously impact the learning of your peers.

While emailing a PowerPoint or video file will suffice, students are encouraged to use Google Docs or similar online programs that will allow the team more options for collaborating.

Bulletin Board

Each group will be assigned a portion of the bulletin board where you will create a visual representation of the important information from the unit.

Only the most salient points should be mentioned in the limited space available.

Keep in mind the bulletin board will help remind the class of important historical and cultural aspects of any literary movement, or will help students develop more awareness of rhetorical techniques depending on your unit of study.

Written Response

Each member of a group will be required to write a two page response discussing their role in developing the presentation and bulletin board. The response should focus on major decisions about what material was covered and how it was covered. It should be apparent from the written response, that each student was engaged and active in the entire process.

In addition to the formal written response, the teacher should be provided with notes from meetings or other evidence of the collaboration. This evidence can either be printed and handed in on the first day of the unit, or the teacher can be included in any online collaborative environment.

GPS Standards:

ELA11LSV2 - The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

ELAALRL3 The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

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Units of Study		Group Members: (List all group members, but circle your name)						
<p>Expectations vs. Reality - Conflicting Narratives (Sept. 20) Native American / Colonial Early American Religious Context</p> <p>Writing a Revolution (Oct. 11) Revolutionary America Enlightenment Liberty</p> <p>The Individual vs. Society (Nov. 8) Post-revolutionary sentiments Social Obligation – Independence</p> <p>The Reality of Life – War and Loss of Faith (Jan. 6) Civil War Strife</p> <p>Isolation and Alienation (Feb. 22) Rise of the American Dream Sense of individualism, isolation <i>*Dates are subject to change.</i></p> <p align="center">Points to Cover</p> <p>Major Works</p> <ul style="list-style-type: none"> - Authors - Titles - Topics <p>Major Themes / Driving Principles</p> <ul style="list-style-type: none"> - What led to the literary movement? - What unifying ideas did the authors share? <p>Cultural / Social Context</p> <ul style="list-style-type: none"> - Were there regional / socio-economic, or other demographic distinctions? <p>Historical influences</p> <ul style="list-style-type: none"> - What historical events shaped the movement? 	Project Rubric		Did Not Meet Expectation	Approaches Expectation	Meets Expectations	Exceeds Expectation	Weight / Score	
	Content:		1 - 4	5 – 6	7 – 8	9 - 10	X 1	
	<i>The actual material presented in all aspects of the project.</i> The content should be well-developed and focus on the most important aspects of the unit.	Accurate Information						
	The project demonstrates a deep understanding of the unit for all group members.	Focus on Key Elements					X 2	
	Bulletin Board:						X 1	
	The information presented should be clear and easy to follow. The board should be both engaging and informative.	Visual Presentation					X 2	
		Informative Presentation					X 2	
	Visual Presentation:						X 2	
	The presentation should be informative and help focus the class on the most important aspects of the movement and should illustrate the robust and complex nature of the movement.	Engagement					X 3	
		Material Covered					X 4	
	Individual Participation							
	Each member of the team contributed. This section is an individual grade.							