

Emily Rollins



Teaching has been my passion for many years. I have been teaching ballet, tap and jazz since 2005. When I graduated from St. Charles Community College with my associate's degree, I wanted to pursue my passion for teaching and writing by achieving my bachelors in secondary education English. Today, I am one semester away from achieving my goal. Teaching is a selfless job that will, in turn, give me pride and joy in myself, as well as my students. I knew that teaching is going to be a difficult job, but since I have completed my internship, I have come to realize that teaching is much more difficult than I ever expected. This creates a much needed challenge for me and for my future. The ever changing scene of students, education and classes will keep me on my toes. I am excited to move forward!

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

-Albert Einstein

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Unit 2

Emily Dickinson Poetry

Rationale: I have created this unit to help students understand the meaning of Emily Dickinson's poetry, by using reader's and writer's theater. To have a better understanding of her poetry, the students will study the biography of Emily Dickinson and create a timeline of her life. They will explore the vocabulary of Emily Dickinson by interpreting, analyzing, and evaluating her poetry. To help the students recognize literary techniques in other poetry, the students will focus on imagery and tone in her poems. After reading one of her poems, the students will compose a personal memory in which the teacher will form into a writer's theater project. The students will use their creativity and work together to perform an Emily Dickinson poem, by using the concept of reader's theater. Having the students act out the lines of the poem is particularly relevant, because it will allow them to connect with the poem and the meanings behind it.

Summary: This will be an eleven day unit. In the first two classes the students will be researching the biography of Emily Dickinson's life. In groups, they will use their creative skills to design a timeline of her life. On days three through six, the students will analyze Dickinson's poems by picking out unknown vocabulary words. Then, as a class, they will generate a list of vocabulary words and look up the meanings using a dictionary and Emily Dickinson's Lexicon. Day seven and eight will be spent reading one poem and writing a personal memoir. On day nine, the students will perform one of Emily Dickinson's poems using the concept of Reader's Theater. On day ten, the students will be taking a final comprehensive test over Emily Dickinson's poetry. On day eleven, the students will be performing their own writing from day seven and eight's writing prompt.

Objectives:

- At the end of this unit, the students will perform one of their own pieces of writing using the concept of Writer's Theater, with 90% accuracy.
- By the end of this unit, the students will understand how to interpret imagery from poetry, with 85% accuracy.
- By the end of this unit, the students will read and apply multi-step directions to perform complex procedures such as Reader's Theater, with 90% accuracy.

Length of Curriculum: This unit will consist of eleven, 55 minuet class periods.

Literacy Strategies: Bubble mapping, Reader's Theater, Writers Theater, Tone and Imagery worksheet, Read aloud, KWL

Resources: Language Art's textbook, paper and pen, computer lab, classroom, handouts, bubble maps, Imagery worksheet

Assessment

Formative: Completion of timeline, quality of timeline, active participation in reader's theater and writer's theater

Summative: Confidence, expression, eye contact, and gestures in script reading, active participation in group work, Emily Dickinson multiple choice test, completion of timeline

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Emily Dickinson Biography

Grade 9-12 Subject: Language Arts Prepared By: Emily Rollins
 Level: _____

<p>Essential Question</p> <p>What kind of poetry might come from someone with this background?</p>	<p>Education Standards Addressed</p> <p>-Record relevant information from multiple primary and secondary sources using a self-selected note-taking or organizational strategy. -Analyze describe and evaluate the elements of messages projected in various media.</p>
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	Teacher Guide	Student Guide	
Objectives	By the end of class, the student will create a timeline of Emily Dickinson's life using the bio website, with 90 % accuracy.	In a group, create a timeline of Emily Dickinson's life using color, organization skills and research.	<p>Materials Needed</p> <p>Student</p> <ul style="list-style-type: none"> • Paper/pen • Lit. Book • Computer lab • Coloring material • Blank paper <p>Teacher</p> <ul style="list-style-type: none"> • Website handout 1
Information	<ul style="list-style-type: none"> • On the white board • KWL: Emily Dickinson 	<ul style="list-style-type: none"> • Take notes • Discuss prior knowledge of Dickinson 	
Verification	<ul style="list-style-type: none"> • Read the bio in Lit Book • Read sample letter in book • What does the letter reveal about Dickinson's life/personality • EQ: Poetry? 	<ul style="list-style-type: none"> • Discuss essential question • Read letters and bio from lit book 	<p>Other Resources</p> <p>Computer Lab http://www.emilydickinsonmuseum.org/</p>
Activity: Computer lab/ Classroom	<ul style="list-style-type: none"> • Go over handout 1 • 3 Groups: research website • Monitor student research and progress on timeline 	<ul style="list-style-type: none"> • Research website and take notes • Create a timeline of her life depending on group # 	
Summary	<ul style="list-style-type: none"> • Have each group present their timelines to the class • Display the timelines in classroom 	<ul style="list-style-type: none"> • Present timelines • Post in classroom 	

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Emily Dickinson Vocabulary/Imagery

Grade 9-12 Subject: Language Arts Prepared By: Emily Rollins
 Level: _____

<p>Essential Question</p> <p>Can I summarize the images in Emily Dickinson's poetry in a paragraph or picture?</p>	<p>Education Standards Addressed</p> <p>Develop vocabulary through text, using glossary, dictionary and thesaurus -During reading, utilize strategies to determine meaning of unknown words -Apply post-reading skill to comprehend, interpret, analyze and evaluate text: reflect</p>
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	Teacher Guide	Student Guide	
Objectives	By the end of class, the student will understand Emily Dickinson's vocabulary with 85% accuracy. By the end of class, the student will summarize the images from one poem with 90% accuracy.	Write a list of words from Emily Dickinson's poems Research unknown words Summarize images from one poem in a paragraph or picture	Materials Needed Student <ul style="list-style-type: none"> • Lit. Book • Paper/pen • Computer Teacher <ul style="list-style-type: none"> • White board • Bubble map
Information	<ul style="list-style-type: none"> • What words do you see multiple times? • Are these words common? • Do you use these words? 	<ul style="list-style-type: none"> • Make a student generated list of "Dickinson Vocab" using the book 	
Verification	<ul style="list-style-type: none"> • Have students look up unknown words • Use Emily Dickinson Lexicon • http://edl.byu.edu/lexicon 	<ul style="list-style-type: none"> • Use dictionaries • Use Emily Dickinson Lexicon 	Other Resources In class computer/ computer lab
Activity:	Imagery: <ul style="list-style-type: none"> • Read one poem in class • Have students create a bubble map • Respond to one or two images 	<ul style="list-style-type: none"> • Create a bubble map of words from poem • Write a response to one or more images they find intriguing 	
Summary	<ul style="list-style-type: none"> • Responses in paragraph form Or • Create a picture of one or more images from poem 	<ul style="list-style-type: none"> • Respond with a paragraph or create a picture describing one or more images from the poem 	

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Emily Dickinson Slant Writing

Grade
Level: 9-12

Subject: Language Arts

Prepared By: Emily Rollins

Essential Question How can I write a slant memoir using Emily Dickinson's poem "Tell the truth, but tell it slant"?	Education Standards Addressed -Explain, analyze and evaluate author's use of text features to clarify meaning. -Follow a writing process to generate a draft -Compose a text using writing techniques such as imagery, humor, voice, and figurative language
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	Teacher Guide	Student Guide	
Objectives	By the end of class, the student will compose a slant memoir with 90% accuracy.	<ul style="list-style-type: none">Take notesHandout 2Write a personal memory slant	Materials Needed Student <ul style="list-style-type: none">Paper/penLit. Book Teacher <ul style="list-style-type: none">Handout 2
Information	<ul style="list-style-type: none">Dickinson was very serious about her poetryDiscuss poem "tell the truth, but tell it slant"	<ul style="list-style-type: none">Listen and take notes	
Verification	<ul style="list-style-type: none">Read slant poemDiscuss what it means line by line	<ul style="list-style-type: none">Listen and take notes	Other Resources
Activity:	<ul style="list-style-type: none">Explain handout 2Writing a memory slantHave students revise their work	<ul style="list-style-type: none">Write a personal memory but write it slantDue by the next class periodRevise!	
Summary	<ul style="list-style-type: none">Let students know they will be using this for writers theater at the end of unit	<ul style="list-style-type: none">ReviseReviseRevise	

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Emily Dickinson Readers Theater

Grade Level: 9-12 Subject: Language Arts Prepared By: Emily Rollins

<p>Essential Question</p> <p>Can I find meaning in an Emily Dickinson poem by using Readers Theater?</p>	<p>Education Standards Addressed</p> <ul style="list-style-type: none"> -Read and apply multi-step directions to perform complex procedures and or tasks -Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced.
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	Teacher Guide	Student Guide	
Objectives	By the end of class, the student will be able to act out an Emily Dickinson poem using reader's theater with 90% accuracy.	<ul style="list-style-type: none"> • Understand reader's theater format • Read handout 3 • Meet with group and assign roles • Perform poems 	Materials Needed Student • Poem Teacher • Handout 3
Information	Introduce Readers Theater HO 3: <ul style="list-style-type: none"> • Discuss readers theater tips/staging/scripting/reading • Enthusiasm/action/sound effects 	<ul style="list-style-type: none"> • Review Readers Theater HO 3 and Rubric 	
Verification	<ul style="list-style-type: none"> • Demonstrate practice RT over one line in poem with class • Assign groups 	<ul style="list-style-type: none"> • Understand what teacher is looking for • Meet with groups • Assign roles for teammates 	Other Resources
Activity:	<ul style="list-style-type: none"> • Monitor group work • Make sure students are using enough action/sound effects etc. • Give groups 20 min to prepare 	<ul style="list-style-type: none"> • Highlight roles for group • Use HO 3 to compose 	
Summary	<ul style="list-style-type: none"> • Take turns performing scripts 	<ul style="list-style-type: none"> • Perform poems using readers theater strategies 	

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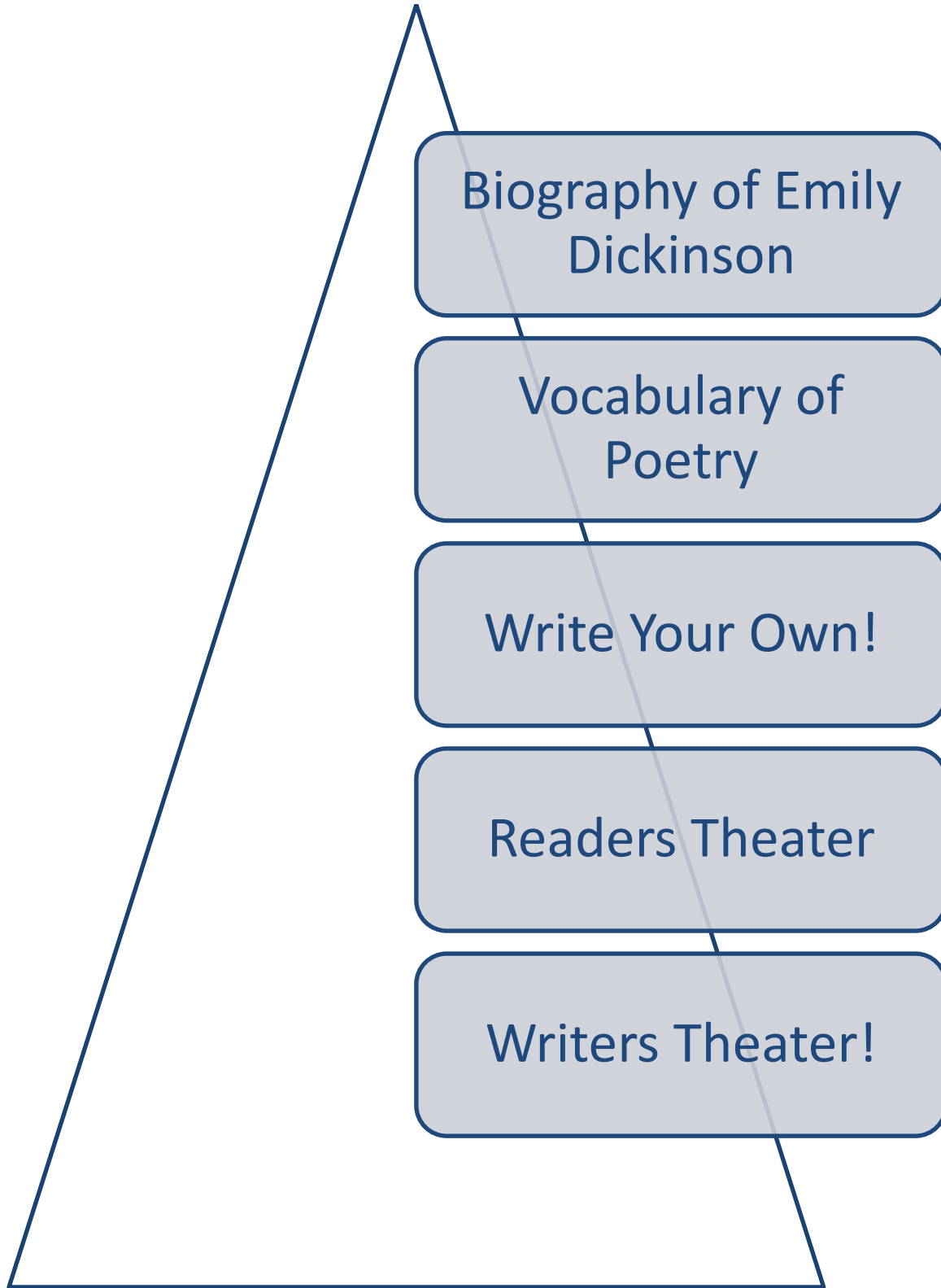
Emily Dickinson Writers Theater

Grade Level: 9-12 Subject: Language Arts Prepared By: Emily Rollins

<p>Essential Question</p> <p>How can I use writer's theater to present my own work?</p>	<p>Education Standards Addressed</p> <p>-Read and apply multi-step directions to perform complex procedures and or tasks</p>
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	Teacher Guide	Student Guide	
Objectives	By the end of class, the student will present their writing to the principal by using the writer's theater method with 90% accuracy.	<ul style="list-style-type: none"> • Read through Writers theater script • Present Writers theater to principal • Prepare for test 	<p>Materials Needed</p> <p>Student</p> <ul style="list-style-type: none"> • Paper/pen <p>Teacher</p> <ul style="list-style-type: none"> • Writer theater script • Principal for audience
Information	<ul style="list-style-type: none"> • Explain Writers theater to students • Just like readers/ but no actions just vocal • Emotions/word emphasis/ feelings 	<ul style="list-style-type: none"> • Listen and take notes 	
Verification	<ul style="list-style-type: none"> • Choose script from students slant writing projects (meaningful to student) • Create script before class 	<ul style="list-style-type: none"> • Review script with class • Review and prepare for presentation 	Other Resources
Activity:	<ul style="list-style-type: none"> • Assign seating/setting/classroom for show • Invite principal for reading 	<ul style="list-style-type: none"> • Be prepared to present reading 	
Summary	<ul style="list-style-type: none"> • Applause • Recognition • Praise for work • Review for test 	<ul style="list-style-type: none"> • Applause and recognition • Review for test 	

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Teacher Calendar

Teacher: Emily Rollins

Unit: Emily Dickinson Poetry





	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	-Print off HO 1-3 -Invite principle to presentations	-Reserve computer lab -Get coloring/paper together	Start Unit -LP1: ED Bio Bring (assign groups) - coloring/paper to lab - HO1: Website	-LP1 continued: Finish timelines in class/display in classroom	-LP2: ED Vocab/Imagery -Bubble mapping poem 1-2 -In class computer -Write responses
Week Two	-Bubble map poem 3-4 -In class computer -Write responses	-Read and discuss meaning of poem 1-2 - Tone/Imagery worksheet	-Read and discuss meaning of poem 3-4 - Tone/Imagery worksheet	-LP3: ED Slant Writing -HO2: Slant writing	-LP3 continued: Revise slant writing -Turn in work
Week Three	-LP4: ED Readers Theater -HO3: Readers theater/ rubric -Review for Test	Take Test -Handout WT script/ Practice	-LP5: ED Writers Theater -Set up classroom -Invite principal End Unit		

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Student Calendar

Teacher: Emily Rollins

Unit: Emily Dickinson Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One			Start Project! *Meet in computer lab *Bring Book	Timeline Due! 	*Bring Book! Start Bubble Maps 
Week Two	*Bring Book & Bubble Maps	*Bring Book & Bubble Maps	*Bring Book & Bubble Maps	Writing Assignment 	Writing Assignment Due!
Week Three	Readers Theater! *Review for test	Take Test! *Practice WT Script	Writers Theater Presentation! 		
Week Four					

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Unit Plan
March 13, 2012

Rationale: I have created this unit to help students recognize how tone and characterization can be used in the short story, “The Devil and Tom Walker” by Washington Irving. By using context clues and characters from the story, the students will assemble a short scripted scene to perform. This unit is necessary for students because it will help them identify tone and characterization in other stories. By using details from the text, the students will be able to analyze character, plot, setting, and overall meaning of the work. In this unit, the students will work with one another to comprehend, interpret, analyze and evaluate the text to draw conclusions about the main ideas. The students will be able to use their creativity and work together in producing a script. Putting the students into the characters shoes is particularly relevant, because it will allow them to connect with the story and its characters. Students will also have to work supportively to assemble a well-organized short scene that captures their audience.

Summary: This will be an eleven day unit. In the first class the students will be prewriting and learning new vocabulary from the text. We will read the short story “The Devil and Tom Walker” in class together. After the students have read the story they will begin discussing their scripts. I will divide the students into groups of three and they will work together to prepare a short script. I have designated three class periods for the script writing. Each student will need to perform one part in the play, the narrator and two actors/actresses. In the last class period the students will present their scripted stories to the class.

Objectives:

- The students will be able to develop and apply the skills and strategies to comprehend, analyze and evaluate fiction and drama.
- At the end of this unit the students will be able to identify and explain the literary techniques tone and characterization.
- During this unit the student will apply a writing process to compose an effective script.
- The students will create a script by using writing techniques such as vivid language and imagery.

Length of Curriculum: This unit will consist of eleven 55 minuet class periods.

Literacy Strategies: Word Map, Cornell, Think aloud, Read aloud, Script writing hand out.

Resources: Short story, “The Devil and Tom Walker”, paper and pen, classroom, handouts, word map, props and costumes.

Assessment:

Formative: completion of script, quality of script, active participation in play and group discussion, entertainment factor, group work ethic

Summative: creativity in script, cohesiveness of group effort, portrayal of characterization and theme in acting, “The Devil and Tom Walker” multiple choice test, vocabulary quiz

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Characterization

Grade 9-12 Subject: Language Arts Prepared By: Emily Rollins
 Level: _____

Essential Question: How can I use characterization in my script?	Education Standards Addressed -Listen for information
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	Teacher Guide	Student Guide	
Objectives	By the end of class the student will understand the literary element characterization with 85% accuracy. At the end of class the student will be able to use characterization in their script writing with 85% accuracy.	Understanding characterization	Materials Needed Student <ul style="list-style-type: none"> • Paper • Pencil Teacher <ul style="list-style-type: none"> • Handout 1 • Overhead 1
Information	-Characterization: the process by which the writer reveals the personality of a character. -Direct: tells the audience what the personality of the character is. -Indirect: shows things that reveal the personality of a character. -5 methods of indirect characterization	Listen and take notes	
Verification	Handout 1: review with class Overhead Characterization	-Review Handout 1/ ask questions	Other Resources -prior knowledge of character in a story
Activity	As a class: -Go over a character from a story they just read. -Fill out Characterization overhead together.	-Participate in class discussion	
Summary	-Use indirect characterization chart when writing scripts -Use to define characters: the devil/ Tom's wife	-Ask questions	Additional Notes

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Using Tone in writing to address an Audience

Grade 9-12 Subject: Language Arts Prepared By: Emily Rollins
 Level: _____

<p>Essential Question</p> <p>Why does tone matter in writing?</p>	<p>Education Standards Addressed</p> <p>Use details from text to identify and analyze tone. Apply pre-reading strategies to aid comprehension: access prior knowledge Compose text showing awareness of audience.</p>
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	Teacher Guide	Student Guide	
Objectives	By the end of class the student will understand how to use the literary concept tone in their writing with 85% accuracy. By the end of class the student will write two letters to support their understanding of tone with 85% accuracy.	Understand Tone in personal writing Write two letters to show comprehension	Materials Needed Student <ul style="list-style-type: none"> Paper Pencil Teacher <ul style="list-style-type: none"> Do now Lesson Plan
Information	Do now: In your own words describes Tone.	Do when entering class	
Verification	Then: share the best answer Clarify what tone is: how the author made the audience feel after read How can you use tone in own writing?	Do first: Read 2 tone answers from classmates Make changes to your own	Notes of Activity: <ul style="list-style-type: none"> Tone depends on the audience Remember to start and finish letters: Dear Jon/ Sincerely, Jane Examples
Activity	Two letters of Apology: First letter- apology for accidentally breaking neighbor window Second letter- Apology to sibling for something you're not sorry for	Include: First letter: sorry/ be polite/ soft spoken/ very apologetic Second letter: Be rude/ obnoxious/ not apologetic Volunteer Read- both letters	
Summary	<ul style="list-style-type: none"> 2 apology letters but 2 different tones 	<ul style="list-style-type: none"> Which letter did you mean? Why does tone matter in writing? How is the tone directed for the specific audience? 	Final Thought: Tone can change in your writing based on the difference in audience!

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Reading “The Devil and Tom Walker”

Grade
Level:

9-12

Subject: Language Arts

Prepared By: Emily Rollins

<p>Essential Question: What can I learn from the short story “The Devil and Tom Walker”?</p>	<p>Education Standards Addressed -Read grade-level instructional text - Develop vocabulary through text, using glossary, dictionary and thesaurus</p>
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	Teacher Guide	Student Guide	
Objectives	-By the end of the lesson, the students will support their definitions on the vocabulary, by using sentences from the reading with 85% accuracy. -At the end of the class, the students will understand the meaning of the short story "The Devil and Tom Walker", by 85% accuracy.	While reading the short story the student will take notes as well as look for vocabulary words.	<p>Materials Needed</p> <p>Student:</p> <ul style="list-style-type: none"> • Language Arts Book • Cornell notes <p>Teacher:</p> <ul style="list-style-type: none"> • Language Arts book • Handout 2
Introduction	What would you do if you met the devil/ recognize him/her/ devil look like? <ul style="list-style-type: none"> • Early Americans (1700-1800) • devil was the subject of many thoughts and writings 	<ul style="list-style-type: none"> • Free Write • Share free write • Listen to background info 	
Verification	Handout 2: <ul style="list-style-type: none"> • Vocab word map • Cornell notes Explain both	<ul style="list-style-type: none"> • Take notes during reading • Look for vocab words 	Other Resources
Activity	<ul style="list-style-type: none"> • Read short story • Stop to explain vocab words • Ensure students are taking notes 	<ul style="list-style-type: none"> • Listen and take notes • Write sentence with vocab words used in story 	
Summary	<ul style="list-style-type: none"> • Reaction to story: Setting/ character/ mood/ tone of writing • Clarify vocab • Homework: Complete word map 	<ul style="list-style-type: none"> • Vocab word maps half complete • Discuss story with class 	Additional Notes

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Intro to Script Writing

Grade 9-12

Subject: Language Arts

Prepared By: Emily Rollins

Level: _____

<p>Essential Question</p> <p>What makes a good script?</p>	<p>Education Standards Addressed</p> <ul style="list-style-type: none"> -Listen to evaluate own and others' effectiveness in presentations and group discussion, using providing criteria -Follow a writing process to generate a draft
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	Teacher Guide	Student Guide	
Objectives	<ul style="list-style-type: none"> -At the end of class, the students will distinguish between good script writing and bad script writing, by 85% accuracy. -By the end of class, the students will be able to use examples to support their ideas of a good script, with 85% accuracy. 	<ul style="list-style-type: none"> • Understand how to create scripts creatively • Use tools from this lesson to write a good script 	<p>Materials Needed</p> <p>Student</p> <ul style="list-style-type: none"> • Paper • Pencil <p>Teacher</p> <ul style="list-style-type: none"> • Handout 3 • Overhead 2 • Handout 4
Introduction	<p>Name a good TV show or script? 5 elements that make up a script: characters/plot/when/where/why 3 pillars: action/dialogue/suspense</p>	<ul style="list-style-type: none"> • Descriptive words to describe a good script. • Take notes on script writing 	
Examples/ non examples	<p>EX Good Script: story/ message, unique? Beginning/middle/end resolution Non EX Bad Script: unbelievable characters/ story, message not clear</p>	<ul style="list-style-type: none"> • Take notes on script writing 	<p>Overhead:</p> <ul style="list-style-type: none"> • Vocab for Scripts • Why Narrators are important
Activity	<ul style="list-style-type: none"> • Overhead 2 • Introduce Project Handout 3 • Groups of 3/ Handout 4 • Monitor groups progress 	<ul style="list-style-type: none"> • Meet and greet with group • Assign roles for teammates • Complete outline handout 4 	
Summary	<ul style="list-style-type: none"> • Outline of script should be done • Q&A about Project • Point out specific dates 	<ul style="list-style-type: none"> • Outline should be done • Write down important dates 	Additional Notes

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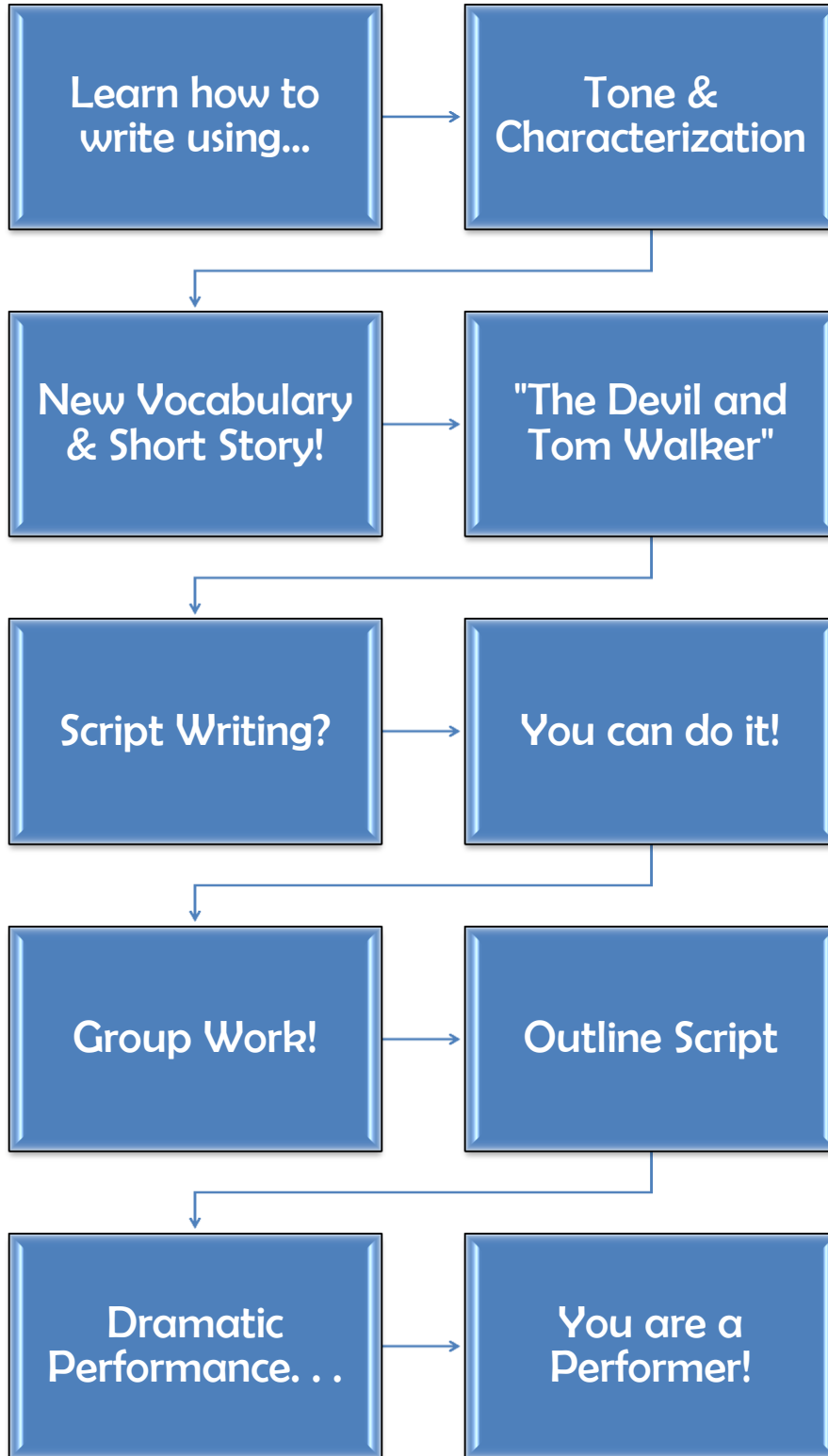
Presentation and Reflection

Grade Level: 9-12 Subject: Language Arts Prepared By: Emily Rollins

<p>Essential Question:</p> <p>What have you learned from this project?</p>	<p>Education Standards Addressed</p> <p>-Read and apply multi-step directions to perform complex procedures and/or tasks</p>
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	Teacher Guide	Student Guide	
Objectives	-By the end of class the student will present their written scripts with 85% accuracy.	Present and reflect	<p>Materials Needed</p> <p>Student</p> <ul style="list-style-type: none"> • Paper • Pencil <p>Teacher</p> <ul style="list-style-type: none"> • Groups Rubric • Handout 5
Information	<ul style="list-style-type: none"> • 10 min. meeting time • Move desks to set up a scene • Contact principle for audience 	<ul style="list-style-type: none"> • Meet with group- 10 min. • Prepared for presentations 	
Verification	<ul style="list-style-type: none"> • Prepare audience: students and principle • Remind students to be respectful and applause 	<ul style="list-style-type: none"> • Clap for presentations • Be respectful 	<p>Other Resources</p>
Activity	<ul style="list-style-type: none"> • Introduce groups • Monitor students and presentations • Encourage applause 	<ul style="list-style-type: none"> • Present! • 15 min. each group • Applause 	
Summary	<ul style="list-style-type: none"> • Congratulatory applause • Hand out 5: reflection • Thank principle 	<ul style="list-style-type: none"> • Reflections • Thank principle 	
			<p>Additional Notes</p> <p>DISCUSS FINAL PRESENTATIONS AS A CLASS</p>

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Teacher Calendar

Teacher: Emily Rollins

Unit: Using Drama for “The Devil and Tom Walker”




	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	-Print off HO 1-5 -Remind students to bring folder -Invite principle to presentations		Start Unit - LP1 :Intro to Tone	- LP1 continued: Intro to characterization - HO1 :Defining characterization - Slide 1	- HO2 : Vocab (20 min.) - LP2 :Reading and Cornell notes
Week Two	- LP2 continued: Finish Reading -assign for HW if not done -Review Vocab	-Vocab Quiz - LP3 :Intro to script writing - Slide 2 - HO3 :Script writing + rubric (assign partners)	Day 1: Start writing - HO4 :Outline script -monitor groups	Day 2: Script writing *Choose date for presentations	Day 3: Finalize Script writing *Review for test (10 min.)
Week Three	- Take Test -Meet with group (10 min.) *Remind groups to bring props	Presentation Day 1 -Set up classroom -Principle *Remind groups to bring props	Presentation Day 2 LP4 :Presentations and Reflections HO5 :Reflection End Unit		

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Student Calendar

Teacher: Emily Rollins

Unit: Using Drama for “The Devil and Tom Walker”

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One			Start Project! *Bring a folder for project	Take Good notes! 	*Bring Book! Complete Vocab sketches. Begin Cornell notes!
Week Two	*Bring notes and vocab sheets for review	VOCAB QUIZ! Introduce Project Meet and greet with group	Plan and Outline Scripts	*Choose date for presentations	Finish Script Today! Study for Test
Week Three	TEST! *Bring Props for presentations	Presentations 	Presentations 		
Week Four					

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The Project:

Work in groups of three to create a one to two page script for the encounter between Tom Walker's wife and the devil. We never get to see what happens, so this is your chance to be creative!

The Challenge:

As your group works together to show your understanding of the characters and themes through your script, remember the limitations of script writing. Script writing is different from any other type of writing. We will only get to know your characters through the words and actions you give them! Use what you know about the characters to create dialogue that is "in character". You may modernize the dialogue, if you want to. Be sure that the characters' attitudes are portrayed as they were in the story.

The Three Pillars of Script Writing:

Your scenes should include, action, dialogue, and suspense
Use clues from the story to create your own version of the encounter.

The Cast:

Each student needs to prepare to play one part: Tom Walker's Wife, The Devil, and The Narrator. You may name Tom's wife.

The Crucial Narrator:

Your narrator can give details of setting, provide necessary background, move the action forward, and even report the thoughts of a character. Your narrator can be the bridge between the scenes and events. Don't overuse your narrator.

The Audience:

In the end, you will be performing your script for an audience. I have invited the principle to see our final presentations! Be sure to go over the grading rubric attached before completion.

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Date to perform _____

Group Members _____

Grading Rubric

Quality of Script: (25 points) _____

Entertainment Factor: (25 points) _____

Group Cohesion and Work Ethic: (25 points) _____

Portrayal of Characters and Theme: (25 points) _____

Group Score: _____

/100

Notes:

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Vocab for “The Devil and Tom Walker”

1. **Prevalent**- widely existing; frequent
2. **Stagnant**- not flowing or moving
3. **Precarious**- uncertain; insecure; risky
4. **Impregnable**- impossible to capture or enter by force
5. **Melancholy**- gloomy
6. **Obliterate**- erase or destroy
7. **Avarice**- greed
8. **Resolute**- determined; resolved; unwavering
9. **Parsimony**- stinginess
10. **Superfluous**- more than is needed or wanted; useless

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Script Outline

Title: _____

Characters:

Setting:

Events:

Action:

Dialogue:

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The Devil and Tom Walker Project Reflection

Tell me what you liked best about this project

Is there anything that you would change?

If you could create a project over this story, what would you do?

Did you enjoy working in groups?

Other comments or concerns. . .
