



ENGAGE NOW!

FINAL COURSE PROJECT

by Janis Mottern-High, Twin Falls High School, Twin Falls, ID
(June 2015)

GRADE LEVEL: 12th Grade AP Literature/Composition

OVERVIEW: Once the Advanced Placement exam is over and class goes on for a few more weeks, it is always a conundrum how to fill those final hours and weeks. Our work is so focused up until the first week of May on the exam that whatever time remains is somewhat of a let down. This project wraps up our course year and gives students opportunity to reflect on the works and authors that have touched them the most. Students have the opportunity to flex their creative muscles and the freedom to express their individuality in relationship to the year's curriculum.

CONNECTION TO CURRICULUM: This assignment connects to the analytical portion of the curriculum, yet blends in creativity with reflection.

CONNECTION TO COMMON CORE STANDARDS:

[CCSS.ELA-Literacy.RL.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.10](#)

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

TIME: Two days after the AP Literature exam (this year May 6, 2015), I review the components of the assignment and share student examples from past years. Students may work individually, in partners, or small groups of three. It usually takes a class period for the overview, examples, pairing up, and organizing a presentation schedule. Two full class periods are given for students to work on their projects; I can generally get through four projects per class when presentation time arrives. Students often spend many hours outside of class to complete their work. Depending on class size and how many groups, presentations take three to four classes.

MATERIALS REQUIRED: Students need access to copies of the texts we have covered through the year. A computer lab is helpful as well. Our media center can help with a few items students might require: paint, markers, poster board etc.

OBJECTIVES:

- Students will select any four or five selections from the course's reading (novels, plays, short stories, and or poems) and identify common thematic threads in their selections.
- Students will create an engaging project using any medium to express the thematic ideas and how these themes affected them personally.
- Each student will compose an original poem using any form; a minimum of 14 lines is required per person. If more than one person is presenting, each student is responsible for 14 lines.
- Students will present their projects and read their original poems to the class as closure to the year's work.

- **STUDENT ASSESSMENT:** Students are each graded on their contributions to the project, teamwork and meeting deadlines. Creativity plays a factor as well.

FINAL COMMENTS: The work and creativity students put into this final project never ceases to amaze me. It is never ordinary or expected; depending on the individual, partners, or small groups, students seem to soar with the freedom of this assignment. Some of the following objects have been crafted: pop-up books, recipe books based on themes from the novels i.e. Crime and Punishment Chili, piñatas, needle points, eatable creations based on themes, calculus equations of the novels, set designs, sculptures, musical compositions, and of course, the ubiquitous bad video, but many good ones as well. However, due to the rigorous nature of the course, these reflections are heartfelt and emotional as students prepare to leave high school behind. I look forward to this project every year.

Student handout follows:

“Happy is he/she who like Odysseus has made a glorious voyage” DuBellay

“A trip’s value is not determined by how far you go or how many people you meet but by how much you angle of vision is changed”

“Ya gotta go there to know there.” Zora Neale Hurston

“Every exit is an entrance somewhere else.” Stoppard

“And the end of all of our exploring
Will be to arrive where we started
And know the place for the first time” T.S. Elliot

“All who wander are not lost” Tolkien

We began our journey together last summer with Anne Elliot, Captain Wentworth, Eliza, Henry Higgins, and Jay & Daisy. We visited many ports...the Everglades, the Orkney Islands, Denmark, the Moors of England, and lastly the Congo, met many memorable characters, observed new literal and figurative landscapes...and we have arrived safely back home.

Final Project: Your project will consist of **two parts: one visual and one poetic**. Consider which ports along the way touched you. Which landscapes offered you new sights, new ideas? Which of the characters you met will always be memorable? How has your angle of vision been affected and/or changed?

Respond to these questions by creating an original piece of art (any medium) feelings/thoughts/memories. Along with the visual, compose a poetic piece to accompany the visual. This does not have to be an epic poem; however, something to share with your fellow travelers (14 lines per person and any for is acceptable). Look around this room, much of what decorates this classroom are from past travelers on the same yearlong path.

Time: Two full class periods will be given to work individually, with a partner, or in a small group of no more than three. You will sign up for a day to present and we will work around end-of-the-year interruptions to the schedule. You are required to present your project, explaining the concept and rationale behind the work. When composing your poem, remember that you will read it to class. (Each student must either compose their own poem or contribute the required lines to the team’s poem.)

Keep In Mind: This is a time to celebrate the rigorous reading and writing you have accomplished over the course of the year. Have some fun and reflect how your “angle of vision” has been changed.