

Novel Group Project Rubric *The Hound of the Baskervilles* Orb of Knowledge

Table Number: _____ Section _____ Student Name: _____

Start Date: Oct. 17 (7B, C, D, & E) Oct. 18 (7A)

Deadline: Oct. 23 (7B, C,D, & 7E) Oct. 24 (7A)

Directions: Review this rubric before you begin assigning roles for your group project about *The Hound of the Baskervilles* by Sir Arthur Conan Doyle. Your responses will be graded according to this rubric. Remember to include this rubric with your completed work when you upload your packet to Archie. Put your initials next to the rows for which you are personally responsible once your group has agreed to divide the parts equally. This project should be done entirely in class.

	Below Standard (0-1 pts)	Approaching Standard(2 pts)	Meets Standard (3 pts)	Member Responsible
Novel Cover Design	Missing one or more of the following elements: the title, author, and unique cover design	All three elements present but the work may be sloppy or lacking logical visual elements	A unique, colorful, and logical cover design that features both the title and author neatly with a background that clearly fits the novel's content	
Author Facts	Missing two or more facts about the author or does not cite the sources of author details	All important facts about the author but has not cited all of the sources of these facts	Exactly five interesting facts about the author and cited all sources properly. Sources are from reliable websites.	
Vocabulary	No vocabulary terms or listed terms without defining them from a dictionary source	Some words with definitions from a dictionary source, but there are fewer than six total terms	All required terms and definitions from a dictionary source in a neat and organized fashion. Color elements were used to make terms stand out.	
Setting (part 1&2)	Missing unique details for each part. The description pages for the setting lack two or more of the five sentences. There is no element of color in the page design.	Includes two pages with unique details for each setting. The descriptions include references to all the senses, but the page lacks neatness and strong color choices.	Includes two pages with very different details for each setting. The descriptions include references to all the senses, and the pages are neatly organized and colored.	
Main and Minor Characters	Only listed the main and minor characters' names and minimal description. The characters' portraits are either missing or inaccurate.	Have unique pages for the main and minor characters with their names, 2-3 important details connected to the characters, and some version of a portrait for each character. Unfortunately, the characters are heavily featured on other pages as well.	Have two unique pages for one main and one minor character with their names, 4-5 important details connected to each character, and a neat and colorful portrait of each character. The characters chosen are not featured heavily on other pages.	
Conflict	Failed to identify the general type of conflict, the characters involved, or how the conflict is resolved using complete sentences.	Identified the general type of conflict, the characters involved, and how the conflict is resolved using complete sentences. Missing text evidence or quotations are not cited with chapter numbers.	Identified the general type of conflict, the characters involved, and how the conflict is resolved using complete sentences. There is specific text evidence and quotations are correctly cited with chapter numbers.	
False vs. True Image	Picked a character who has already been heavily featured in another page or does not have a clearly false identity at any point in the novel. There is no supporting text evidence mentioned.	Picked a character with a clear false image at one point in the book that is uncovered later in the book. There is either visual or text description of both views of the character, but the description is incomplete or unclear.	Picked a character with a clear false image at one point in the book that is uncovered later in the book. There is both visual and text description of both views of the character. All text evidence is cited by chapter.	

Major Theme	Does not clearly write a theme statement or fails to give cited text evidence or explanation supporting the theme.	Clearly writes a theme statement but has only one or two pieces of cited text evidence and explanation.	The student clearly writes a theme statement and has all required pieces of cited text evidence and explanation relevant to the theme.	
Allusions/ Adaptations	Has not included an accurate allusion to this novel or adaptation of the novel at all, or the allusion is not clearly described in sentence form.	Mentioned one allusion or adaptation of this novel in another book, TV show, or movie, but the sentence description is too short (1 sentence) or no visual elements are included.	Fully described one allusion or adaptation of this novel in another book, TV show, or movie. A drawn or properly cited visual element is included.	
Predictions	The chosen character did not survive the novel, is already heavily featured on another page, or the prediction has no basis in the character's actions or attitudes in the actual novel.	The chosen character did survive through the end of the novel, is not already heavily featured on another page, and the prediction has a logical basis in the character's actions or attitudes in the actual novel.	The chosen character did survive through the end of the novel, is not already heavily featured on another page, and the prediction has a logical basis in the character's actions or attitudes in the actual novel. The student writes a 3-5 sentence description of the character's future life.	
Total Group Score: (Maximum Score is 30 points)				
	Below the Standard 0-3 pts	Approaching the Standard 4-6 pts	Meets the Standard 7-10 pts	
Student Cooperation	The student was generally uncooperative in working with others, listening to feedback, or staying on task. The student distracted others in the class from working with poor time management and/or unwise choices.	The student accepted constructive feedback of others and offered relevant feedback when asked. However, he or she was sometimes distracted or off task.	The student both organized the information he or she was responsible for and helped others do the same. The student worked very well with others, assisting as needed and offering encouragement.	
Individual Effort	The student's contribution to the final product was minimal. Others had to step in to complete unfinished or poorly done work. The student did not prepare effectively by reading the novel ahead of time.	The student played some significant role in the final product but did need to be prompted more than once to stay on task and complete required work.	The student played an important role in the project's creation by completing all assigned tasks for chosen portions in a timely manner and with good or excellent attention to detail.	
Total Individual Score: (Maximum Score is 20 points)				

Final Score: _____50(%)

Day 1 Goal: Divide tasks evenly among the people in your table, and begin gathering details for your designs. Practice arranging elements digitally first, then trace the best versions to your paper pages after they are fully checked and corrected.

1. **Novel Cover Design:** Design an alternate cover for the novel. Include the title and author's name. Make logical color choices.
2. **Author Facts:** Research the author and write 5 interesting facts about the author. Cite your sources properly.
3. **Vocabulary:** Write and define 6 words from the novel that you believe classmates may not know.
4. **Setting the Scene (part 1):** Describe one important setting (time and place) of the story using your five senses: See, Hear, Feel, Taste, and Touch
5. **Setting the Scene (part 2):** Describe a second important setting (time and place) of the story using your five senses: See, Hear, Feel, Taste, and Touch
6. **Main Character:** Choose one of the main characters to describe in detail. Include a small portrait of the character.
7. **Minor Character:** Choose one of the minor/subplot characters to describe in detail. Include a small portrait of the character.
8. **Conflict:** Describe an important conflict in the story. How is it resolved?
9. **False vs. True Image:** Choose a character (the hound is an option too!) that is described one way in the early chapters of the book but is revealed to be different in reality by the end of the book. Use both visual and text descriptions to contrast the fake version of the character with the character's true nature.
10. **Major Theme:** Describe a major theme of the novel. Write a concise theme statement at the top, then use at least three details from the novel to support your theme sentence. Cite all quoted text with chapter numbers.
11. **Allusions/Adaptations:** Describe an allusion to this book or a more modern adaptation of this novel in another book or movie that you have read or seen. Include a photo (with source citation) or drawing in addition to your sentence description.
12. **Predictions:** Pick one surviving character from the novel and describe what the character's life might be like 5 years after the events of this novel. Make logical guesses based on how the character behaves in the actual novel.

Day 2 Goals: Each member should be finished with at least half of their chosen tasks. Details should be approved by at least one other group member before finalizing each side of the ball.

☐ **Novel Cover Design:**
Done by _____ Checked by _____

☐ **Author Facts:**
Done by _____ Checked by _____

☐ **Vocabulary:**
Done by _____ Checked by _____

☐ **Setting the Scene (part 1):**
Done by _____ Checked by _____

☐ **Setting the Scene (part 2):**
Done by _____ Checked by _____

☐ **Main Character:**
Done by _____ Checked by _____

☐ **Minor Character:**
Done by _____ Checked by _____

☐ **Conflict:**
Done by _____ Checked by _____

☐ **False vs. True Image:**
Done by _____ Checked by _____

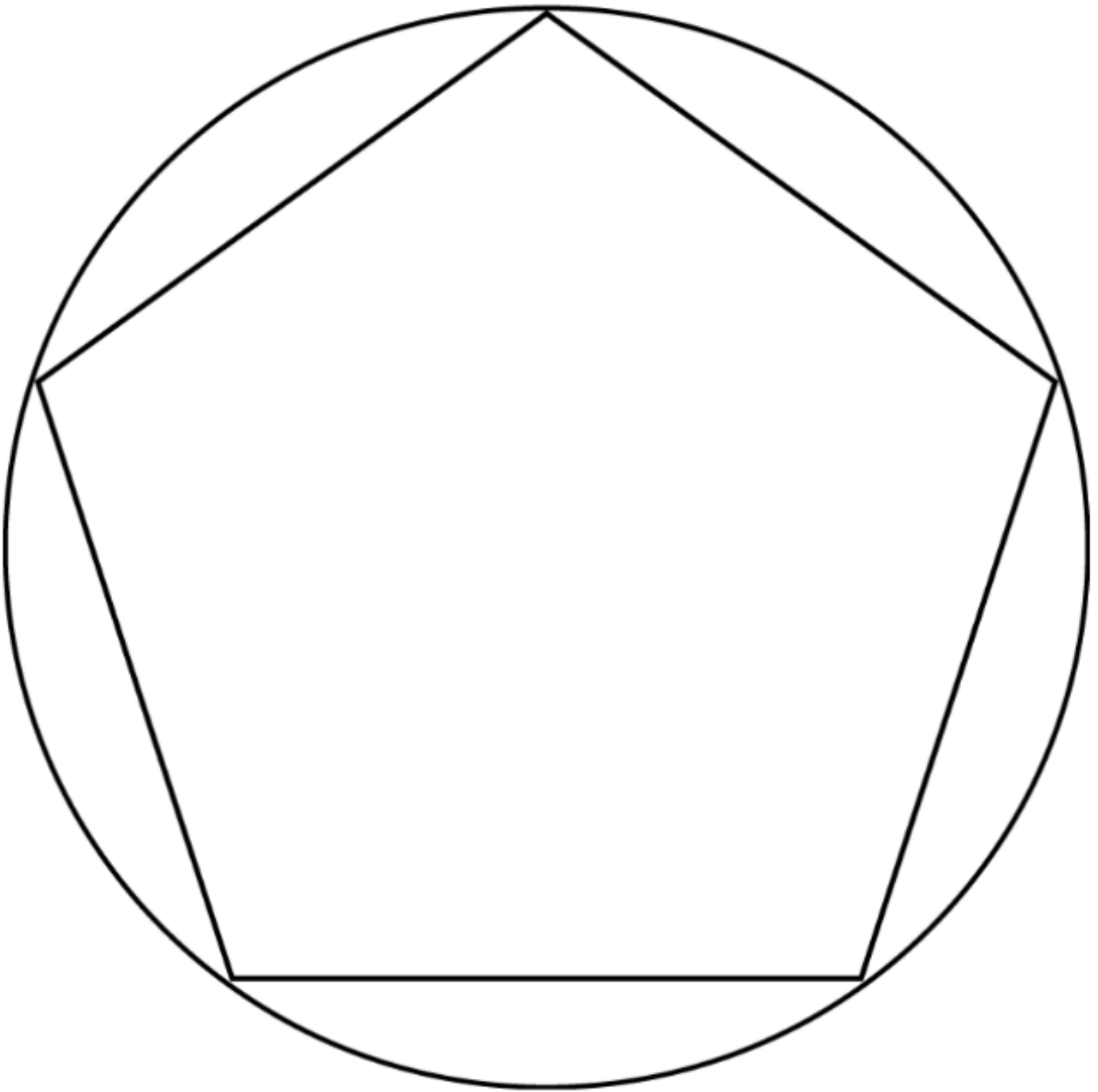
☐ **Major Theme:**
Done by _____ Checked by _____

☐ **Allusions/Adaptations:**
Done by _____ Checked by _____

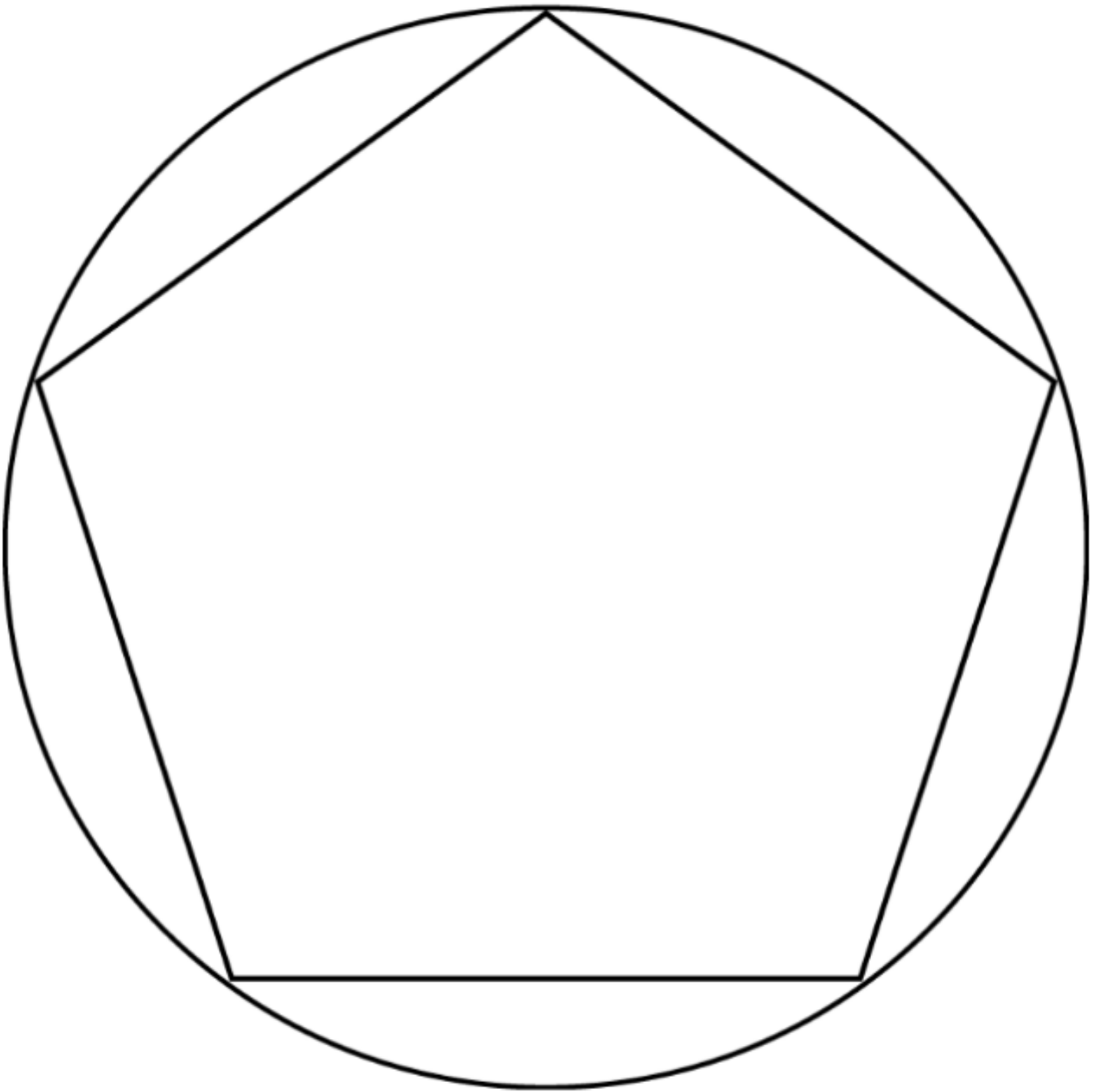
☐ **Predictions:**
Done by _____ Checked by _____

Day 3 Goals: Each member should be finished with all of their chosen tasks and should be helping review other students' work before finalizing the orb designs. Each page of the orb should be checked and approved by at least one other member of the group. Students should begin transferring digital versions of their work to the paper and assembling their constructed orb.

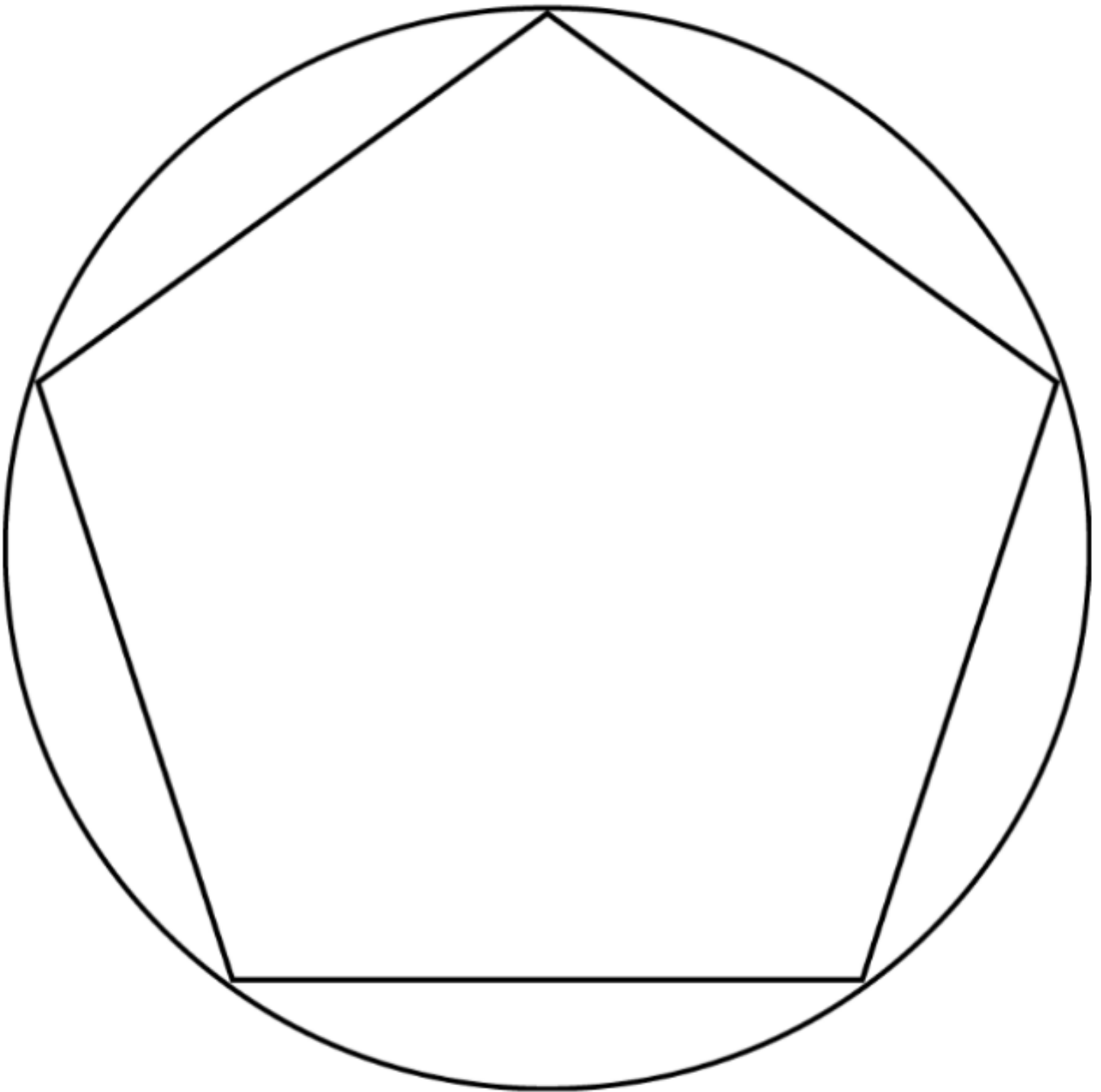
Novel Cover Design: Design an alternate cover for the novel. Include the title and author's name. Make logical color choices.



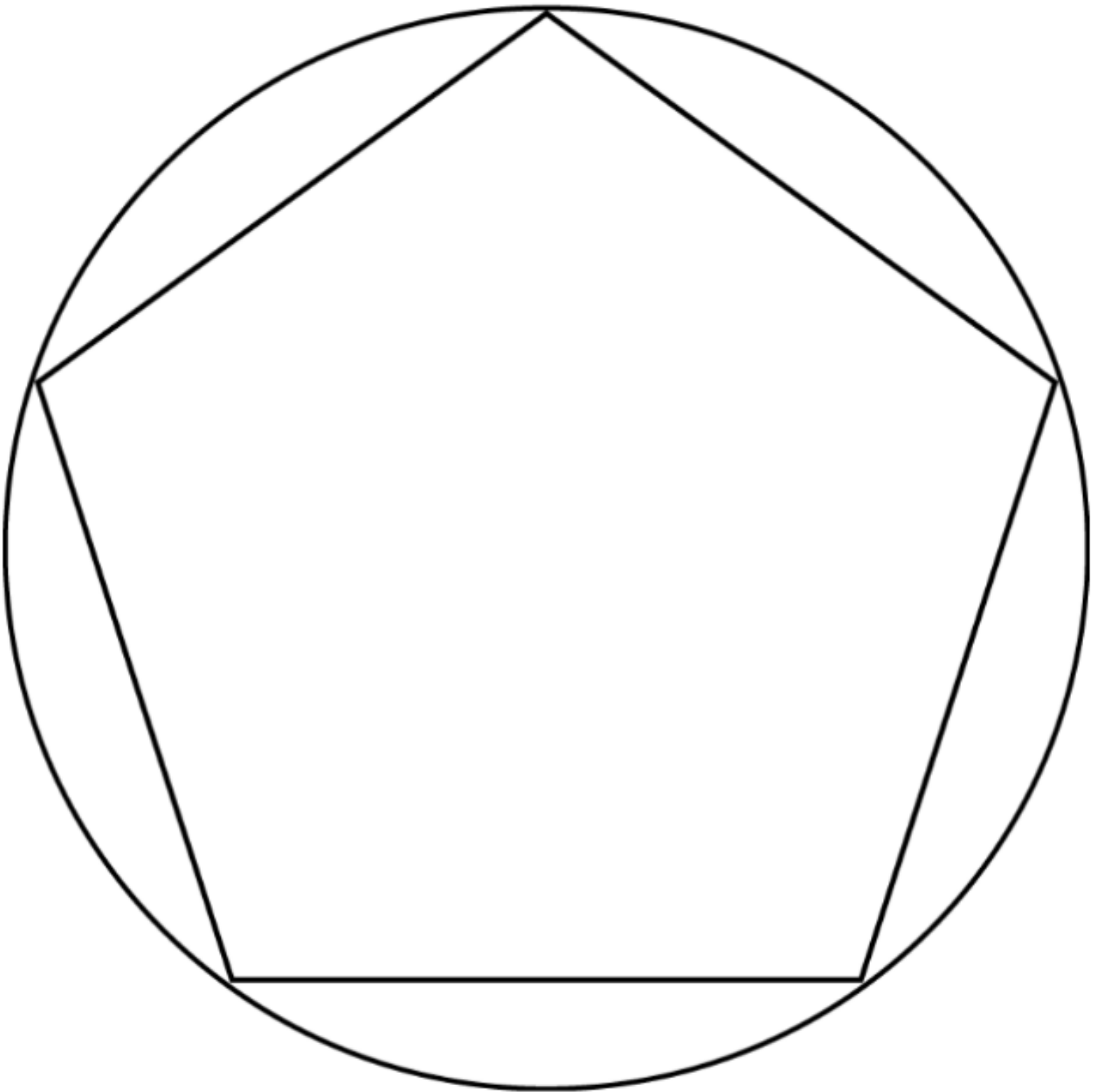
Author Facts: Research the author and write 5 interesting facts about the author. Cite your sources properly.



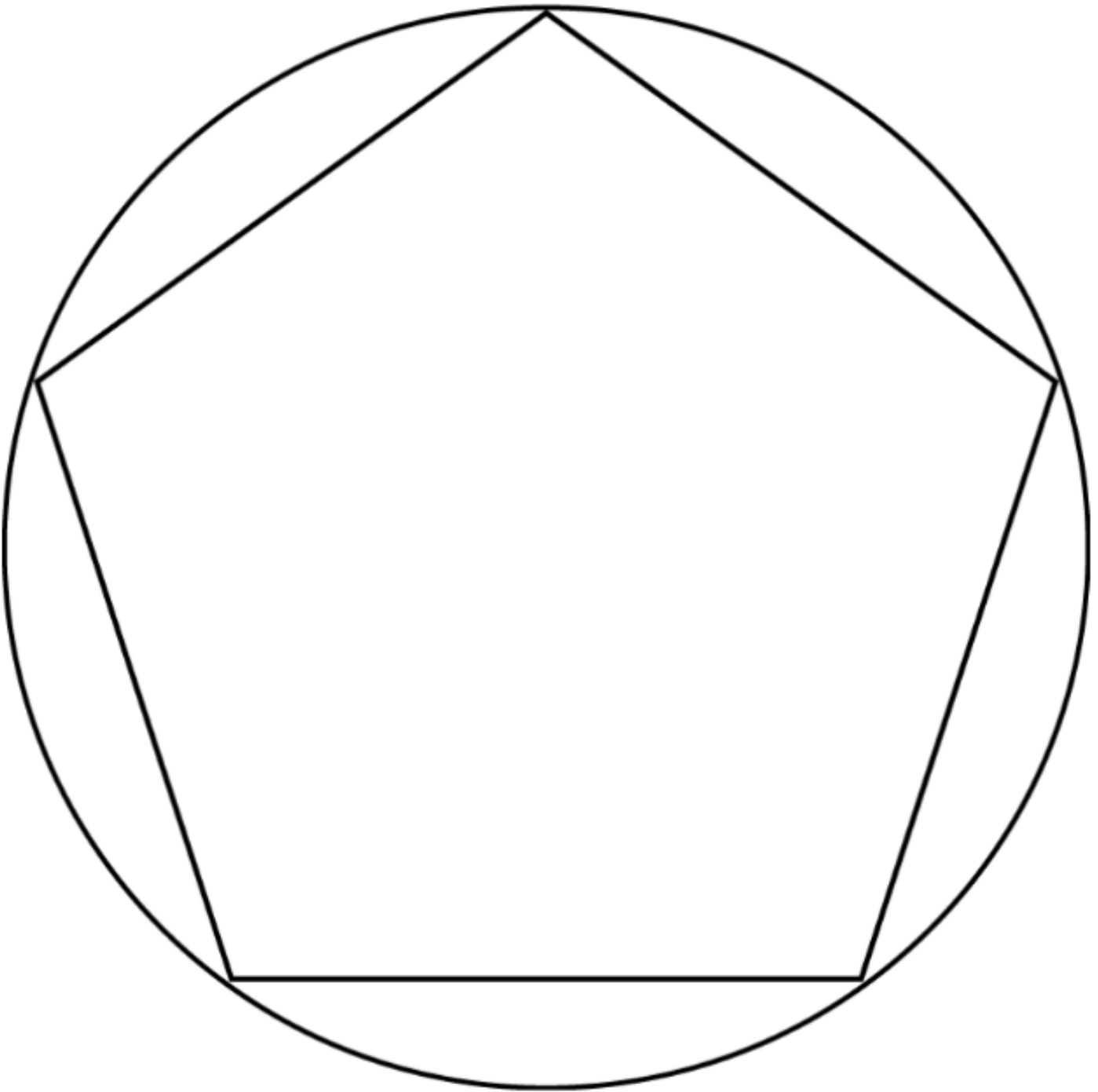
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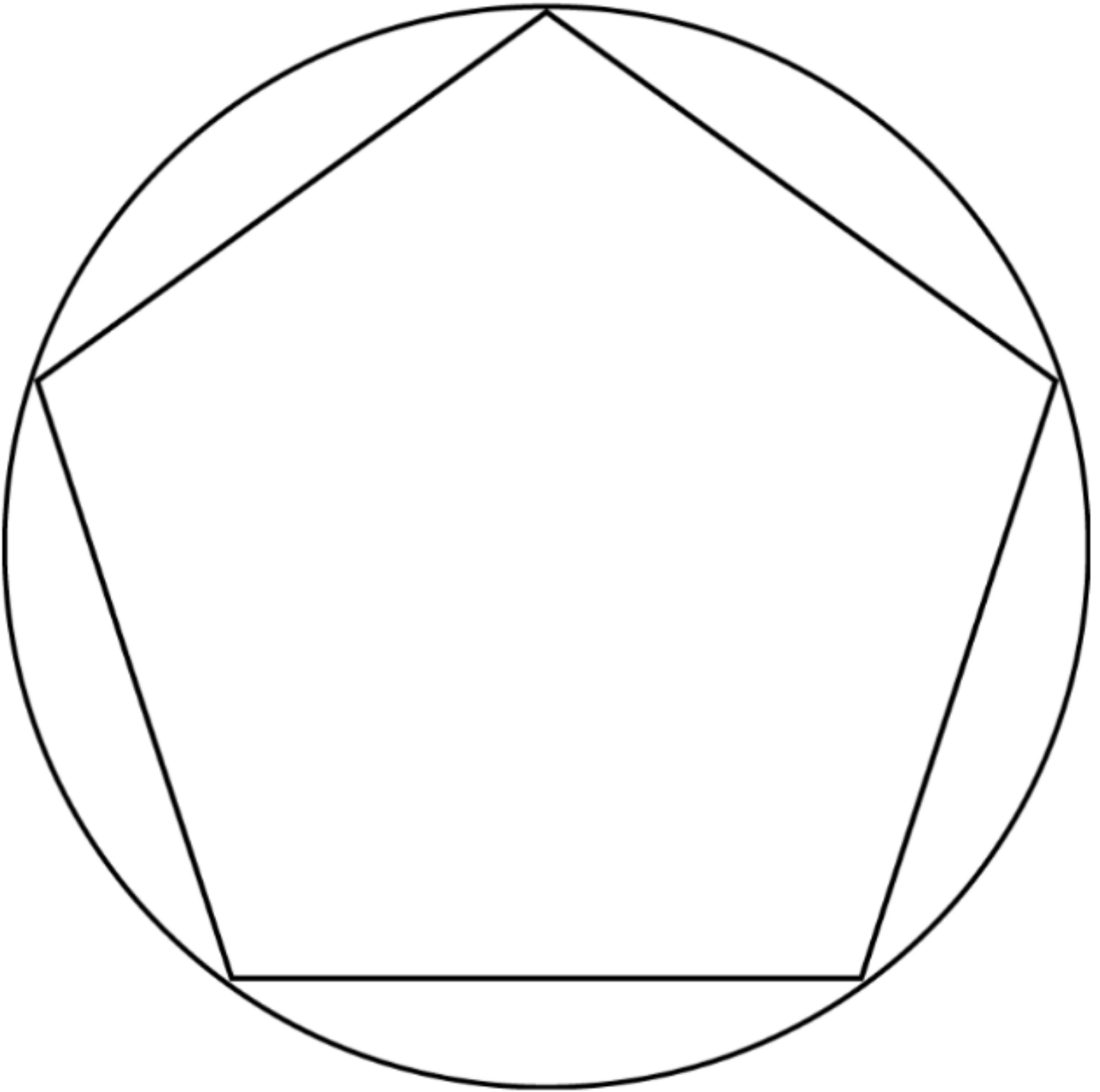
Setting the Scene (part 1): Describe one important setting (time and place) of the story using your five senses: See, Hear, Feel, Taste, and Touch



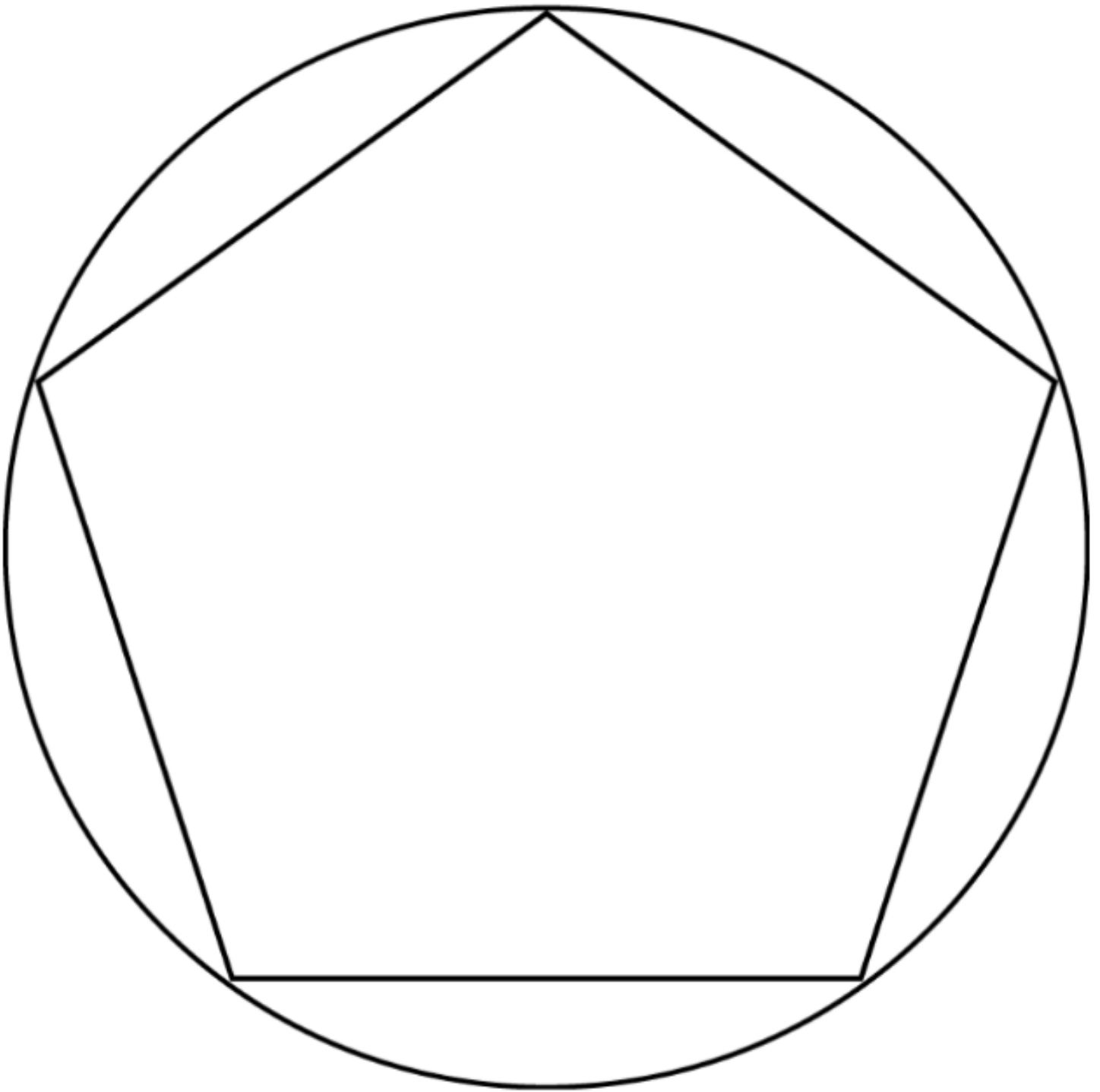
Setting the Scene (part 2): Describe a second important setting (time and place) of the story using your five senses: See, Hear, Feel, Taste, and Touch



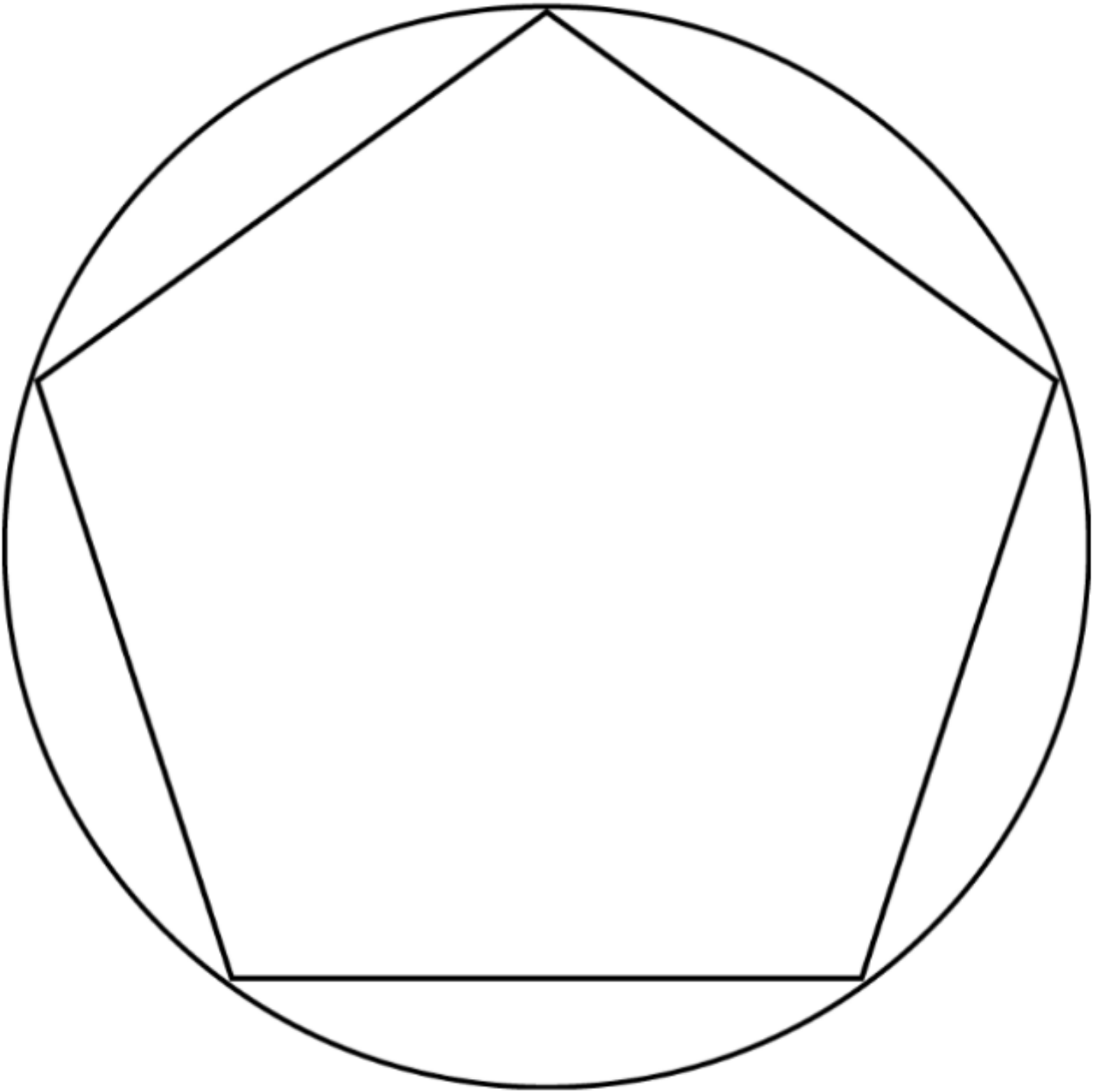
Main Character: Choose one of the main characters to describe in detail. Include a small portrait of the character.



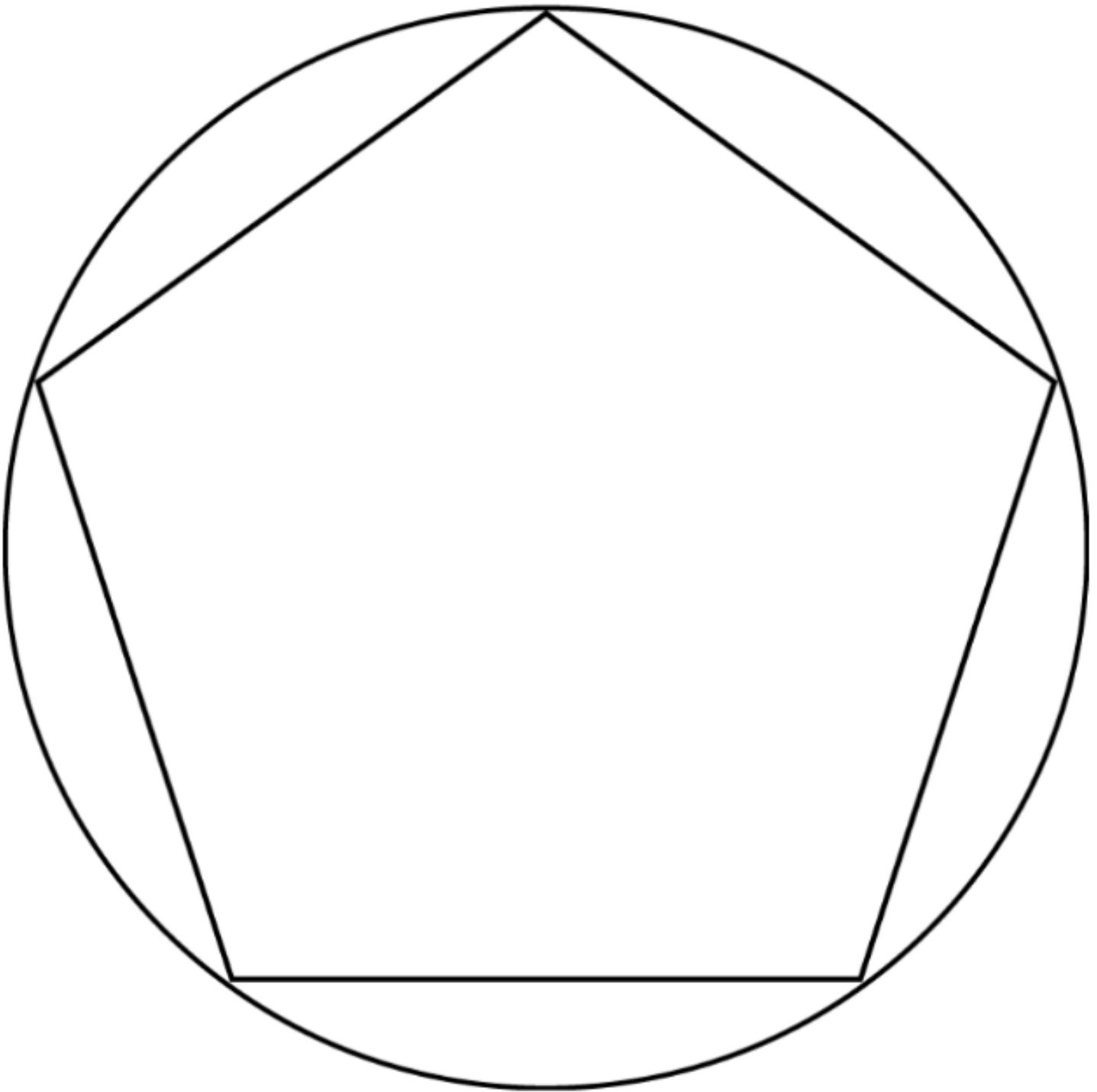
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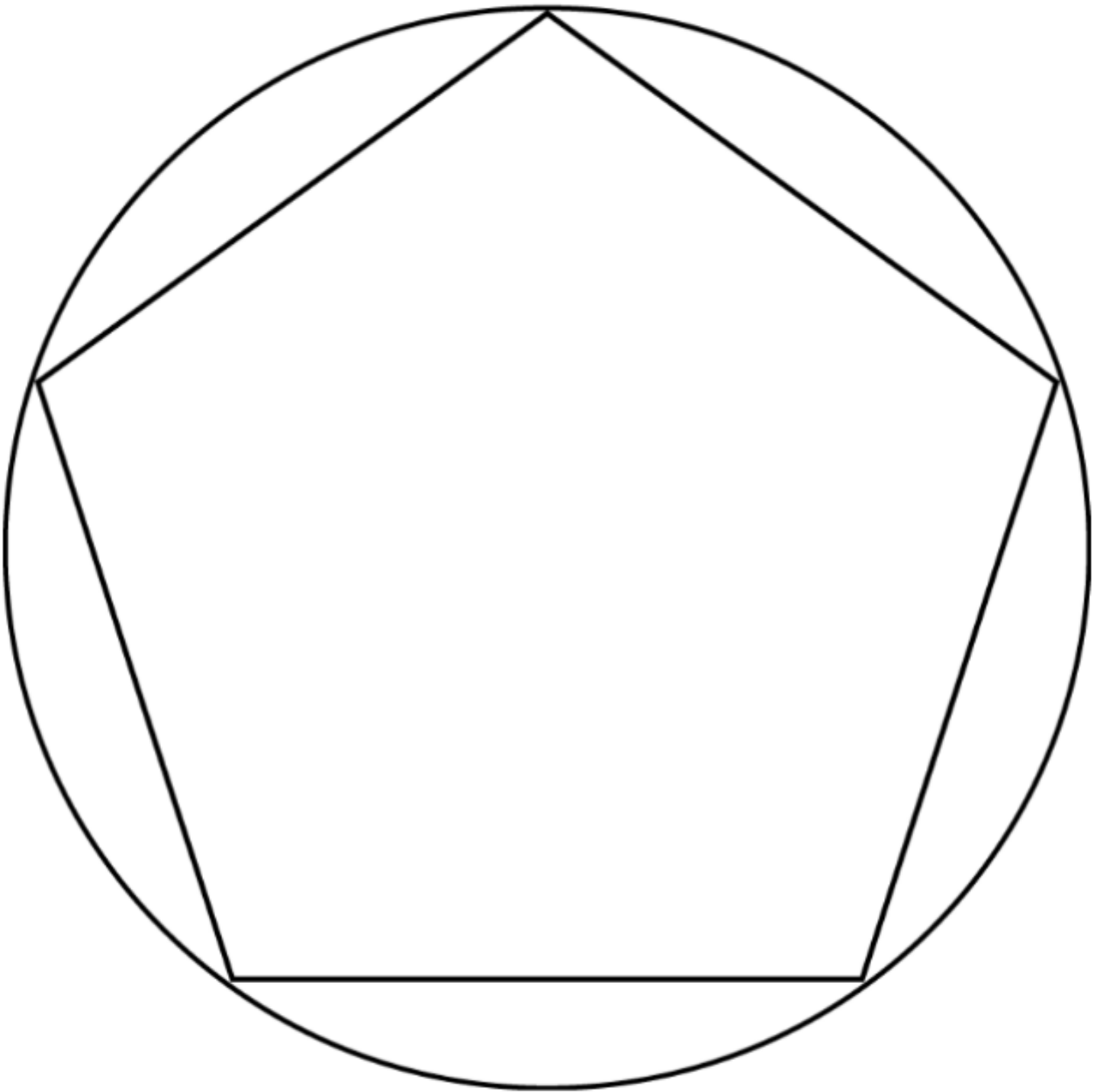
Conflict: Describe an important conflict in the story. How is it resolved?



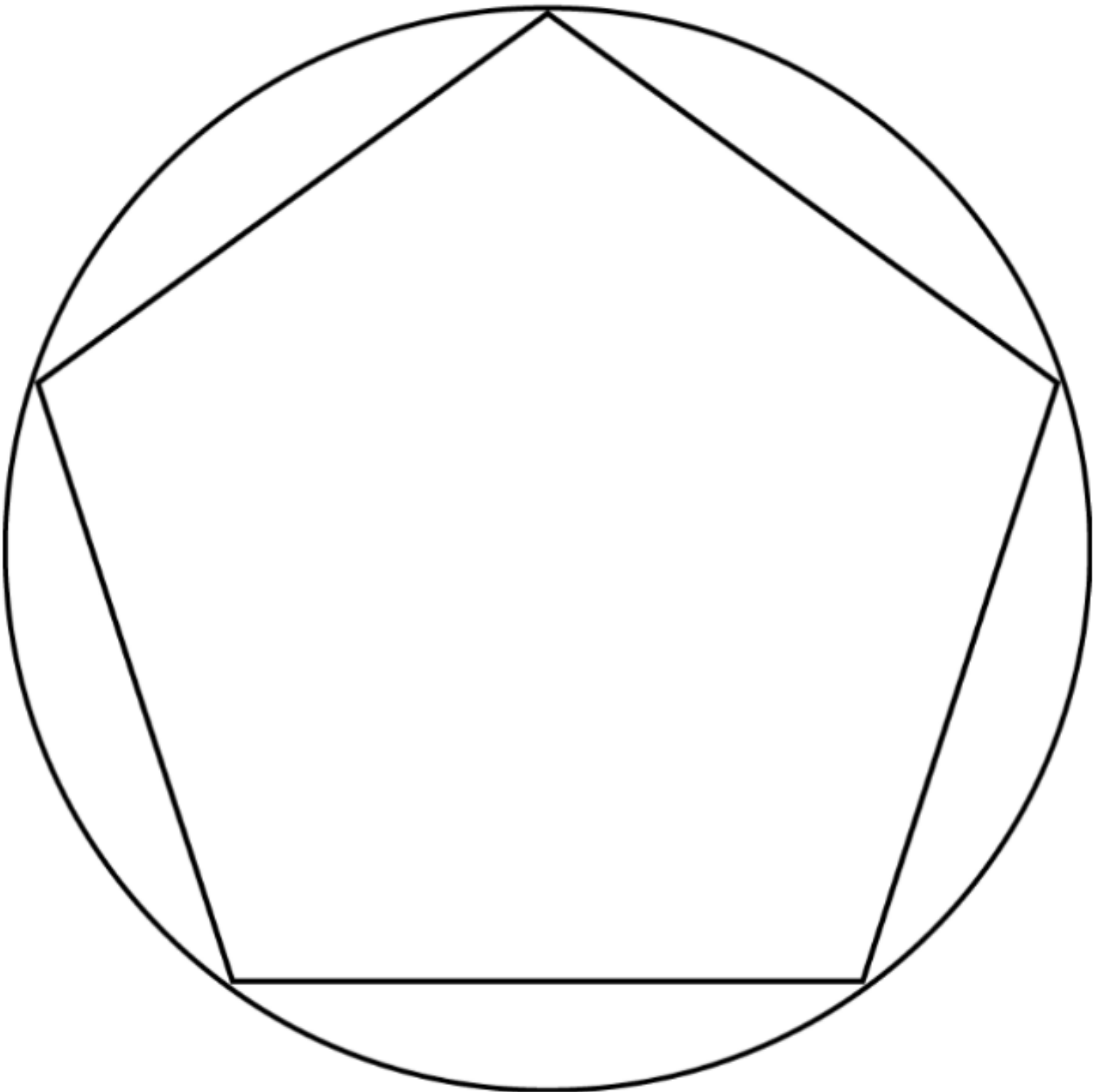
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