

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

Table Number: \_\_\_\_\_ Section \_\_\_\_\_ Student Name: \_\_\_\_\_

**Start Date: Jan. 5 (7A, B, C, & E) Jan. 6 (7D)**

**Deadline: Jan. 8 (7B) Jan. 9 (7A, C, D, & E)**

**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. You must 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
<b>Novel Cover Design</b>	The design is missing one or more of the following elements: the title, author, and <u>unique</u> cover design (the cover design may be nearly identical to a well-known printing of the novel).	All three elements of the design are present, but the work may be sloppy, overly simple, or lacking logical visual elements.	The page includes a <u>unique</u> , colorful, and logical cover design that features both the title and author neatly with a background that clearly fits the novel's content.	
<b>Author Facts</b>	The page is missing two or more facts about the author, facts are incorrect, or not cited.	All important facts about the author are there, but the sources for the facts are not fully cited.	The page includes <u>exactly</u> five interesting facts about the author, and sources are properly cited. (Sources must be credible too.)	
<b>Vocabulary</b>	Words on the page are listed but not defined from a dictionary source or there are fewer than four terms. Students neglected to use color at all or there is no obvious purpose to the color choices made.	Some words have definitions from a cited dictionary source, but there are fewer than six total terms. Color choices could have been more neatly or precisely executed.	All required terms and definitions are from a cited dictionary source and appear in a neat and organized fashion. Color elements were used to make terms stand out.	
<b>Setting (part 1&amp;2)</b>	Student designs are missing unique details for each part. The description pages for the setting lack three or more of the five sentences. There is no element of color in the page design.	Students include two pages with unique details for each setting. The descriptions include text evidence or paraphrased references to at least three of the senses, but the page is sloppy.	Students include two pages with very different details for each setting. The descriptions include text evidence references to all the senses, and the pages are neatly organized and colored.	
<b>Main (Major) and Minor Characters</b>	Students only listed the main and minor characters' names and minimal description. The characters' portraits are either missing, lacking color, or inaccurate.	There are unique pages for the main and minor characters with their names, 2-3 important details connected to the characters, and some version of a color portrait for each character. Unfortunately, the characters were heavily featured on other pages as well.	There are two unique pages (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 were not featured heavily on other pages.	
<b>Conflict</b>	Students failed to identify the category of conflict, the characters involved, or how the conflict is resolved using complete sentences. Supporting text evidence is missing.	Students identified the category of conflict, the characters involved, and how the conflict is resolved using complete sentences. Unfortunately, quotations and summarized evidence are not cited with chapter numbers.	Students identified the category of conflict, the characters involved, and how the conflict is resolved using complete sentences. There is specific text evidence, and quotations are correctly cited.	
<b>False vs. True Image</b>	Students picked a character who had already been heavily featured in another page or did not have a clearly false identity at any point in the novel. There is no supporting text evidence mentioned.	Students 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. Text evidence is present but not cited.	Students picked a character with a clear false image at one point in the book that is uncovered later in the book. There are both visual and text descriptions of both views of the character. All text evidence is cited by chapter.	
<b>Major Theme</b>	There is no clearly written theme statement, or the students fail to give cited text evidence or explanation supporting the theme.	The students clearly write a theme statement but have only one or two pieces of cited text evidence and explanation.	The students clearly write a theme statement and have all required pieces of cited text evidence and explanation relevant to the theme.	

<b>Allusions/ Adaptations</b>	The page does not include an accurate allusion to this novel or adaptation of the novel at all, or the allusion is not clearly described in sentence form.	The page has one allusion or adaptation of this novel in another song, cartoon, book, TV show, or movie, but the sentence description is too short (1 sentence) or no visual elements are included.	The page fully describes one allusion or adaptation of this novel in another song, cartoon, book, TV show, or movie. A drawn or properly cited visual element is included.	
<b>Predictions</b>	The chosen character did not actually survive the novel, was already heavily featured on another page, or the prediction has no logical basis in the character's actions or attitudes in the actual novel.	The chosen character survived 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 at least 3 sentences of description of the character's future life.	The chosen character survived 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 at least 5 sentences of description of the character's future life.	
<b>Total Group Score: (Maximum Score is 30 points)</b>				
	<b>Below the Standard 0-3 pts</b>	<b>Approaching the Standard 4-6 pts</b>	<b>Meets the Standard 7-10 pts</b>	
<b>Student Cooperation</b>	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 other unwise choices. The student chose to do the majority of the work outside of class time or did other people's pages for them.	The student accepted constructive feedback of others and offered relevant feedback when asked. However, he or she was sometimes unwilling to help others in the group without teacher prompting or neglected to ask group members what help was needed.	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 without being prompted by the teacher.	
<b>Individual Effort</b>	The student's contribution to the final product was minimal. Others had to step in to complete unfinished or poorly done work. <b>The student did not prepare effectively by reading and researching the novel ahead of time.</b>	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.	
<b>Project Presentation (1 Person per group)</b>	The presenter did not present their group's work to the class effectively (too quiet, not enough relevant detail, facing away from the audience, etc.) The presenter was unable to effectively answer teacher questions regarding orb design choices and basic novel knowledge. The orb was missing pieces or incorrectly assembled. The student was disruptive to another group's presentation.	The presenter was clear and effective in presenting the group's work to the class. The presenter answered all teacher questions with logical answers, with minimal errors. The orb was assembled fully but in a sloppy manner. The group members listened respectfully during the student presentations and provided clarification as needed during their own presenter's time.	The presenter clearly and effectively demonstrated a wealth of understanding of the novel and the group's design choices on each presented part of the project. The presenter also avoided verbal clutter (Um, uh, like, and other filler words) while speaking. The orb is neatly assembled. The student provided supportive critique at the appropriate time in another group's presentation.	
<b>Total Individual Score: (Maximum Score is 20 points)</b>				

**Final Score:** \_\_\_\_\_ **60** (      %) )

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

1. **Novel Cover Design:** Design a unique cover for the novel. Include the title and author's name. Make logical color choices. Do NOT just copy a cover design you saw from another novel.
2. **Author Facts:** Research the author and write 5 interesting facts about him. 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 as many senses as possible (See, Hear, Feel, Taste, and Smell). Include text evidence with citations by chapter.
5. **Setting the Scene (part 2):** Describe a second important setting (time and place) of the story using as many senses as possible (See, Hear, Feel, Taste, and Smell). Include text evidence with citations by chapter.
6. **Main (Major) Character:** Choose one of the main (major) characters to describe in detail (up to 5 important facts or quotations). Include a portrait of the character.
7. **Minor Character:** Choose one of the minor/subplot characters to describe in detail (up to 5 important facts or quotations). Include a portrait of the character.
8. **Conflict:** Describe an important conflict in the story. What kind of conflict is it? Who is involved? How is it resolved? Include text evidence with citations by chapter.
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. Include text evidence with citations by chapter.
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 you found in this book to something outside of it. Another option for this page is to describe allusions to this novel in another song, book, TV show, or movie that you have heard, read, or seen. A third option is to describe a full adaptation of this novel to film, TV, or some other media. Include an image (with source citation) or neatly done drawing in addition to your paragraph.
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 from the GoodNotes designs by at least one other group member** before drawing anything on the physical paper and finalizing each side of the ball. If you decide to use color printouts, all color printing should be brought to school from home by this day!

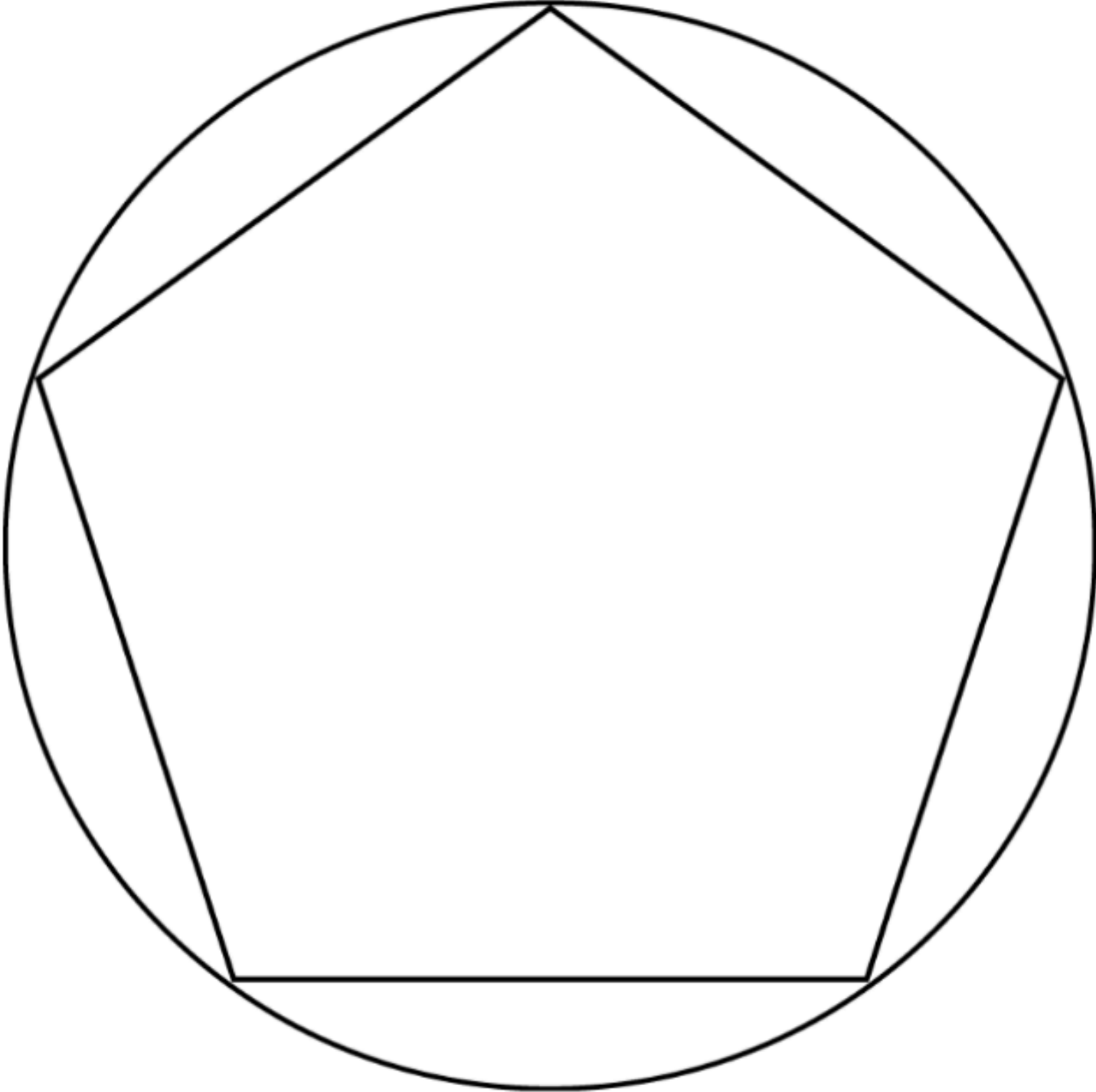
<input type="checkbox"/> <b>Novel Cover Design:</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>Author Facts:</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>Vocabulary:</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>Setting the Scene (part 1):</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>Setting the Scene (part 2):</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>Main Character:</b> Done by _____ Checked by _____

<input type="checkbox"/> <b>Minor Character:</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>Conflict:</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>False vs. True Image:</b> Done by _____ Checked by _____
<input type="checkbox"/> <b>Major Theme:</b> Done by _____ Checked by _____
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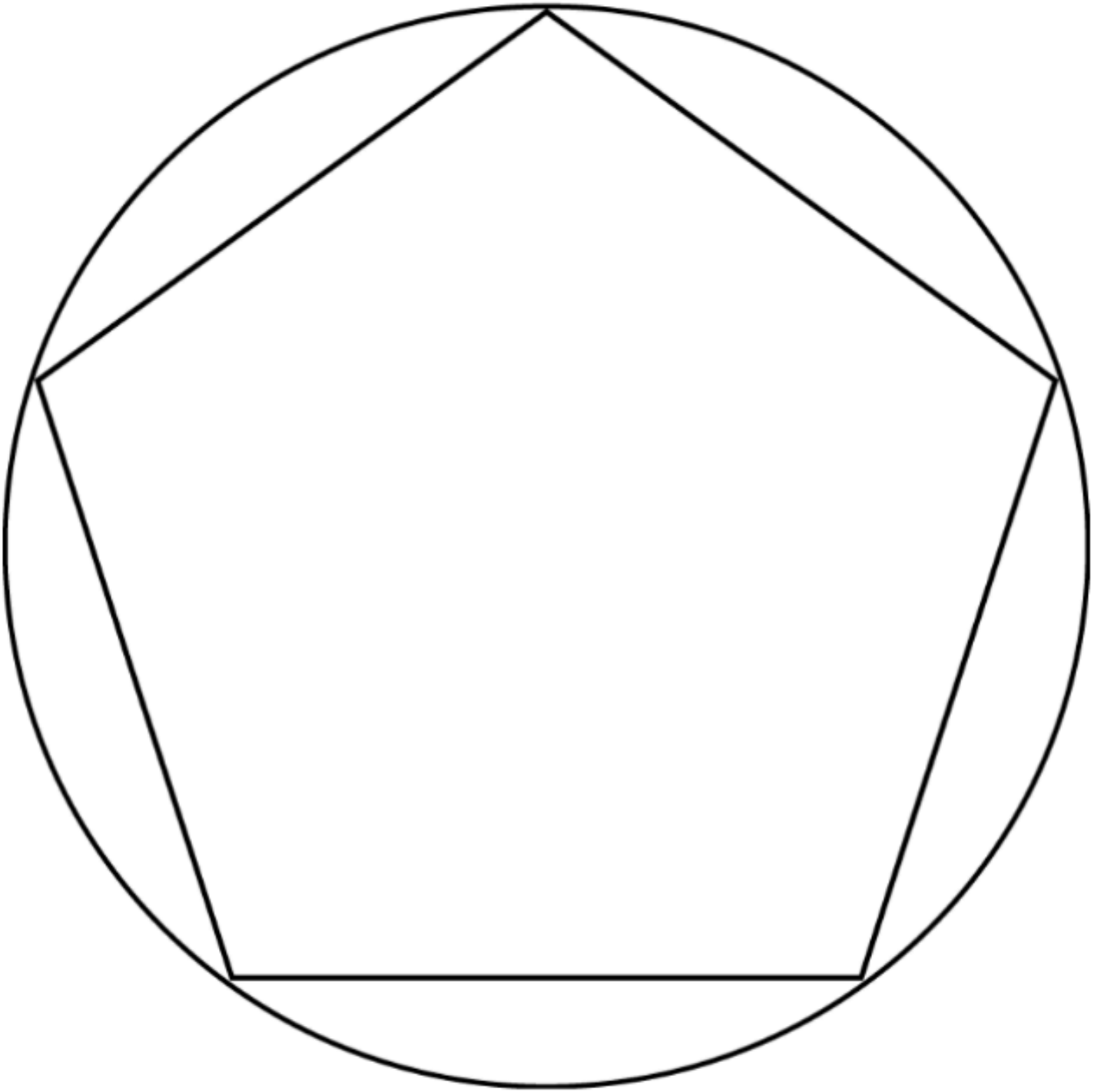
**Day 3 Goals:** Each member should be finished with all of their chosen tasks and should be helping review other students' work before finalizing the orb designs. **Each page of the orb should be checked and approved by at least one other member of the group.** Afterwards, students should begin transferring digital versions of their work to the paper and assembling their constructed orb. **Once the orb is constructed, choose a presenter from your group, and practice asking the presenter questions about the novel and the design choices of each part.**

**Day 4: Goals:** Be prepared to give your group's presentation and be a respectful audience member to those who present from other groups.

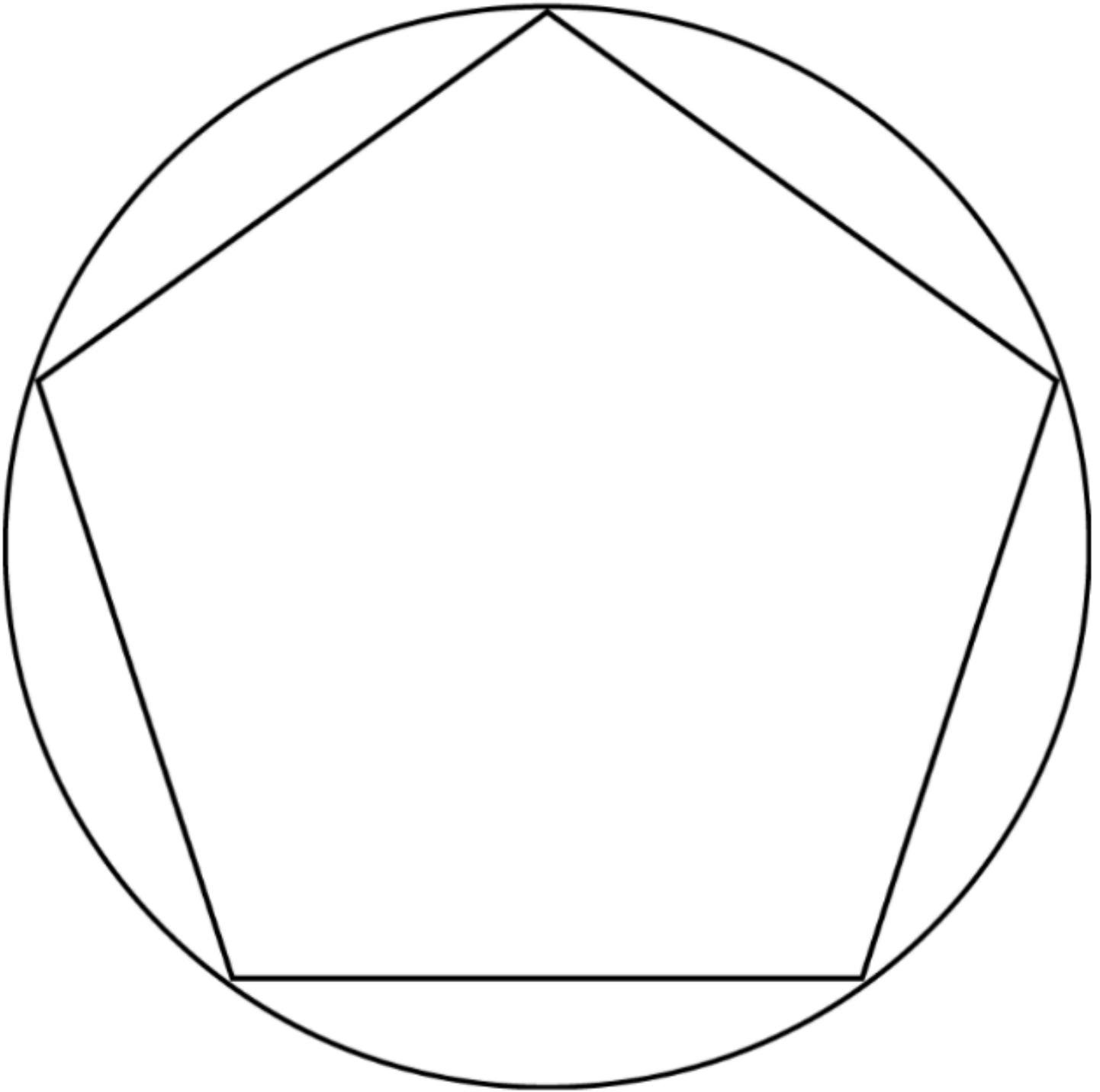
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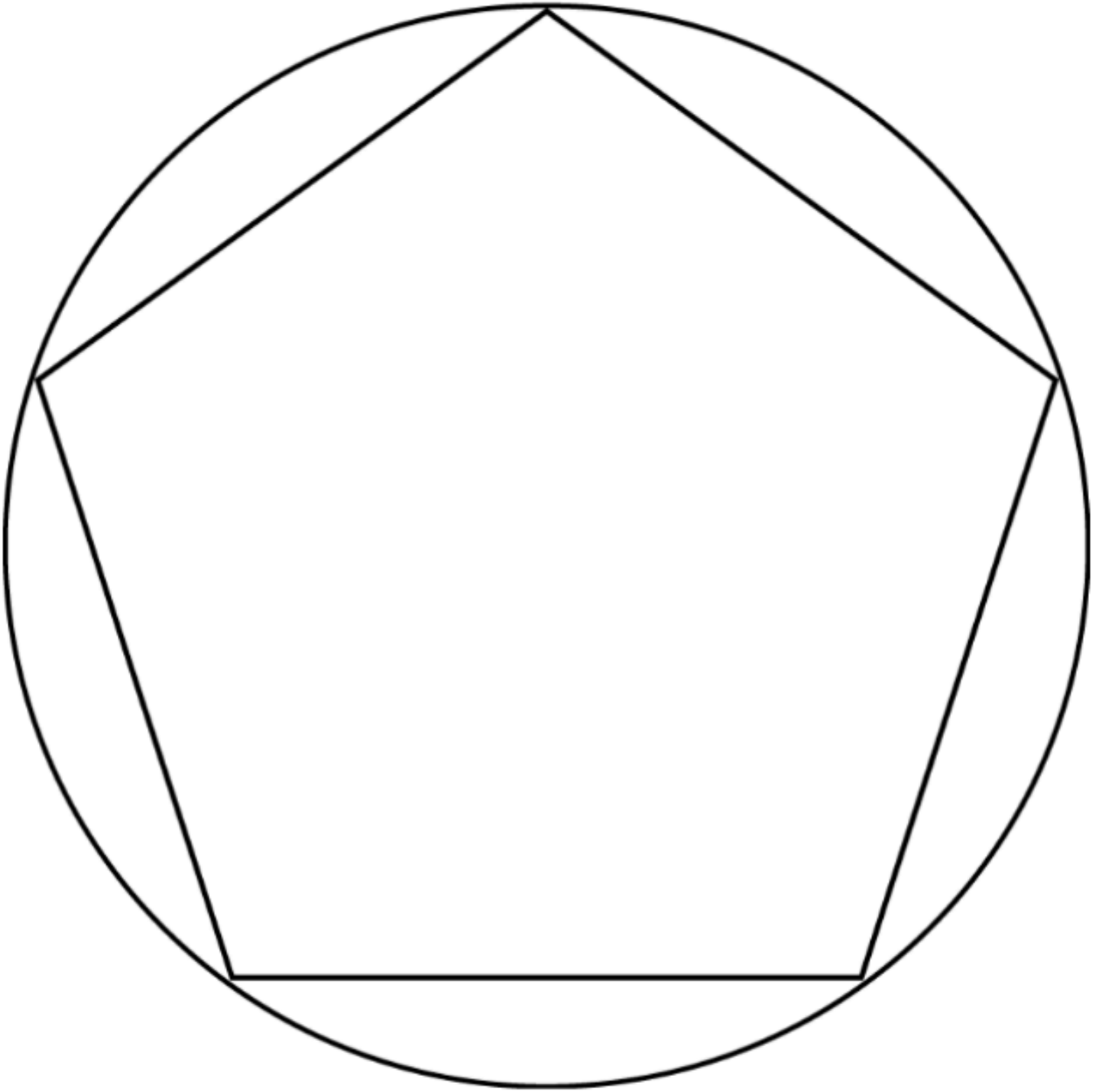
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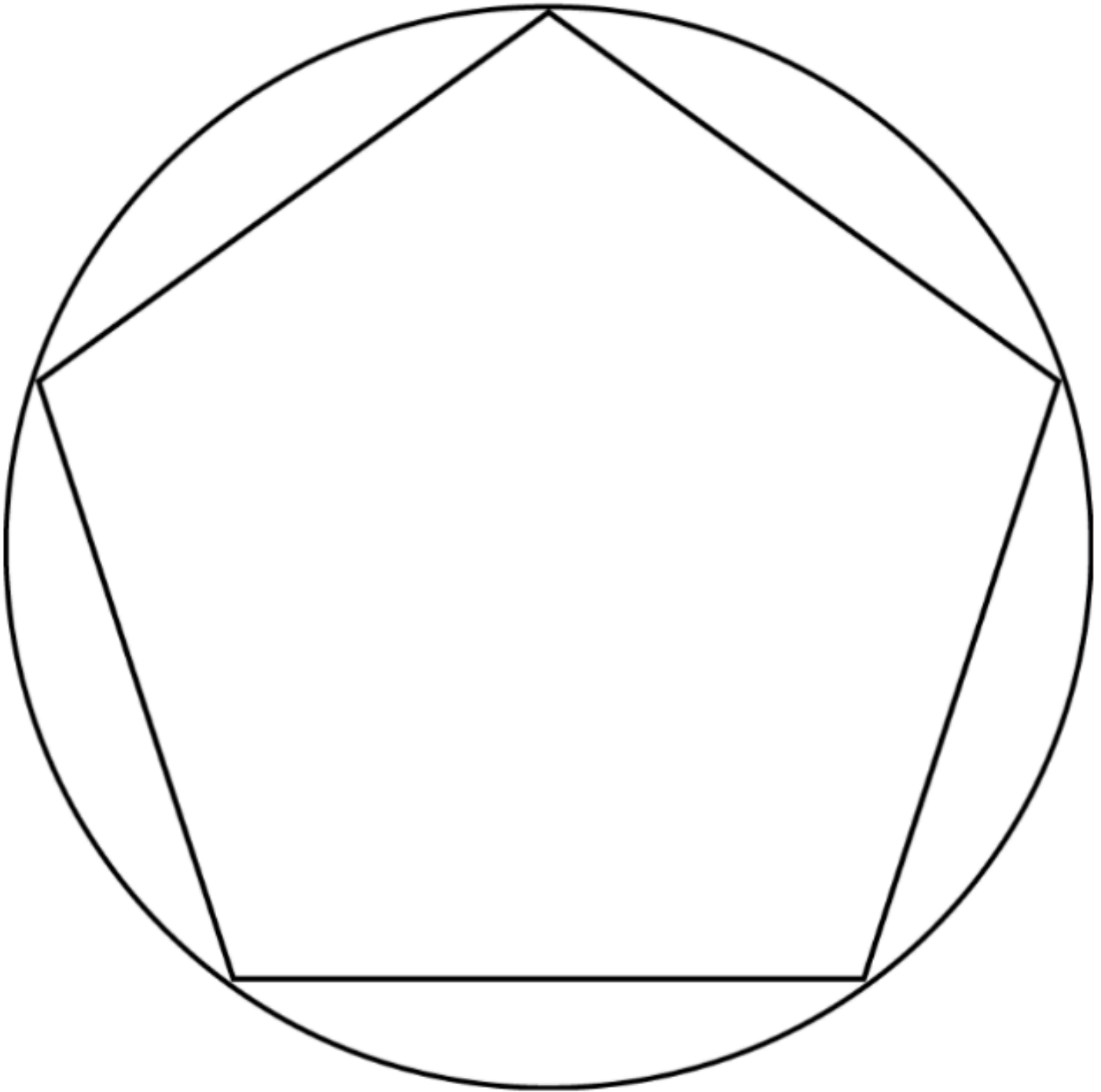
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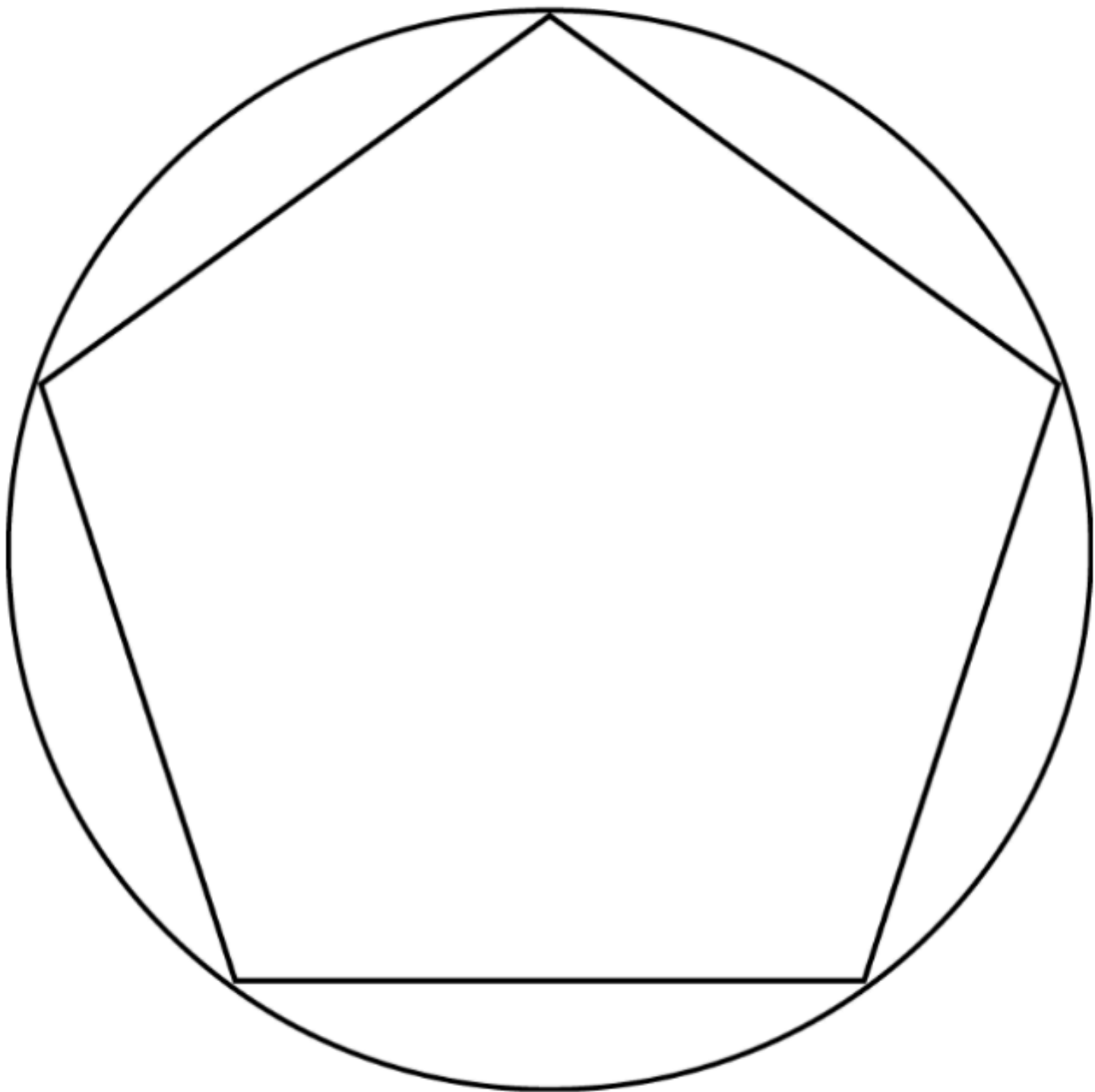
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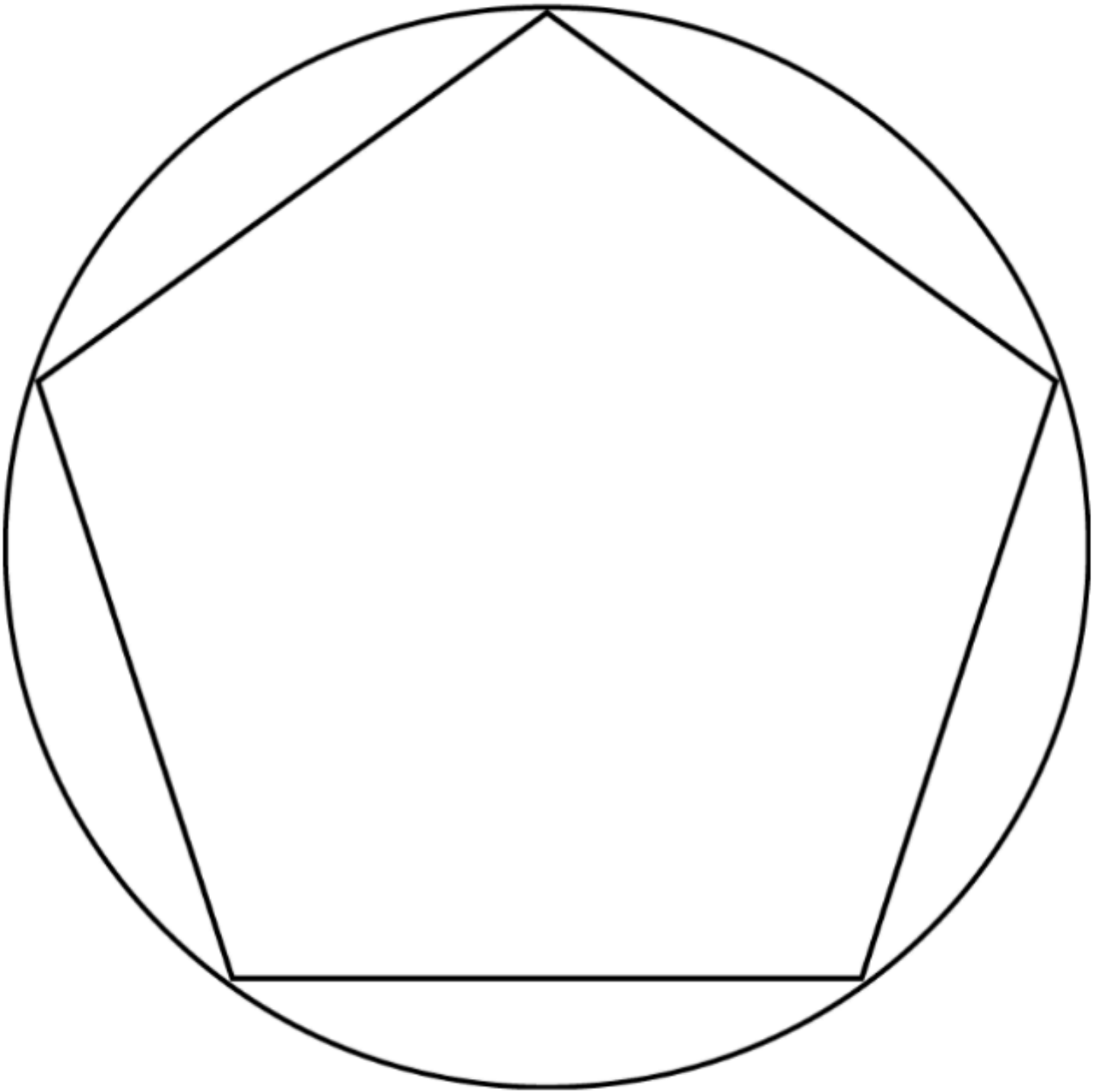
**Setting the Scene (part 2):** Describe a second important setting (time and place) of the story using as many senses as possible (See, Hear, Feel, Taste, and Smell). Include text evidence with citations by chapter.



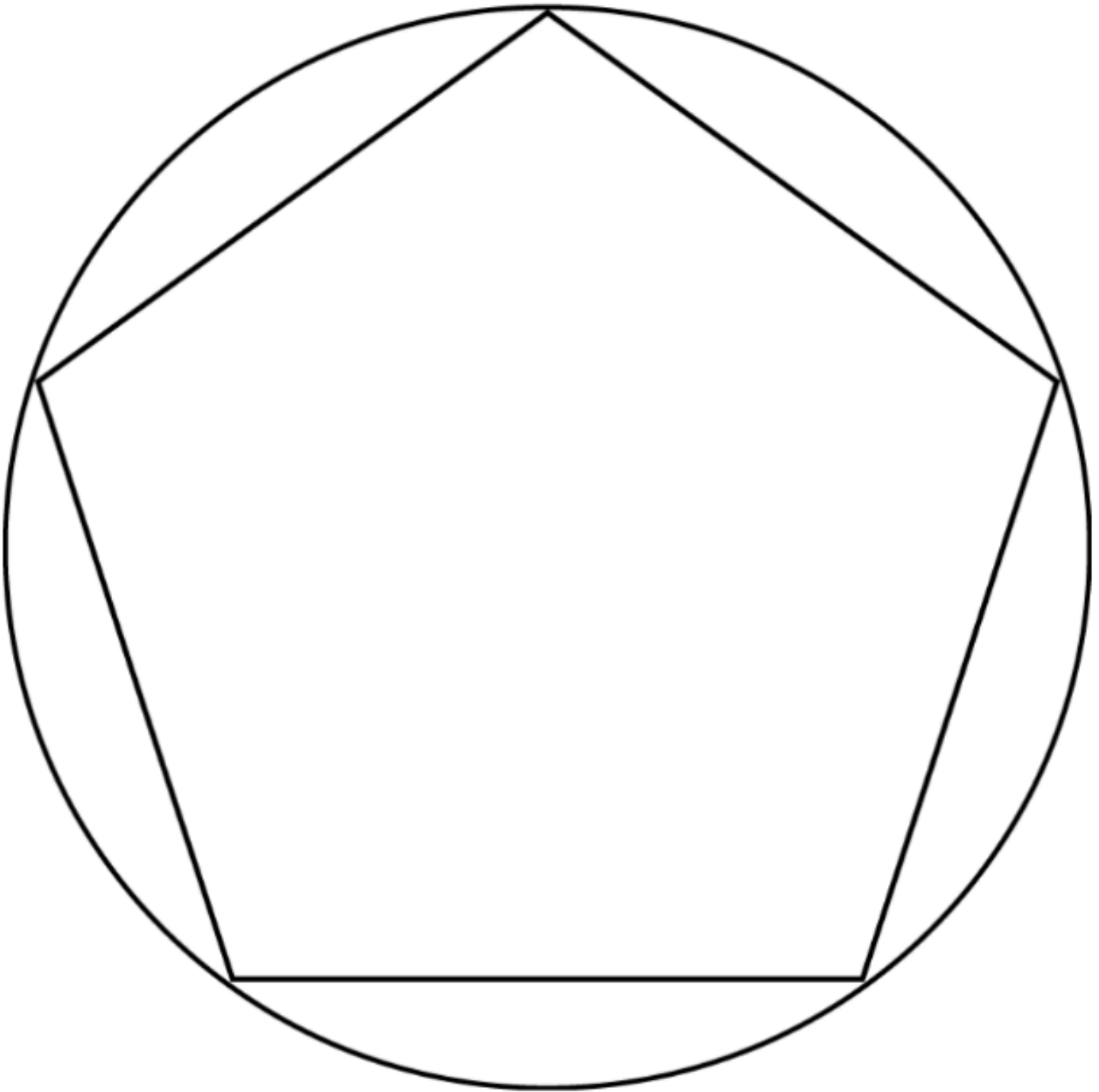
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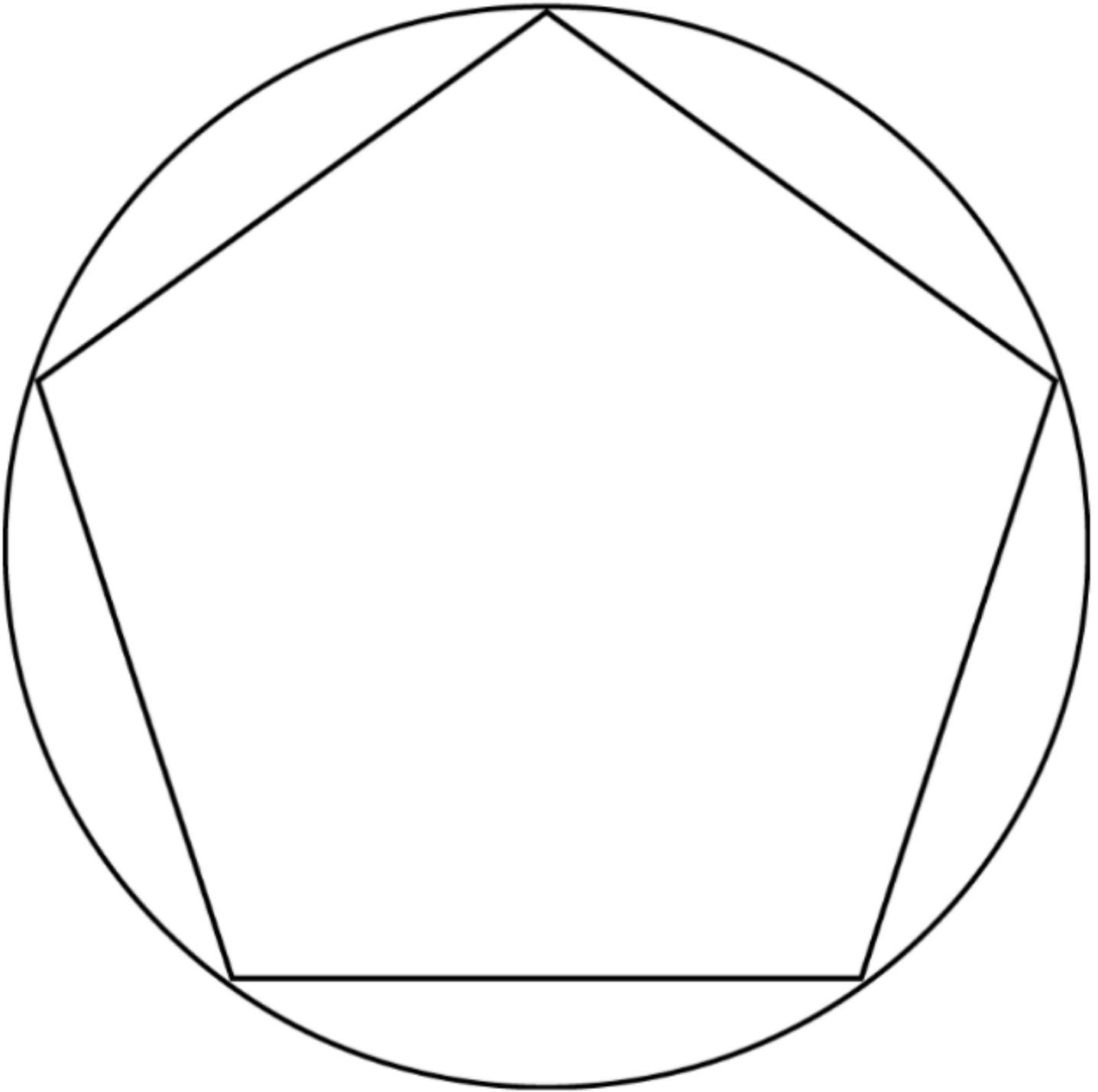
**Minor Character:** Choose one of the minor/subplot characters to describe in detail (up to 5 important facts or quotations). Include a portrait of the character.



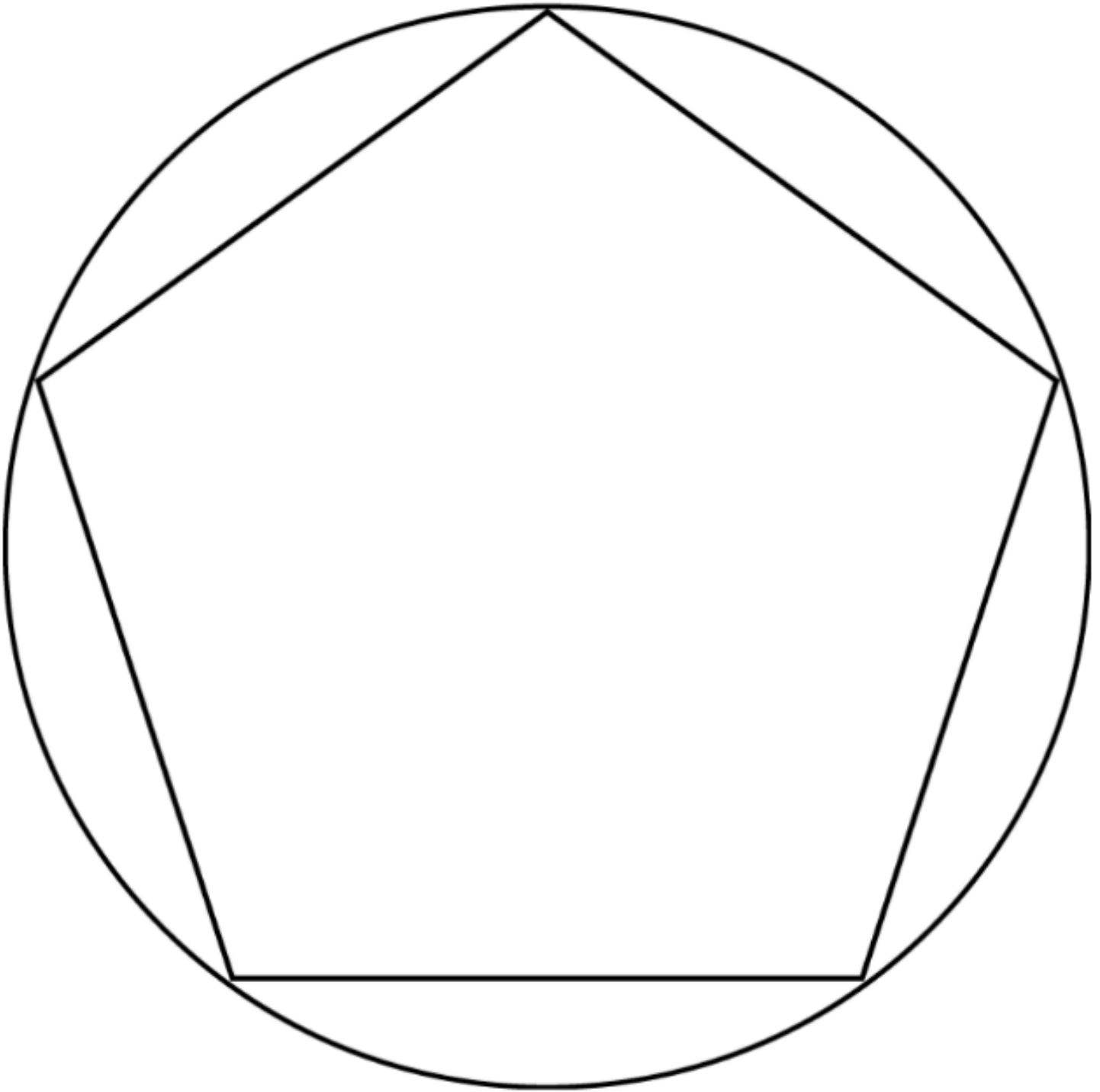
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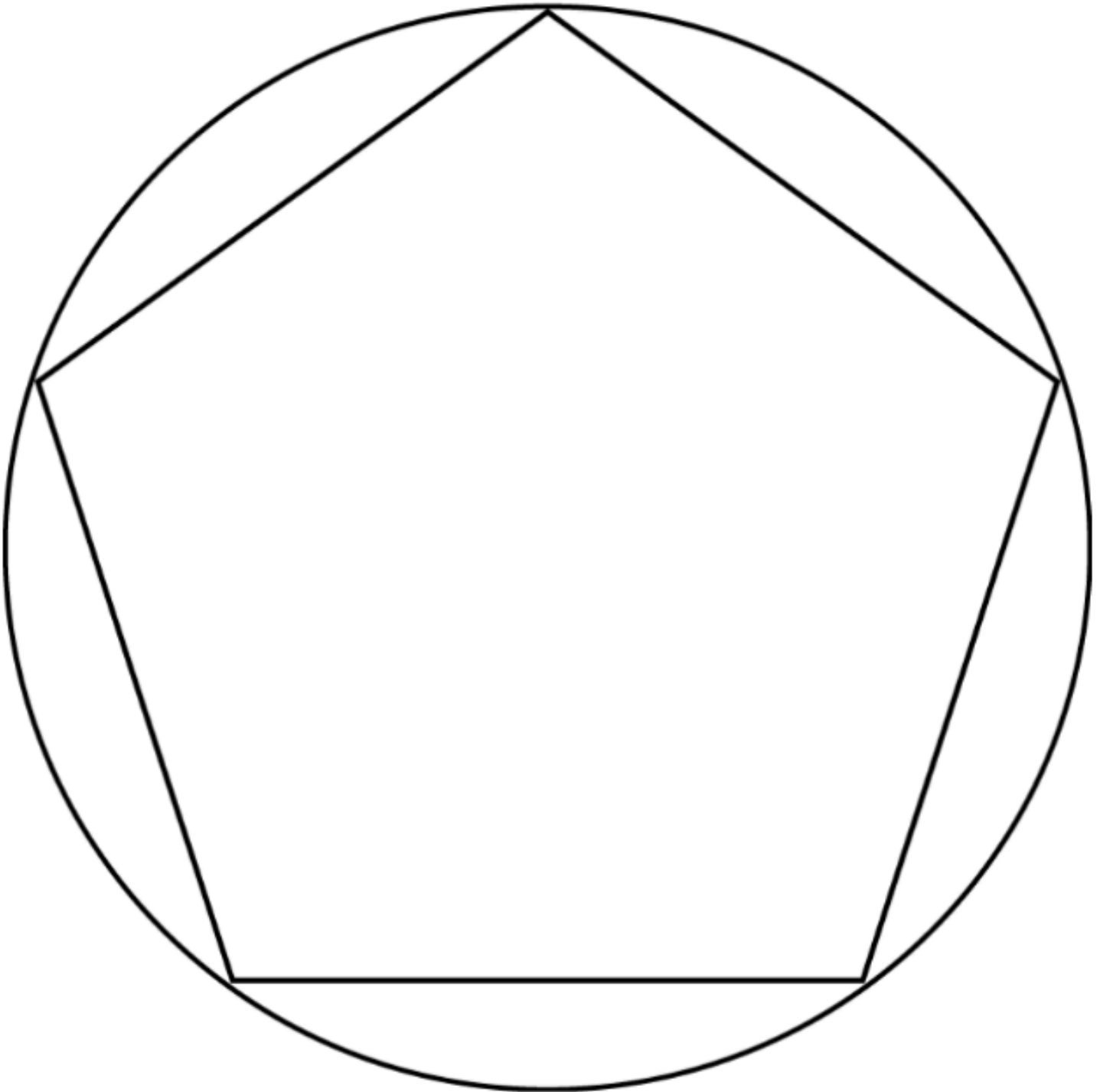
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