

Maus 1: A Survivor's Tale "My Father Bleeds History" Group Triptych Project (Test Grade)

Start Date: May 12 **Due Date:** May 26

Instructions: Your group will work together to create a digital plan and final paper **triptych*** that describes the relationship between the two characters (or groups of characters) listed in pairs below. **Each student must submit a completed copy of this page, the rubric page, and the page the student was specifically responsible for in this project to Archie.**

The Process:

Step 1: Agree on how to divide the required tasks among the members. (Use sign-up below)

Step 2: Set group goals for each day of the project. (See instructions below)

Step 3: Accomplish daily goals with your group without distracting yourself or others.

Step 4: Have at least two people individually review, revise, and edit each page. (sign pages on lines)

Step 5: Share all completed and corrected pages with your group for review BEFORE doing final designs on paper

Step 6: Present your final project work to the class and use Seesaw to write constructive critiques of other group presentations.

Reminder: All students in the group must help gather evidence and make connections between the characters based on their understanding of the novel. Be sure to discuss character motivations, types, and relationships to others in the readings. Include color backgrounds for each page that relate to the characters themselves (pages 1-2) or the type of relationship they have (page 3).

Sign your group members' names next to the tasks as your group divides them.

1. _____ Page 1 boxes, questions, background design (in color) & check another page
2. _____ Page 2 boxes, questions, background design (in color) & check another page
3. _____ Page 3 direct statement quotations and box & check two other pages
4. _____ Page 3 indirect statement quotations and box, relationship-based background (in color) & check another page

Underline the listed tasks above that your group expects to finish on the first two days of group work.

Highlight what you actually finish by the second day. Finish **ALL** remaining tasks by May 20. Be prepared to practice with your group on May 21 and present your work to the class on May 26.

Character Pairs (Mark the one assigned to your group)

- Anja and Art
- Anja and her Parents
- Anja and Lucia/ Mala
- Anja and Vladek
- Art and Vladek
- Mala and Vladek
- Vladek and his Parent

***Triptych- (Noun)**

1: a: a picture (such as an altar piece) or carving in three panels side by side

b: something composed or presented in three parts or sections

2: an ancient Roman writing tablet with three waxed leaves hinged together.

<p>Physical Appearance: (cited text and inferences)</p>	<p>Character Name:</p>	<p>Personality: (cited text and inferences)</p>
<p>What the character, says, thinks, or does, especially toward others: (cited text and inferences)</p>	<p>Photo (cite source) or Drawing of <u>human</u> version</p>	<p>What others say or how they act around the character: (from the text)</p>

Is this character round or flat? (Explain)

Is this character static or dynamic? (Explain)

What is the character's motivation? (Explain)

<p>Physical Appearance: (cited text and inferences)</p>	<p>Character Name:</p>	<p>Personality: (cited text and inferences)</p>
<p>What the character, says, thinks, or does, especially toward others: (cited text and inferences)</p>	<p>Photo (cite source) or Drawing of <u>human</u> version</p>	<p>What others say or how they act around the character: (from the text)</p>

Is this character round or flat? (Explain)

Is this character static or dynamic? (Explain)

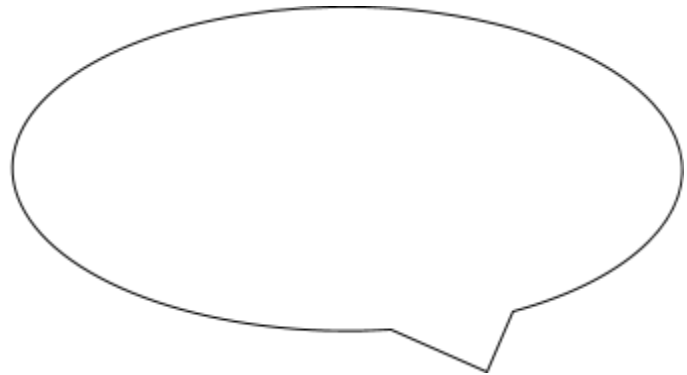
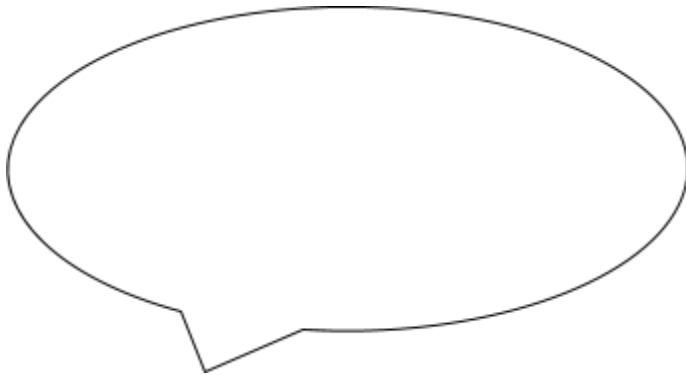
What is the character's motivation? (Explain)

Character Relationships Explained

Character 1: _____

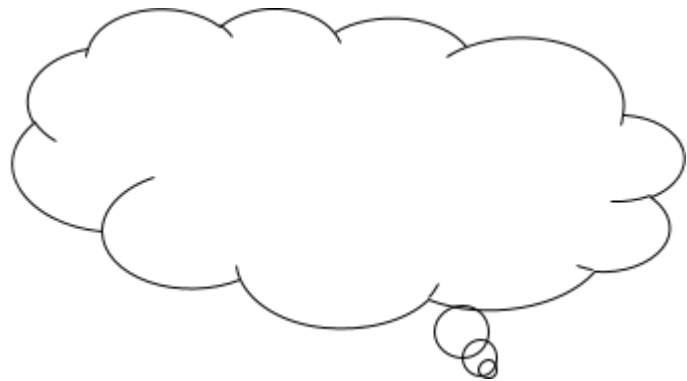
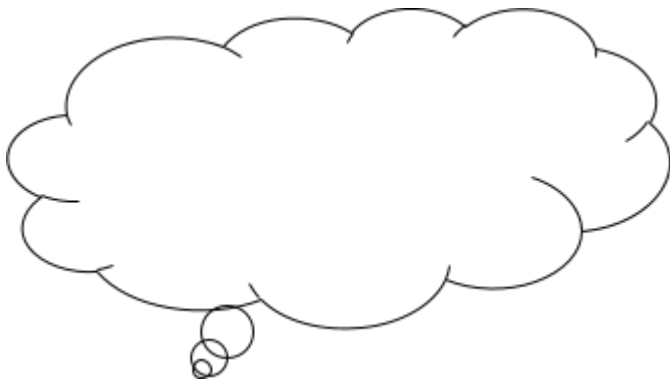
Character 2: _____

Write an important statement or question each character makes directly to the other in the speech bubbles below. Use parenthetical citation.



How do these statements link to their overall relationship? (3-5 Sentences)

Write an important statement or question each character makes about but not directly to the other in the thought bubbles below. Use parenthetical citation.



How might the relationship have been different if the statements above had been directly shared with the other person? (3-5 Sentences)

Group Project Rubric: *Maus 1: A Survivor's Tale* Triptych

Student Name:	Below (0-1 Point) Effort at this level is less than expected and is graded at the "D" or "F" level	Meets Expectations (2-3 Points) Effort at this level represents what is expected and is graded in the "C" range	Exceeds (4-5 Points) Effort at this level is greater than expected and is graded at the "A" or "B" level	Final Comments
Group Criteria				
Character Details	Character detail is either missing, incomplete, or irrelevant to the understanding of what makes the character unique. There are significant uncorrected errors and careless mistakes.	Character pages include all required aspects (including text evidence, citation, and explanation). Details are from various parts of the novel and are presented logically with minimal errors. Visual elements may be lacking in detail and/or color.	Character pages include all required aspects (including text evidence, citation, and explanation). Details are from various parts of the novel and indicate very good understanding of unique character traits with no errors.	
Character Relationships	Details about conflicts and connections between characters are either missing, incomplete, or irrelevant to the plot for one or more characters. There are significant uncorrected errors and careless mistakes.	The final product clearly and accurately shows relevant information regarding important links (connections and conflicts) between both characters. Visual elements may be lacking in detail and/or color.	The final product is presented in an especially interesting manner and conveys information about how characters connect or conflict with each other in a particularly informative and interesting way.	
Individual Criteria				
Cooperation	The student is generally uncooperative in working with others, listening to feedback, and completing tasks. The student may also have interfered with progress in other groups.	The student accepts the comments and feedback of others and offers relevant feedback when asked. The student was occasionally distracted, however.	The student both organized the information he or she was responsible for and helped others to do the same. The student worked very well with others, assisting and offering encouragement to others.	
Individual Effort	The student's contribution is minimal either in material collected or in developing the presentation itself. The student's own efforts negatively affected the final group product due to several errors or careless mistakes. <i>The student did not submit the full Maus homework packet prior to the project start.</i>	The student played some role in the final product's creation but did need to be prompted more than once to stay on task or provide necessary material. The student's own efforts somewhat negatively affected the final product due to errors or careless mistakes on their own assigned sections.	The student played an important role in the final product's creation by helping to collect material and actively participating in the presentation's structure and content. The student's own assigned section contains very few (if any) errors or careless mistakes.	
Project Presentation (1 Person per group)	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 design choices and basic novel knowledge. 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 group members listened respectfully during the student presentations and provided clarification as needed during their own presenter's time. Students wrote constructive critiques of presentations in Seesaw.	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 student provided supportive critique at the appropriate time in another group's presentation.	

Group Score: _____/10

Individual Score: _____/15

Total Score: _____/25 (_____%)