Create a Color Illustration of an Important Scene from a Work of Literature (novel, short story, poem, play, etc.) from the 10th Grade Curriculum

* Choose a scene from a work of literature that we have read this year that you deem to be important to both the text and our 10th Grade Curriculum.
* Write a detailed and convincing paragraph describing why the scene you have chosen is important to your chosen work of literature.
* Write a detailed and convincing paragraph describing why your chosen work of literature is an important part of the 10th grade curriculum.
* Depict your illustration on a poster-sized medium (posterboard, canvas, etc.) Illustrations will not be accepted if not on a poster-sized medium.
* Paragraphs and Illustration are due at the same time.

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| CATEGORY | 4 | 3 | 2 | 1 | Score |
| Drawing /Artwork | Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the illustration. Student has great control or the artwork and is able to experiment. Color choice enhances the idea being expressed and brings the scene to life. | Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not \"branched\" out. Colors are appropriate for the idea being expressed. | Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control. Colors are, however, NOT appropriate for the idea being expressed. | The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control. Student needs to work on learning color relationships and using that knowledge in his/her work. |  |
| Explanation of why the scene depicted is important to the text as a whole | The student writes a convincing paragraph describing why the scene illustrated is a powerful representation of the main ideas in the text. | The student writes a paragraph adequately explaining the importance of the illustration to the text. | The student writes a paragraph that explains the importance of the illustration to the text, but all points are not convincing. | The student writes a paragraph that fails to show a persuasive connection between the illustration and the text. |  |
| Explanation of Scene Depicted | The student writes a convincing paragraph explaining why this work of literature, as a whole, is important to our 10th grade curriculum. | The student writes an adequate paragraph explaining why this work of literature is important to our 10th grade curriculum. | The student writes a paragraph explaining why this work of literature is important to our 10th grade curriculum, but all points are not convincing. | The student writes a paragraph explaining why this work of literature is important to our 10th grade curriculum; however, the explanations are not persuasive. |  |
| Grammar in Explanation | There are no grammatical errors in the student\'s explanations of the chosen scene. | There are between 1-3 errors in the student\'s explanations of the chosen scene. | There are between 4-6 errors in the student\'s explanations of the chosen scene. | There are more than 6 errors in the student\'s explanations of the chosen scene. |  |

16=100; 15=98; 14=95; 13=92; 12=88; 11=85; 10=82; 9=78; 8=75; 7=72; 6=68; 5=65; 4=62