A Booksellers’ Day

Summative Oral Presentation

When large book distribution companies and bookstores are deciding which books to buy, they attend national conferences where they observe various presentations by people selling their books. They really want the buyers to put their books on the shelves for the world to see! Your group’s assignment is to sell your book to the audience. Who would like to read it? How does it affect the literary world? What made it a piece of powerful reading? What is the author trying to say? These presentations will start on **Thursday March 1st**

**Your 10-15 minute presentation must include**: some digital visual aids as well as something creative (like a skit or music that enhances the production.)   
These items all need to *be creative and of high quality* if you want to get high points in these areas. I tend to score visual aids higher if they symbolize ***your***thinking about the book, not merely copying the existing book cover or literally covering the plot or characters. They also need to be big enough to be seen from a distance and very NEAT.

**Required Content: (Not Necessarily in this order - in fact, take creative liberties! As long as it is all there, it is up to YOU to present it in an engaging and interesting way!)**

* Include some sort of introduction to the book. Be sure to give the title and author on one of your visual aids.
* ***Briefly* summarize the book**. Excite your audience. Spend no more than a minute or two on this portion of your presentation. Decide whether to reveal the ending.
* You want to provide some **historical, cultural, OR biographical background** about the author and context of the book. This should be only a brief portion of your presentation, highlighting **necessary** details that relate to this book (only include the relevant stuff).
  + Be sure to tell your audience what source you have used for this information (based on any of the context research and nonfictional source documents of the period).
* **Review the quality** of the book. This is the important part of your talk. **You must include several aspects of the book in the review:**
  + An explanation of the literary elements, without saying “Literary elements”. These include theme, social issues, conflict, character development, symbolism, title significance, style, or other elements discussed in your Love of Language discussion, and your evaluation of how they enhance your reading and meaning of the book.
  + Your review of the quality of the book and recommendation to the rest of the rest of the class (including whether or not it was good for a lit circle), and
  + Your reflection on reading the book: how it relates to your life, society, what you learned from it, or how you felt and what you thought as you read.
* **Creatively perform** something about the book. If you find a way to use your visual aids and/or props in a *creative, original* way, your oral presentation score will be higher than merely holding up an object or poster and explaining it.
  + Ideas include but are NOT limited to: wear character costumes and take on the characters’ accents and personalities, open the presentation with a scene from the turning point in the book, dress as the author and talk about the book you wrote, reenact a pivotal scene from the book and include quotes and action, make your own movie trailer of the book (if you were to create your own film adaptation of it), etc.   
    These ideas involve effort and, thus, earn higher scores.

**Standards Addressed:**

ELA 1.1a Present information, findings and supporting evidence…where the organization, development, substance, and style are appropriate to purpose.

ELA 1.1b Make strategic use of digital media (e.g. audio, visual, and interactive elements) in presentations …to add interest.

ELA 1.2a Work with peers to promote civil, democratic decision-making, set clear goals and deadlines, and establish individual roles as needed.

ELA 2.1c Evaluate the influence of historical context on the form, style, and point of view of a written work.

ELA 2.1dAnalyze and relate a literary work to source documents of its literary period or to critical perspectives.

ELA 2.1e**.** Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole).

**Group Members:**

**Book Title:**

**Period:**

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| --- | --- | --- | --- | --- |
| Standards |  |  |  |  |
| *Areas of Assessment* | **Excellent:** | Very Good: | Adequate: | Needs Work: |
| Research **And Preparation**  ELA 1.2a Work with peers to promote civil, democratic decision-making, set clear goals and deadlines, and establish individual roles as needed.    **\_\_\_\_\_\_\_\_/20 points** | * Practiced to present 10-15 min. * Used any extra time to extend research * Outstanding effort to prepare all aspects of project * Work well with peers to accomplish the goal * Works Cited correctly specifies resources used | * Practiced to present slightly less than 10 minutes or longer than 15 * Used preparation time well * Some practice and effort on most aspects of project * Mostly worked well with peers to accomplish goal * Works Cited mostly specifies resources in a correct way | * Presented very briefly or too long * Little practice * Spent minimal time on preparation * Effort on only a few aspects of the project * Occasionally off task with peers, struggled to accomplish the goal * Works Cited somewhat specifies resources in a correct way or with some omissions | * Didn’t meet all deadlines * Spent little time on preparation * No practice to present * Little effort * Often off task with peers and could not accomplish the goal * No citations or serious mistakes or omissions in Works Cited |
| Content ELA 2.1c Evaluate the influence of historical context on the form, style, and point of view of a written work.  ELA 2.1dAnalyze and relate a literary work to source documents of its literary period or to critical perspectives.  **\_\_\_\_\_\_\_\_/30 points** | * + Engaging introduction   + Used logical, easy-to-follow order   + Created and maintained high audience interest   + Interesting conclusion   + Covered topic with outstanding literary analysis of text   + Showed thoughtful insight and response to literature on personal level   + Used appropriate evidence and examples of historical context connections   + Brief and intriguing plot summary | * Effective introduction * Used easy-to-follow order * Kept audience’s attention * Effective conclusion * Covered topic with appropriate literary analysis of text * Showed some thought and reflection on literature on personal level * Used sufficient evidence and examples of historical context connections * Plot summary a bit too long or not intriguing | * Abrupt introduction * Used order that was confusing at times * Lost audience’s attention at times * Abrupt conclusion * Covered basic, obvious literary analysis of text * Addressed obvious, superficial connections * Used some evidence and examples of historical context connections * Bland or overly lengthy plot summary | * No introduction * Used hard-to-follow order * Created little audience interest * No conclusion * Omitted important text analysis * No personal connections to literature made * Used little evidence and few examples of historical context connections * No plot summary |
| Creative/Visual Elements ELA 1.1b Make strategic use of digital media (e.g. audio, visual, and interactive elements) in presentations …to add interest  **\_\_\_\_\_\_/20 points** | * + Creatively fulfilled purpose on prospectus   + Uses at least 2 visual aids of different media   + Were highly interesting, easy to see and understand   + Supported purpose   + Communicated main ideas clearly and symbolically   + Showed outstanding effort and originality | * Completely fulfilled purpose on prospectus * Uses at least 1 visual aid or 2 similar media * Were interesting, easy to see and understand * Supported purpose * Communicated main ideas clearly * Showed effort and some originality | * Fulfilled purpose on prospectus * Uses 1 visual aid * Were somewhat interesting * Were related to purpose * Generally supported main ideas * Showed fair effort and little original creative work of your own | * No visual aid * Were messy, disorganized, hard to understand * Were unrelated to purpose * Didn’t support main ideas * Showed little effort * No original work of your own |
| **Oral Presentation**  ELA 1.1a Present information, findings and supporting evidence…where the organization, development, substance, and style are appropriate to purpose.  **\_\_\_\_\_\_\_\_/10 points** | * + Spoke audibly and expressively   + Used engaging gestures   + Uses engaging props, costume, or music   + Maintained excellent eye contact | * Spoke audibly * Used gestures * Used props, costume, or music * Maintained good eye contact | * Could develop more expression * Used few or awkward gestures * Used awkward props, costume, or music * Some eye contact | * Was difficult to hear * Used no or distracting gestures and props * Little or no eye contact |

**TOTAL: \_\_\_\_\_\_\_\_/80 points**