**“Malcolm X” Reading Group Work**

Per \_\_\_ Chapter/s\_\_\_\_\_ Group \_\_\_\_\_\_ How many members \_\_\_\_\_\_\_

Your group will teach Chapter \_\_\_\_\_\_ on a power point presentation. Each member will be responsible for teaching their slide and completing research on their particular slide. The assignments are below. No more than 6 people per group.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_**Literary Analyzer**

 Use 4-6 most **Important Quotes** and an explanation use MLA citation (see <http://btwenglish.weebly.com> click resources, writing video #4 for in text citations)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Literary Terms Expert**

Identifies literary elements in assigned chapter such as plot, theme, symbolism, setting and conflict and figurative language.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_**Vocabulary Expert**

A minimum of 10-12 **Unfamiliar Vocabulary** terms with the definition, picture and sentence from book

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Connector**

Find **Four Connections** from the story to the present day world.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Summarizer**

 Summarize the entire chapter and discuss the **Most Important Parts**

1. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Discussion Director**

 Create **5 discussion questions** (not yes/no answers) based on your chapter that will create good discussion for your group and the class. Include 3-5 sentence answers to your own answers on a separate slide

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Illustrator**

 **Create a collage** with pictures that represent the major themes of your chapter and **write 3-5 sentences** to explain your connection.

![MCj04247820000[1]]()![MCj04247820000[1]]() **PowerPoint Rubric**

**Malcolm X as told by Alex Haley**

Group Members: Per.\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| CATEGORY  | **Full Understanding (A)**  | **Considerable Understanding (B)** | **Partial Understanding (C)** | **Little or No Understanding (D)** | **Total Score** |
| **Novel Content**  | Student seems to understand entire story and covers topic in-depth with details and examples. Subject knowledge is excellent.  | Student seems to understand most of the story and includes essential knowledge about the topic. Subject knowledge appears to be good.  | Student understands some parts of the story and includes some information about the topic but there are some errors.  | Student has trouble understanding or remembering most parts of the story.Information is minimal OR there are several errors.  | 1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_
6. \_\_\_\_
7. \_\_\_\_
 |
| **Conventions** | All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the project.  | Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the project.  | Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the project.  | Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the project.  | 1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_
6. \_\_\_\_
7. \_\_\_\_
 |
| **Organization**  | Content is well organized using headings or bulleted lists to group related material.  | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.  | Content is logically organized for the most part.  | There was no clear or logical organizational structure, just lots of facts.  | 1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_
6. \_\_\_\_
7. \_\_\_\_
 |
| **Attractiveness**  | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.  | Makes good use of font, color, graphics, effects, etc. to enhance to presentation.  | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.  | Use of font, color, graphics, effects etc. but these often distract from the presentation content.  | 1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_
6. \_\_\_\_
7. \_\_\_\_
 |
| **Oral Presentation**  | Student is completely prepared. Interesting, well-rehearsed with smooth delivery that holds audience attention.  | Relatively interesting, but might have needed a little more rehearsal time. Has a fairly smooth delivery that usually holds audience attention.  | The student is somewhat prepared, but it is clear that rehearsal was lacking. Delivery not smooth, but able to hold audience attention most of the time.  | Student does not seem at all prepared to present. Delivery not smooth and audience attention lost.  | 1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_
6. \_\_\_\_
7. \_\_\_\_
 |

 **Total Score: \_\_\_\_\_\_\_\_**