

NAME: _____

PERIOD: _____

WITCHES! THE ABSOLUTELY TRUE TALE OF DISASTER IN SALEM: Menu Choice Board

DIRECTIONS: The following assignments listed ask you to apply the knowledge and skills you have learned during our unit over *Witches! The Absolutely True Tale of Disaster in Salem*. You need to complete **ONE** main dish, **ONE** side dish, and **ONE** dessert. **One additional side dish may be completed as extra credit (formative assessment grade).**

THIS PROJECT IS DUE AT THE BEGINNING OF CLASS ON: _____

NOTE: You will turn in this assignment sheet (rubric on the back) with your summative assessment. Late work **CANNOT** and **WILL NOT** be accepted past December 20, 2019.

Student signature: _____

Date: _____

MAIN DISHES	<p>Newspaper Article: Imagine that you have just witnessed the Salem Witch Trials unfold in court. Write a 5-paragraph (6-9 sentences) newspaper article that objectively explains the key events and characters involved for townsfolk who were unable to attend court. Be sure to include specific details/textual evidence for support.</p> <p>REMINDER: Your tone and language should be unbiased. Your goal is to convey information objectively.</p>	<p>Opinion Blog: Imagine that you have just witnessed the Salem Witch Trials unfold in court. Write a 5-paragraph (6-9 sentences) opinion piece on whether or not you believe the accused were guilty and if they received a fair trial. Be sure to include specific details/textual evidence to support your argument.</p> <p>REMINDER: You should have 2 claims, a counterclaim, and a rebuttal.</p>		
SIDE DISHES	<p>Diary Entry: Write a 3-paragraph (8-10 sentences per paragraph) diary entry as a character from the novel. Include details and events that are accurate the time period and the witch trials. What does your character think about the situation? How is it impacting his/her life?</p>	<p>Brochure: Create a 3-panel (one-sided, 8-10 sentences per paragraph) brochure to promote tourism in Salem during the time of the witch trials. Think about key locations, characters, events, etc. that might be of interest to someone visiting during this time period. Be sure to include images.</p>	<p>Comic Strip: Create an 8-panel comic strip that depicts a major scene from the novel. Be sure to include setting, characters, and dialogue. There should be text in every panel, as well as color. Include a 1-paragraph (8-10 sentence) objective summary of your scene.</p>	
DESSERTS	<p>Compare and Contrast: Create a venn diagram that compares and contrasts the way the Puritans reacted to fear of the unknown versus the way our modern-day society reacts to the unknown.</p>	<p>Plot Diagram: Make a plot diagram of the key events of the Salem Witch Trials. Include dates and key people. Include as many events and dates necessary to capture the entirety of the novel.</p>	<p>Propaganda Ad: Create an ad that could be on display to create fear in Salem during the witch trials. Use one of the propaganda techniques we learned in Unit 1 (ex. bandwagon, testimonial, etc.)</p>	<p>Analyze: Select a passage from the text to annotate for literary devices such as rhetorical appeals, simile, metaphor, personification, symbolism, etc. Select 3 and explain how the author uses them to create a message.</p>

WITCHES! THE ABSOLUTELY TRUE TALE OF DISASTER IN SALEM:

Menu Choice Board Rubric

	4 – Advanced	3 – Proficient	2 – Developing	1 – Beginner
PROJECT ELEMENTS	Overall project contains all elements required in the description of assignments; all individual assignments are executed and completed with above-standard excellence in effort.	Overall project contains all elements required in description of assignments; all individual assignments are executed and completed with adequate, at-standard effort.	Overall project is missing some required elements; individual assignments have been completed with below-standard effort.	Overall project is missing a majority of elements required in description; individual assignments are incomplete or nonexistent; assignments have been completed with below-standard effort.
ANALYSIS	Assignments demonstrate exceptional understanding and thoughtful analysis of the text (themes, main idea, characters, plot events, etc.); exceptional textual evidence and key details are included in every assignment.	Assignments demonstrate adequate understanding and sufficient analysis of the text (themes, main idea, characters, plot events, etc.); sufficient textual evidence and key details are included in every assignment.	Assignments demonstrate limited understanding of the text (themes, main idea, characters, plot events, etc.); analysis may be lacking, shallow or surface-level; minimal textual evidence and key details are included somewhat inconsistently.	Assignments demonstrate little to no understanding of the text (themes, main idea, characters, plot events, etc.); analysis may be surface-level or nonexistent; textual evidence and key details are not referenced at all.
OVERALL NEATNESS AND EFFORT	Project demonstrates tremendous effort towards overall organization, artistic effort, neatness, and creativity; color is present; attention to overall design has been carefully considered and expertly executed.	Project demonstrates adequate effort towards overall organization, artistic effort, neatness, and creativity; color is present; attention to overall design has been considered and executed.	Project demonstrates some effort towards overall organization; assignments may or may not be neat; creativity may be lacking; an attempt toward attention toward overall design has been considered, but poorly executed.	Project demonstrates little to no effort towards overall organization; assignments are not neat; creativity is nonexistent; no attempt toward overall design has been considered or executed.
LANGUAGE AND CONVENTIONS	Student demonstrates excellent command of language and conventions; little to no errors are present across assignments.	Student demonstrates reasonable command of language and conventions; any errors in usage and conventions across assignments do not interfere with meaning.	Student demonstrates some knowledge of language and conventions; errors in usage and conventions that impede upon meaning exist throughout assignments.	Student demonstrates minimal knowledge of language and conventions; frequent errors in usage and conventions impede upon meaning throughout assignments.

TEACHER COMMENTS:

OVERALL GRADE: _____