

## **Human Nature Short Story Project**

You and your group will be “teaching” a short story or two to the class. While everyone in the class is responsible for reading it, you are in charge of helping the class come to a greater understanding of it.

You are expected to:

- Read your story multiple times and be knowledgeable about the tone & mood, symbols & other literary devices, themes and author’s purpose. Each story deals with human nature, so try to find out what the author is saying about human nature;
- Lead the class for two days, helping the class get to a deeper understanding of the short story;
- Create an assessment for the story for the *end* of your lesson;
- Create a video of the story with your interpretation (it only has to be one of the stories if you have two). While most of you will be doing a live-action movie, it does not have to be. Feel free to use stop-action photography to portray the movie as well. See back;
- Write a reflection discussing your experience with the project.

**Grading:** Aside from the reflection (10% of your grade), there will only be a group grade for this. The lesson plan/lesson will be graded based on these components (65% of your final grade):

- *Quality/Effort:* Does it show a lot of effort and cooperation from all group members?
- *Creativity:* Do you teach in creative ways?
- *Your comprehension of the story:* Do you show that you understand the story components listed above?
- *Your ability to impart that comprehension and critical thinking to the class:* Have you imparted as best you can the story components listed above?

**Remember:** Your goal is not to *lecture* for two periods, but to help students get to a deeper understanding of the texts. Use group & class discussions, activities, presentations, graphic organizers and other creative means to convey your “expertise” about the story to the students. They *should* have read it, and you may want to give a quiz to ensure that.

Furthermore, I shouldn’t *just* see discussion questions you grabbed from online; ask yourself, “What are the questions *you* had about the text?” Chances are, the other students in the class will have the same questions. Also ask yourself what activities would help you come to an understanding? What things work/don’t work for you when *I* teach?

**Your lesson should help students get to a deeper understanding of:**

- The Plot
- The characters and their significance
- The author’s purpose
- Symbols & other literary devices
- Tone & mood
- How this story connects to other works we’ve read, and what it says about human nature
- Anything else you think is significant.

**Practice your lesson beforehand! And know that time will probably go faster than you think!**

**For the video, the guidelines are fairly loose because I want you think critically and creatively on your own. However, these are my expectations:**

- The main plot and primary characters need to be shown; in other words, based on the movie, the audience should be able to detect what one of the themes of the story is from your film. Other than that, you have free reign to interpret and change the story as you see fit.
- You need to acknowledge at least one symbol in the story
- Everyone needs to have an *equitable* part. That does not mean everyone will be on the video the same amount: if I don't have many lines, I might do more video editing.
- There's not a minimum number of minutes it needs to be, but assume that a three-minute video is *too short*.

**Your film will be graded on two categories (25%):**

- *Quality/Effort*
- *Creativity*

**Due Date: After Fallas.** You'll have about two days a week in class to work on this; long story short, you will have to do some of the work *outside* of class.