

# ***Number the Stars or The Giver***

Final Project: *Courage in the Face of Adversity*

## **Due Date**

Day of Final Exam

Wednesday, June 6<sup>th</sup>

For the third trimester final exam, students will earn a grade based on their creative project. On the day of the final exam, students will take a short exam on their Lesson 13 - 15 vocabulary words. The other 80% of their final exam grade will come from this project. Students will need to complete their project and written explanation **before** the final exam day. In class, students will bring their written explanation and project. Students will then give their prepared oral presentation.

After reading Lois Lowry's tales of courage, it is important we consider and honor those who resisted Nazi oppression and those who lost their lives during the Holocaust. You will create a project that embodies the theme "Courage in the Face of Adversity." Your project will be graded on its creativity, neatness, ability to communicate your epiphany and theme to your audience, and its overall impact or lesson learned from reading *Number the Stars* or *The Giver*.

## **Final Exam Weighting**

Final Exam Grade = 20 % of Overall Course Grade

Final Exam = 100 Points

- Lesson 13, 14, and 15 Vocabulary Test = 20 Points
- Creative Project = 50 Points
- Oral Presentation = 20 Points
- Written Explanation = 10 Points

## **Writing Assignment - 10 Points**

You will be required to write a "prologue" that explains the main theme of your project. In this **one-page** prologue you will:

- Explain why it is important not to forget the atrocities of the Holocaust
- Explain why it is important to stand up for what is right
- Discuss at least one epiphany\* you had while reading *Number the Stars* or *The Giver*
- Explain at least one theme (life lesson) of the book
- Describe how your project will teach your audience your epiphany and theme (life lesson)
- Explain why you chose to represent *Number the Stars* or *The Giver* with your particular project

\* An epiphany is a literary work or section of a work presenting, usually symbolically, such a moment of revelation and insight. What did your reading of *Number the Stars* or *The Giver* reveal to you?

# Creative Project - 50 Points

Select one of the options below.

If you select an option that indicates “poster,” all posters must be on paper that is at least 11” x 17” or larger.

**Timeline of *Number the Stars* or *The Giver*:** Create a Sequence Chain that contains 25 or more boxes with the plot of our story. These boxes should include a **detailed picture with a sentence**. You must also label the Exposition, Rising Action, Climax, Falling Action, and Resolution. (Poster)

- Exposition - The background information that is needed to understand the story is provided, such as the main character, the setting, the basic conflict, and so forth.
- Rising Action - A series of events and actions that move the story to a climax.
- Climax - The turning point in the story.
- Falling Action - The conflict unravels with the main character either winning or losing.
- Resolution - The end of the story.

**Jewish Resistance Pamphlet:** Research three examples of Jewish Resistance. Create a pamphlet that explains who the resistance fighters are, where they are from, the type of resistance they are using, their goals, those members who have died as a result of their resistance, and their past accomplishments. The pamphlet must be entirely filled-in both front and back. Include images, pictures and graphics. If you choose this option, you must write a two-page prologue detailing information about the resistance.

## Fairy Tale (Children’s Book):

*The Giver:*

*The Giver* is not a book for young children. Create a children’s book that tells the complete story of *The Giver*. Your book must be neat, look like a book (not on loose-leaf paper)! The book can be either typed or completed in marker/colored pencils, and tell the story in an appropriate way for younger readers. Your children’s book must be illustrated and colored where appropriate. Must follow the ideas from the story *The Giver*, but using words and phrases for a younger audience. Each page must have an illustration and words for the story. Story should be 8 or more pages.

*Number the Stars:*

In the first section of this book, Annemarie clings to fairy tales as the one thing that hasn’t changed in her world. After her distressing encounter with German soldiers in Copenhagen, she comforts herself and her sister with a happy tale about a king and queen with a beautiful daughter. In Chapter 14 Annemarie is running through the woods at night by herself. She thinks about a different sort of fairy tale, “Little Red Riding Hood.” In your prologue, discuss how and why Annemarie’s feelings about fairy tales have changed. Then work to retell *Number the Stars* as a

fairy tale. Eliminate the realistic, historical details of the setting, transform the Nazis into dragons or ogres, and use fantasy to solve the problem. Keep Annemarie as the heroine of your story and Ellen as the friend she helps. In your prologue, discuss the ways in which both realistic novels such as *Number the Stars* and fairy tales can be used to teach similar lessons about life, danger, love, and bravery.

**Creative Representation of a Survivor's Story:** You may create a piece of artwork (poster size) or a small book of poetry (at least four poems) that reflects a survivor or rescuer's testimony. Work must be based on survivor's or rescuer's testimony available from one of the following sources:

- The 1939 Society website at <http://www.the1939society.org/projects/?survivor>
- Chapman University's Holocaust Art and Writing Contest website featuring video testimonies from the collection of the USC Shoah Foundation at [www.chapman.edu/contest-testimonies](http://www.chapman.edu/contest-testimonies)

These works will be judged on how well the piece references a specific story from the survivor's or rescuer's testimony and conveys specific details from the survivor's or rescuer's testimony. If you choose this option, you must write a **two-page prologue** detailing, you must present accurate historical facts (names, dates, places) that explain your work. Please be sure to title your artwork and your poems.

**EXAMPLE:**

“From Old to Young – A Story to Remember”

Kaylee Takenaga

Survivor Testimony: Alice Friedmann



**Original Idea:** You may develop your own idea for a project, but you must get approval from me by May 30<sup>th</sup>

## Oral Presentation (20%)

On the day of the final exam, you will present your work. Your presentation should be between 2:30 minutes and 3:30 minutes. Going over or under this time will significantly affect your presentation score. You may read your prologue to your creative project, but this must be on notecards (not a piece of a paper). In your presentation, you should discuss:

- The themes (life lessons) you took from *Number the Stars* or *The Giver*
- The epiphanies and revelations you had while reading this text
- Why you chose your project to convey those messages
- How you made your work
- What you liked about your work
- What you thought you could have improved

Name: \_\_\_\_\_

TOTAL: / 10

Creative Project: / 6

Outstanding	Above Average	Average	Needs Work	Incomplete/Missing
This project is neat and demonstrates that the student put in a lot of effort to make this project. This project is almost perfect with regard to spelling and grammar. This project communicates the importance of remembering the Holocaust and handles the matter with maturity and insight.	This project effectively communicates the importance remembering of the Holocaust, but is lacking in one of the following areas: <ul style="list-style-type: none"> <li>- spelling</li> <li>- neatness</li> <li>- effort</li> <li>- grammar</li> </ul>	This project effectively communicates the importance remembering of the Holocaust, but is lacking in two of the following areas: <ul style="list-style-type: none"> <li>- spelling</li> <li>- neatness</li> <li>- effort</li> <li>- grammar</li> </ul>	This project is approaching the standards, but is not quite there. Student may not have completed the requirements set out in the project sheet.	This project is either unfinished or missing.

Prologue: / 2

Outstanding (2)	Above Average (1.7)	Average (1.5)	Needs Work (1)	Incomplete/Missing (0)
The prologue is the correct length and addresses all of the questions on the project sheet. The writer successfully uses several reasons/appeals to try to show why the creative product represents their ideas. The writer demonstrates insight and communicates a thoughtful response. The writer's prologue is neat/legible and free of grammatical/ spelling errors.	The prologue is the correct length and addresses all of the questions on the project sheet. The writer successfully uses several reasons/appeals to try to show why the creative product represents their creative project. The writer's prologue is neat/legible and mostly free of grammatical/ spelling errors.	The prologue is the correct length and addresses all of the questions on the project sheet. However, the writer does not make a strong case that this particular creative product is especially appropriate or strong. The writer's prologue may not be neat/legible or free of grammatical errors.	The prologue is the correct length but does not address all of the questions on the project sheet.	The prologue is either unfinished or missing. The prologue does not address all of the questions on the project sheet, and it does not meet the length requirements.

Presentation: / 2

	Outstanding	Above Average	Average	Needs Work
Presentation Skills: / .5	The presenter used notecards and appeared comfortable and rehearsed.	The presenter used notecards and appeared comfortable and rehearsed.	The presenter	The presenter read off of a piece of paper or did not appear practiced.
Time: / 1	The presentation was the correct amount of time.	The presentation may have been just 15 seconds short or 15 seconds long	The presentation may have been 30 seconds short or 30 seconds long.	The presentation did not meet the time requirement.
Content: / .5	The presentation connected to the project and communicated the importance of the work.	The presentation connected to the project and communicated the importance of the work.	The presentation may have relied too heavily on reading an excerpt from the creative project.	The presentation does communicate an understanding of the topic.

## Behavior During Presentations, Gallery Walk, and Film

Acceptable (-0)	Unacceptable
<p>The student follows directions. The student does not speak during others presentations. The student is silent and leaves appropriate comments during the gallery walk.</p>	<p>The student does not follow the rules listed to the left.</p>