Maus I- II
Final Assessment Project

We’ve reached the end of our Maus unit, and it’s time to showcase what you’ve learned. After thinking a lot about what I’d like you to have learned and experienced during this unit, I decided that I memorizing dates or events is not it. I wanted to create an assessment that would be meaningful to you, incorporate choice, different medias, and a written component.

You have the tools, potential, and capacity to make this project as meaningful as you’d like it to be.

What am I supposed to do?

1. In this assignment you will work alone and CHOOSE to do ONE the following options (a-j):

(a) Interview a family member to learn about your own family history, and present it to the class.
   - Write up a list of question before the interview.
   - Conduct the interview.
   - Do one of the following options:
     - Option 1: After the interview, transcribe the answers you got into a short story.
     - Option 2: Record a video of the interview and share it with the class.
     - Write a reflection about the interview. What did you learn? What surprised you? Has it changed the way you view your family history? Why/not? How?
     - You will present this interview to the class on 3/7, either by sharing your video or your short story.

1 of 7
(b) Interview a WWII veteran or a Jewish community leader about the holocaust.
Write up a list of question before the interview.
Conduct the interview.
Do one of the following options:

Option 1: After the interview, transcribe the answers you got into a news article.

Option 2: Using www.toondoo.com create a short graphic story showcasing what you learned from the interview.
Write a reflection about the interview. What did you learn? What surprised you? What happened to your interviewee after the war?

You will present this interview to the class on 3/7, either by sharing your toondoo or your news article.

(c) Research what happened to one group of people after World War II: SS, camp survivors, German families, etc.
Conduct research on your chosen group of people.
This could be done online, at a local library, or by interviews.
You should use at least 5-10 different resources.
Create a document that lists all the resources you’ve used.
Write a 500 word essay, documenting what you’ve learned about them.

(d) Find poetry, artwork, or letters written by prisoners of ghettos or concentration/death camp.
Do one of the following options:

Option 1: Write your a reflection about what you’ve found. What did you learn from it? What was moving or powerful about it? What are some common themes that you see? etc.
Option 2: Write a poem, artwork, or a letter that directly replies to one of the poems, artworks, or letters you’ve found.

Write an essay explaining your artistic choices, and why these choices form a reply.

e) Watch a holocaust themed/related film.

Write an essay in which you:

Connect your film to any theme, character, symbol, or event in Maus I-II.
Use specific evidence and references (i.e., actual film quotes!) to show this connection.
Include your personal reaction/response to the film.
Create an artistic representation of the film, in any media (e.g., painting, music, multimedia, video, dance, etc.). This will be presented to the class.

f) Find picture books or graphic novels written about a genocide or man-made calamity.

Write an essay in which you compare your book to Maus.
For example: What is similar and what is different (themes, protagonist, conclusion, period of time, religions, etc.)?

g) Create a website to educate young people about one aspect of the Holocaust.

Find resources and information you’d like to include.
Create up to 3 different webpages.
weebly.com is a great free resource for creating websites. Come see me if you need help getting it started!
Fill your webpages with information you've written about your chosen aspect.
Each page should include at least one videos or picture.
You will present your website to the class on 3/7.
(h) Advocate the teaching of more graphic novels in English class.
   
   Research why educators choose to teach graphic novels.
   
   Write 2 different letters addressed to students and parents explaining the value of teaching graphic novels. Write a 3rd letter to a teacher urging her/him to include more graphic novels in their ELA classes.
   
   Use Maus as an example in all letters.
   
   You may want to include your personal experience reading graphic novels in class.

(i) Read *Night* by Elie Wiesel (I have a copy, if you need one!).

Write an essay in which you compare this book to *Maus*.

- What are some common themes, common experiences?
- What are some different experiences and themes?
- Compare the protagonists.
- Compare the language used in both books.

Draw or create an image composition of one of the events that happens in *Night*.

(j) Watch the TED Talk called The Danger of a Single Story (http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)

Write an essay in which you discuss the following:

- What is the problem with a single story?
- How does it relate to discrimination?
- Write about a single story you’ve encountered.
- How is this talk related to *Maus*?

* Suggest your own project by Feb. 27th!

2. Project Parameters:
Notice that each project has a written component to it.

- You should write approx. 500 - 1000 words.
- Use Times New Roman, 12pt, with 1.5 spacing.

Class Presentations: DUE 3/7

- ONLY options a, b, and j, must be presented to the class!
- You don’t have to use a Powerpoint presentation, but you do have to be prepared to discuss it, share it, and explain the details your project.

Submissions are due in class on March 7th!
Understand Expectations & Grading: Assignment Rubric

Ideas & Content _____/25
- Clear, on topic, and focused.
- Holds reader’s attention.
- Relevant anecdotes; details enrich the composition.
- Ideas are explored in depth so that the reader is able to develop a good understanding of what you are saying.
- All aspects of the project of choice is completed and submitted.

Written Organization _____/10
- Has a clear introduction.
- Is logical.
- Makes it easy for the reader to follow.
- Has a clear conclusion.
- Meets the length requirement.

Voice _____/20
- Speaks directly to the reader.
- Is engaging.
- Is personal.

Word Choice _____/5
- Words convey the intended message.
- Words are natural and precise.
- Vocabulary is varied and formal.

Conventions & Sentence Structure _____/5
- Varied sentence structures.
- Good understanding of writing conventions (e.g., spelling, punctuation, capitalization, grammar, paragraphing).
- Errors tend to be so few, and do not disrupt reading.

Class Presentation _____/5 (for a, b, & j ONLY)
- Speech is clear, and on topic.
- All aspects of your project are presented to the class.
- Choices are explained and reasoned.
- You tell us why you’ve chosen your particular project.
- You explain what you’ve learned.
Further Comments:

Please revise for a better grade:

Final Grade: ____/70