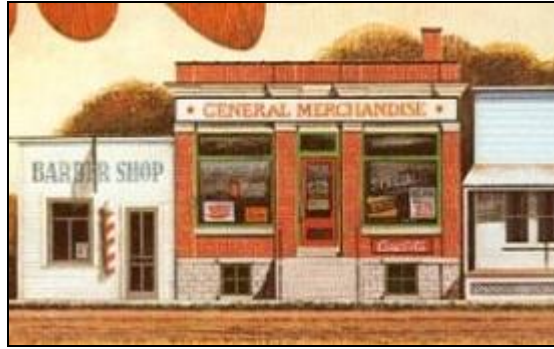


## Group Presentations: *Cold Sassy Tree*



**Purpose:** Throughout the school year, you have studied various kinds of literature, exploring each one's literary devices, themes, characters and language. Now you will apply this accumulated knowledge to your reading of Olive Ann Burns' novel, *Cold Sassy Tree*. You have already read and been quizzed over chapters 1-20 of the book; for the remaining 30 chapters, you will work with a group to prove your mastery of the aforementioned elements.

**Production:** Each group will have its own class period in which to present its assigned chapters. Each presentation **MUST** last at least 25-30 minutes of the class period, but should not exceed that class period. In addition, each member of the group must contribute to the preparation of the presentation, and each group member must talk during the presentation.

Each group will create a **PowerPoint presentation**; this presentation **MUST** include the following components:

- Book information:
  - Summary of EACH chapter (at least 5 slides), containing the following information:
    - Who is in the chapter?
    - What do they say/do in the chapter?
    - Where are they (don't just say "Cold Sassy")?
  - At least three quotes collectively from the 5 chapters which your group found important. Each quote should have its own PowerPoint slide (3 slides in all), with the following information present on each slide:
    - The quote itself; the chapter/page number;
    - Who says it?
    - What does it mean? / Why does your group find it important?

- Formatting:
  - At least 9 separate slides (1 must be a title page with all group members' names and the class/period information on it);
  - Abide by the “rule of sevens” – Aim for no more than 7 words per line of text, and no more than 7 lines per slide. If you go a little bit over (or under) this, that is fine; however, try not to make your slides cluttered and hard to read.
  - Spelling, grammar, punctuation – This should go without saying in an English class.
  - Other: All content must be school appropriate, including any text, music and/or pictures.

Each group will also create and execute some sort of **class activity** to go along with its presentation. This class activity will be part of the 25-30-minute presentation requirement, but should NOT exceed 10 minutes of that time. The class activity must abide by the following criteria:

- Gradable: If you are going to have the class play a trivia game of some sort, you must keep track of who participates.
- If your activity requires any additional materials, you must inform the teacher ahead of time; if your activity is a quiz, for example, you will need to decide whether you need copies made and/or whether students will need to supply their own paper and writing utensils. Also, any written materials **MUST** have a key!
- Related to presentation: Your goal is not to “trick” your classmates, but rather to make sure they understand what you are presenting to them. If you are giving students a quiz, it needs to be relevant to what you have presented previously.
- Here are some class activity ideas if you are ‘stuck’:
  - A trivia game, a la *Jeopardy!*
  - A post-presentation quiz
  - A worksheet that students fill out during the presentation
  - An oral quiz (students are graded on whether or not they participate)

Be creative! Bounce ideas off of your teammates and see what you can come up with together!

Process: You will be assigned to a group of 4-5 students; you will be collectively responsible for presenting on a selection of five consecutive chapters from the novel. Here is what you should accomplish each day within your group:

- **Wednesday (4/30):** Meet with group for the first time; each member should be assigned a portion of the presentation to undertake. Each group should know by the end of the period what each member will be doing for/during the presentation (for instance, who will write up summaries for each chapter; who will find prospective quotes; who will format the PowerPoint presentation). **Each group is responsible for turning in a piece of paper at the end of the class period, denoting each person's role.** Looking ahead, you may wish to start planning how you can best spend the two days you will be working on your presentation in the computer lab.
- **Thursday (5/1):** Computer lab work day #1 (of 2). You will work in the LMC lab (in the library) today. Please use your time in the computer lab productively; you will be presenting on your assigned date whether you are fully prepared or not. **If you are absent on any of these work days, it is both yours and your group's responsibility to get you caught up.**
- **Friday (5/2):** Computer lab work day #2. If you are in period **2 or 3**, you will be in the **math/science lab** on the 1<sup>st</sup> floor today. If you are in period **5**, you will be in the LMC (in the library) today. During this period, the teacher will meet with your group to discuss any additional materials your group will need for their presentation; it is already assumed that you will need a projector for your PowerPoint presentation. **If you are going to need copies made for the class, these are due today to the teacher, along with a master key.** Again, please use your time wisely.

Participation: The day of your group's presentation, you will be expected to turn in a **grading rubric** with your name/group identification on it. After your presentation, you will rate both yourself and your group on the **self-evaluation rubric**. Both of these sheets will be turned into the teacher – one before your presentation, and one afterwards.

Below are the groups and their presentation date(s). Once you are assigned to a group, **if you know you will be absent on the day your group is assigned to present, please see the teacher ASAP.** The group order cannot be changed. If you do NOT speak with a teacher ahead of time, and you are absent the day of your group's presentation, it will be to your consequence (read: not having spoken during the presentation).

<b>Group</b>	<b>Chapters/Pages</b>	<b>Presentation Date</b>
A	Chapter 21-25 (pg. 136-170)	Monday, May 4, 2009
B	Chapter 26-30 (pg. 171-210)	Tuesday, May 5, 2009
C	Chapter 31-35 (pg. 211-246)	Wednesday, May 6, 2009
D	Chapter 36-40 (pg. 247-290)	Thursday, May 7, 2009
E	Chapter 41-45 (pg. 291-346)	Monday, May 11, 2009
F	Chapter 46-50 (pg. 347-391)	Tuesday, May 12, 2009

Please note: Group placements were not made with any intent to be “unfair” to anyone by expecting them to have read further into the book. In point of fact, presenting later allows for more preparation time. In addition, all students should have read what is being presented on prior to coming to class each day.

Group work should also not be a time for socializing with friends; if your presentation lacks crucial information about the chapters you are presenting on, you are doing yourself and your classmates a disadvantage. You **WILL** be having a final exam over the entire novel once presentations are complete, after all. Please take this into account when you make decisions regarding how you spend your time in the computer lab and such.

Putting it all together: Here is a master list of the things you will be required to turn in before, during, and after your group’s presentation:

- Group task list (due Wednesday, 4/29);
- Group’s plan of action (due Friday, 5/1 – include any hand-outs, master keys and/or other materials)
- Day of presentation:
  - The PowerPoint presentation itself;
  - Grading rubrics (individual);
  - Class activity
- Self-evaluation rubric (day after presentation at the latest)

If you have any additional questions or concerns, please see either Mr. Ferguson or Ms. Haight – they are available before school, after school, and during periods 4 and 8.