

## “Figuratively Speaking” Character Tea Party

### LEARNING TARGET:

*I can apply my knowledge of the direct/indirect characterization of a literary character by representing the figurative essence of the character through a light snack, meal, and/or beverage.*

### TASK:

For your final assessment, you are to demonstrate knowledge of the texts and characters we’ve studied this year by selecting a single character (minor, major, stock, dynamic, static ... it’s your choice) and provide a simple representative *snack, meal, and/or beverage (and explanation)* that embodies the figurative essence (communicated via simile and/or metaphor) of who that character is.

Make your selection from one of these Pre-AP English 10 or WHAP Readings:

<ul style="list-style-type: none"> <li>• Julius Caesar</li> <li>• Secret Life of Bees</li> <li>• Lord of the Flies</li> <li>• Outliers</li> </ul>	<ul style="list-style-type: none"> <li>• 1984</li> <li>• Macbeth</li> <li>• Things Fall Apart</li> <li>• Nectar in a Sieve</li> </ul>	<ul style="list-style-type: none"> <li>• Kite Runner</li> <li>• A Long Way Gone</li> <li>• Ishmael</li> <li>• Anne Frank</li> </ul>
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For instance, if I had selected Boo Radley from To Kill a Mockingbird, I might choose to bring my own home baked or Costco Booberry muffins, “... *because although muffins are sometime imposing in their size and look kind of hard on the exterior, just like Boo, once you crack it open and butter it up, they are absolutely scrumptious and soft and gooey on the inside, in an understated sort of a way, again, just like Boo. Also, like the tree hole gifts that Boo left for the kids, these Booberry muffins just keep on giving because of their size and nutritional value.*”

### PRODUCTS:

1. A simple representative dish/meal/beverage that embodies the figurative essence (communicated via simile and/or metaphor) of who that character is (no use of kitchen or microwave allowed; store bought is fine)
2. A brief paragraph of analysis explaining the figurative essence of the meal/beverage and how it represents the character (see model/example above). The paragraph will be submitted online.

### ASSESSMENT:

DISTINGUISHED “4”	<ul style="list-style-type: none"> <li>• Detailed analysis and explanation that thoughtfully connects the meal to the character in an appropriate, easily discernible manner, revealing a sound knowledge of the direct/indirect traits of chosen character.</li> <li>• Meal or dish is extravagantly simple, safe, and requires little prep at school and NO use of microwave, kitchen, etc.</li> </ul>
PROFICIENT “3”	<ul style="list-style-type: none"> <li>• Analysis and explanation that connects the meal to the character in an appropriate, easily discernible manner, revealing a sound knowledge of the direct/indirect traits of chosen character.</li> <li>• Meal or dish is simple, safe, and requires little prep at school and NO use of microwave, kitchen, etc.</li> </ul>
DEVELOPING “2”	<ul style="list-style-type: none"> <li>• Analysis and explanation that connects the meal to the character in an appropriate, easily discernible manner, revealing a sound knowledge of the direct/indirect traits of chosen character.</li> <li>• Meal or dish attempts to be simple, safe, and requires little prep at school and NO use of microwave, kitchen, etc.</li> </ul>
BASIC “1”	<ul style="list-style-type: none"> <li>• Lacking analysis and explanation that connects the meal to the character in an appropriate, easily discernible manner; no clear evident of sound knowledge of the direct/indirect traits of chosen character.</li> <li>• Meal or dish isn’t simple, safe, and/or requires too much prep at school and use of microwave, kitchen, etc.</li> </ul>