*A Wrinkle in Time* Performance Task

Congratulations! You have been assigned as the new student literary critic for Wolf Den News. The RTMS student body has all read *A Wrinkle in Time* by Madeleine L’Engle and there has been much confusion on L’Engle’s representation of good and evil throughout her novel. The student body is anxiously awaiting your critique before hysteria sets out!

**“What central theme does L’Engle present to her audience that provides insight about life or human nature?”**

After reading *A Wrinkle in Time* by Madeleine L’Engle, Wolf Den News has asked that you complete a written report that addresses the above question, and analyzes characters, setting, and conflict that provide examples to clarify your analysis on the novel’s theme. Think about situations from the novel, how characters respond to plot events, and the various settings that are described. What conclusions or implications can you draw to focus on the novel’s central theme?

Help settle this debate with your evidence-packed analysis!

Product:

Your choice: 1) Written newspaper article 2) Pamphlet 3) News report (with written transcript)

Criteria for Success:

 Your newspaper article or recorded/live news report must explain and include the following **5** components in order to successfully inform the student body:

Report: Analysis of Central Theme

Evidence: Textual evidence (quotes, scenes, character interactions, setting, events)

Helpful Tips:

* Remember that you are INFORMING/EXPLAINING to the student body on the novel’s central theme by providing textual evidence that supports your analysis.
* Be creative! Think about ways you can inform the audience about the novel’s central theme – state the evidence
* Use the brainstorming and graphic organizer(s) to help you organize your analysis

**Brainstorming:**

**Informational articles**

* Attempt to inform their readers of a situation.
* Reporting to readers, as opposed to persuading readers.
* Thesis statements of informational articles show that the author merely wishes to share information.
	+ Example:  “Principal Melin met with students to discuss lunch behavior.” From this thesis statement, readers will know that the author is going to provide details about the meeting.
* **Six journalistic questions:**
	+ ***Who* did *what, why*, *when*, *how*, and *where*.**

**Questions to consider:**

***How does the author show the theme through character actions?***

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***What characters best represent the central theme?***

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***How is the theme represented in the setting? In the plot?***

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***What external or internal character conflicts exemplify the central theme?***

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***How does a particular sentence, chapter, scene, or quote contribute to the development of the***

 ***theme?***

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***What have we discussed in class about themes within the novel?*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Central Theme: (Thesis Statement)**

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**5 Supporting Evidence**

**Character Relationships/Connections:**

Static Characters & Connection to theme: Dynamic Characters & Connection to theme:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conflict**:

External:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internal:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plot**:

Significant Event #1:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Significant Event #2:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character responses to plot:**

Character #1:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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Character #2:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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Character #3:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Setting**:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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*A Wrinkle in Time* Performance Task Rubric

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| --- | --- | --- | --- | --- |
|  | **4: Exceeds (100-90)** | **3: Goal (89-80)** | **2: Approaching (79-70)** | **1: Does not Meet (69)** |
| **Central Theme****(Introduction)** | Meets all expectations set forth in (3)**Summarizes** each textual evidence | Clear, well-developed **thesis statement** stating **central theme****Introduces** important point for each textual evidence | **Unclear thesis statement** with confusing central theme **Briefly** discusses textual evidence | **No central theme/thesis statement****No** textual evidence stated |
| **Analysis – Text Evidence****Static/Dynamic Characters****Character responses to plot****Plot****Conflict****Setting** | Meets all expectations set forth in (3)Added **predictions** and elaboration based on concrete details Analysis summarizesthe work to theextent needed to clarifymain points but doesnot retell the work | **All** **5 areas** include **2 concrete details and elaboration** (quotations or other information/examples)Offers some **new insight** into the novel/themeAnalysis **may not consistently summarize** the work needed to clarify mainpoints, or it may unnecessarilyretell the work. | **3-4 areas** include **1-2 concrete details and little elaboration** The analysis **summarizes** instead of analyzing textual evidence |  **3 or less** areas of **2 or less concrete details****No** elaboration**Summary**may be substitutedfor analysis |
| **Informative** | Meets all expectations set forth in (3)Establishes and maintains a **formal style**Uses **vivid and descriptive** language that support theme analysis | Includes **clear, specific** **headings, graphics, and/or multimedia****Develops the theme with relevant textual evidence** Uses appropriate **transitions** to clarify the relationships among textual evidence and central themeUses **precise language and domain-specific vocabulary** to inform/ explain  | **Unclear** headings/graphics **Describes some** aspects of theme, but lacks textual evidenceIncludes **few transitions** to clarify relationships among textual evidence and central theme Word choices may be **imprecise and misleading**  | No headings/graphicsNo descriptions of themeNo transitions **Word choice is incorrect****or confusing.** |
| **Concluding Statement** | Meets all expectations set forth in (3)Conclusion leaves the reader with a question, a quotation, a **fresh insight or another memorable impression** relating to thematic analysis | Provides a strong, overall **concluding statement** **or section** that follows from the information presented | Concluding statement may be**repetitive** of information | No concluding statement |
| **Organization****& Focus** | Meets all expectations set forth in (3)Report format is well-developed with smooth transitions and indentations | Includes **well-developed supporting details and elaboration**Uses transition words to move the reader from one detail to the next**Clearly planned writing** with graphic organizer, rough draft or notes**Neat and legible** | Includes **simple supporting details** that follow a **logical order**Graphic organizer, rough draft or notes are complete | **Unclear, confusing ideas**Organization not well plannedNo evidence of pre-planning |
| **Grammar & Mechanics** | Meets all expectations set forth in (3)Structure includes compound-complexSpells correctly  | Uses a **variety of sentence****beginnings** throughoutNatural and Inverted SentencesStructure: simple, compound, complexEnsures that verbs agree with compound subjectsUses correct capitalization and punctuationSpells frequently misspelled words correctly (their, there, they’re, by, buy, bye) | Minimal variety of sentence beginnings Natural Sentences Structure: simple and compoundContains some run-on sentences that interfere with reader’s understandingUses verbs that are often misused (lie/lay, sit/set, rise/raise) incorrectlyContains some capitalization, punctuation, and spelling errors | No sentence beginnings varietyNatural SentencesStructure: simpleUnclear, confusing sentences and run-on sentences that interfere with reader’s understandingMany capitalization, punctuation, and spelling errors |

**Oral Presentation Rubric**

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| --- | --- | --- | --- | --- |
| **Classwork Grade** | **Beginner: 5 points** | **Novice: 10 points** | **Intermediate: 15 points** | **Expert: 20 points** |
| Oral Presentation Skills | Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work. | Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work.  | Communicates ideas with proper voice projection. Adequate preparation and delivery. Reads directly from presentation and does not engage the audience. | Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear deliverySpeaks to the audience and does not read directly from presentationEngages the audience |