**Literature Circles: The Importance of Key Scenes**

*Not every scene or moment is equally important in a story. Key scenes are like “TSN Turning Points” or highlight reel moments.*

**Task**: By yourself, or with one partner, choose an important scene from the novel and recreate it using one of the following methods:

1. Draw a comic
2. Use playdough to create 3 or 4 different parts of the scene and then take photos.
3. Write the script for a live version of the scene (as if you were directing a movie).
4. Write a poem or a song that captures the scene and its significance (narrative, found poem, blackout poem)
5. Create a skit and film it (2-4 minutes) (For this one you may work with two other students
6. Create a soundtrack for that scene that represents a character, theme and a conflict or symbol.
7. Your own idea

You will be asked to individually explain your scene (either verbally or in writing).

**Individually you will be asked to describe 3 things:**

1. What is happening in your scene (who are the characters involved, what is the context?)

-Key characters are identified and their actions and perhaps motivation and emotions are explained

-Context is explained (what has happened previously to lead to this point, what is the setting, what happened directly after the scene etc.)

1. Why this scene is important (is it an important moment for the character? what happens to him or her after that point? Does it connect to a larger theme?)

-How did this scene impact a character?

-Does this scene represent a larger theme of the novel?

-Does it represent any of the “Reminders of what makes an important scene”

-Does it represent any other literary terms we studied (Character development, internal/external conflict, foreshadowing, symbolism etc.

**Please be sure to include a properly integrated and cited quote somewhere in your explanation.**

1. Why you chose the method you did (drawing vs skit vs writing etc.)

**Reminders of what makes an important scene:**

1. A character learns something
2. A character is impacted very strongly in an emotional way
3. A bigger idea about life or human nature is demonstrated
4. A moment of intense conflict occurs and there are no immediate solutions
5. A character’s life is changed dramatically
6. A friendship or family is broken or reformed
7. A theme of the novel

**Criterion A: Analysing (the write up)**

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| **Level** | **Level Descriptor** | **Comments** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, 2. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, |  |
| 3-4 | The student:   1. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, 2. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, |  |
| 5-6 | The student:   1. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts, 2. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, |  |
| 7-8 | The student:   1. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, 2. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, |  |

**Criterion C: Producing Text (the project)**

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| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **comments** |
| 1-2 | The student produces texts that:   1. demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas, |  |
| 3-4 | The student produces texts that:   1. demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas, |  |
| 5-6 | The student produces texts that:   1. demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas, |  |
| 7-8 | The student produces texts that:   1. demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, |  |