

Standards/Objectives

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Objectives: - Determine and analyze the development of the theme(s) in American literature of the 19th century

AFRICAN AMERICAN SPIRITUAL SONGS

Glogster Project

You will be reading, annotating, researching and creating a “Glog” (digital poster) about one African American spiritual song of your choice.

Steps to Completing the Project

1. **CHOICE.** Choose an African American spiritual song from the list on the Unit 4 “Texts to Know” webpage. Try not to pick the same topic as a classmate, if possible (first come, first served on topics!).
<http://www.brittensenglishzone.com/texts-to-know1.html>
2. **READING/ANNOTATION.** Read your chosen song lyrics. Create a SMILES chart of your annotations.
3. **RESEARCH.** Determine the theme of your song. Visit the Background Information page for information about the themes used in African American spiritual songs. Determine what theme your song fits and find at least one quote from your song’s lyrics that supports this theme (evidence). Also, look for interesting facts about your song.
<http://ctl.du.edu/spirituals/freedom/index.cfm> --> This link is also above the song list on my web page.
4. **CREATION.**
 - (a) Start an account at www.glogster.com
 - (b) Create a Glog about your chosen song.
 - The Glog background (color, pattern, etc.) should fit the **mood** and **tone** of the song.
 - The Glog should include at least 3 images that reflect the **imagery** found in the lyrics.
 - Type (or copy-paste) the lyrics onto your Glog. Make sure they are typed neatly (free of errors!) and formatted correctly.
 - Include notes about **similes and/or metaphors** used in the song.
 - Include one paragraph explaining your idea of what the song’s **theme** is and why (Point. Evidence. Analysis.)
 - Include at least **two additional interesting details** – historical facts about your song’s meaning or origin, a YouTube video of people performing the song, an .mp3 of the song, etc. Your choice!

5. PRESENTATION. Your Glog will be shared with the rest of the class via a “Gallery Walk”.

AFRICAN AMERICAN SPIRITUAL SONGS Glogster Project

Category	A	B	C	D
REQUIREMENTS (16 POINTS)	All requirements are met and exceeded. (16)	All requirements are met. (12)	One requirement was not completely met. (8)	More than one requirement was not completely met. (4)
ATTRACTIVENESS (4 POINTS)	Makes excellent use of font, color, graphics, effects, etc. to enhance the mood/tone of the lyrics. (4)	Makes good use of font, color, graphics, effects, etc. to enhance the mood/tone of the lyrics. (3)	Makes use of font, color, graphics, effects, etc. to enhance the mood/tone of the lyrics. (2)	Uses fonts, colors, graphics, effects, etc., but they do not fit the mood/tone of the song lyrics. (1)
GRAMMAR/ MECHANICS (4 POINTS)	No misspellings or grammatical errors (Exception: Lyrics <i>can</i> be written using the “voice” or slang used by the original singers). (4)	Three or fewer misspellings or grammatical errors. (Exception: Lyrics <i>can</i> be written using the “voice” or slang used by the original singers). (3)	Four misspellings or grammatical errors. (Exception: Lyrics <i>can</i> be written using the “voice” or slang used by the original singers). (2)	More than four misspellings or grammatical errors. (Exception: Lyrics <i>can</i> be written using the “voice” or slang used by the original singers). (1)
CONTENT (16 POINTS)	Explains theme of the song with examples from the text <i>and</i> a well-written analysis. (16)	Explains theme of the song with examples from the text <i>and</i> adequate analysis. (12)	Explains theme of the song with examples from the text <i>and</i> partial analysis. (8)	Explains theme of the song with detailed examples from the text, but gives no analysis. (4)
ORGANIZATION (4 POINTS)	Content (graphics/text boxes) is well-organized in a way that makes sense to the viewer. (4)	Content (graphics/text boxes) is organized in a way that makes sense to the viewer. (3)	Content (graphics/text boxes) is organized for the most part. (2)	Graphics and text boxes are placed “anywhere” with no apparent thought to organization. (1)
GALLERY WALK (8 POINTS)	Ready to share on Gallery Walk day. (8)	Not ready to share? 0 Points in this category!		

GRADE: _____ OUT OF 52