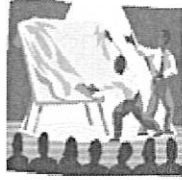


Lord of the Flies Presentation:

Choose one of the scenes from the novel Lord of the Flies that you can relate to a historical instance that changed a society (do not use WWII as an example). Use the dialogue from the scene to reveal how many changes in society follow similar courses. You may act out the novel's scene and the historical change in conjunction with one another or complete a compare and contract presentation. Be creative. If you have other ideas, you may get them approved by the teacher. Each group member must complete a portion of the presentation to receive full credit.

Your presentation will be graded using the following rubric:

Lord of the Flies Presentation Rubric



Name: _____

Teacher: Miss Contristano

Criteria					Points
	4	3	2	1	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	___
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	___
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	___
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	___
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	___
Organization	Information in logical, interesting sequence which reader can follow.	Student presents information in logical sequence which reader can follow.	Reader has difficulty following work because student jumps around.	Sequence of information is difficult to follow.	___
Content Knowledge	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information; student cannot answer questions about subject.	___
				Total---->	___

Teachers Comments: