

## Tier 4.0: Anti-Hero Novel Project

### Project Prompt (10.25.23)

Both “The Landlady” by Roald Dahl and “The Tell-Tale Heart” by Edgar Allan Poe include central characters that are less than honorable. While these may not technically be accurate representations of the concept of anti-heroes, especially as the landlady is not the protagonist, the idea that works of literature (and film, etc.) might follow unlikable and even deplorable protagonists is an intriguing one. We often cheer for the protagonists, so what happens when we don’t much care for them?

Choose one of the following novels that are considered anti-hero novels for different reasons. *I do require that you have a parent email me their permission for you to read your selected novel, as these may be considered objectionable.* I’ve included some of the main issues one might have against the books, but I strongly encourage students and parents to further research the book(s) to make sure it is something they feel comfortable with being read.

- The Catcher in the Rye—J.D. Salinger
  - Often objectionable for some occasional strong language, alcohol use and some sexual content (not explicit)
- The Stranger—Albert Camus
  - Perhaps less immediately objectionable, but includes murder

Once you select a novel, you’ll keep an annotated “journal” as you read. The annotated journal will be broken down by chapters, and each chapter will include two things. Most importantly, you’ll include various thoughts, questions, reactions and connections (to other stories, art, real life, etc.) that came into your head as you were reading that chapter. (These can be about plot events, setting, characters, or even real-life tie-ins. You might say that you detest a character or that you’re confused about a particular event or ask questions about if an event has ever happened in reality, or whatever. These are simply examples, not an exhaustive list.) Secondly, at the end of each chapter, include a short 2-3 sentence summary of that chapter.

Finally, once you complete the novel and “journal,” you’ll determine an area of focus that you’d like to explore more fully. This area of focus would most naturally arise from thoughts and questions in your journal, but it need not do so. You will devise a project that you would like to create to pursue this area of focus. The project can be in nearly any medium—it does NOT need to be an essay. You will write a project request form (which will discuss the novel, the area of focus intended, the medium used for the project, etc.) and submit it to the teacher, who will most likely need to talk over the project idea briefly with you and give some guidance, modification ideas, etc. Once the project request is approved, you are free to begin your project.

The exciting thing about this project is the amount of freedom you have to explore whatever ideas you may want to explore in the novel and in whatever ways you generally would like to do so. That’s also a very scary thing for some students who want or need more guidance. Teachers will NOT help to provide project topics, if you choose this route. It requires creativity and independence.

## Project Rubric

Note: Because your project is so entirely versatile in both topic and in form, there is no set rubric for this. As much as applicable, the organization, content/support, and other publication categories seen below will still apply with similar weight, but the specifics of what those mean, etc., must be defined on a per project basis. This is not necessarily a fixed rubric for all projects.

Organization (20 points total):

Org: \_\_\_\_\_

- Makes strong, consistent, and effective use of organization (the project flows smoothly and logically, topics and transitions are clearly marked, easy to follow, etc.) [20 pts]
- Generally makes effective use of organization (generally flows smoothly and logically, topics and are usually clearly marked, easy to follow, etc.) [17 pts]
- Makes inconsistent use of organization (at times flows smoothly and logically, topics and are sometimes clearly marked, easy to follow, etc.) [15 pts]
- Generally makes ineffective use of organization (the project may lack a smooth and/or logical flow, topics and transitions are often not clearly marked, making it difficult to follow, etc. [13 pts]
- Alarming in terms of organization. [10 pts]

Content/Support (40 points total):

Spt: \_\_\_\_\_

- The project is clearly and thoroughly supported and explained with clear, precise textual evidence (including quotes, paraphrase and summary as appropriate) and visual aides, etc. Project clearly, effectively, and thoroughly answers the prompt. [40 pts]
- The project is generally well supported and explained with clear, precise textual evidence (including quotes, paraphrase and summary as appropriate) and visual aides, etc.. Project largely answers the prompt. [34 pts]
- The project is occasionally well supported and explained with clear and precise textual evidence (including quotes, paraphrase and summary as appropriate). Project largely begins to answer the prompt. [30 pts]
- The project frequently lacks sufficient textual evidence (quotes, paraphrase and summary as appropriate), appropriate visual aides and/or sufficient explanation to bring all parts of the project together as a whole. Project incompletely answers the prompt. [26 pts]
- Project is mostly off-topic and does not answer the prompt. [20 pts]

Other (10 pts):

Oth: \_\_\_\_\_

- All textual citations are correctly handled, project is generally grammatically clean (only occasional issues with spelling, sentence structure, etc.), avoids first person, and formatting is solid, [10 pts]
- Most textual citations are correctly handled, essay has some frequent concerns with spelling and/or sentence structure, etc.), mostly avoids first person, and formatting has minor issues. [8 pts]
- Few textual citations are correctly handled, and/or essay is problematic concerns with spelling and/or sentence structure, etc., heavy use of first person, and/or project has major formatting concerns. [6 pts]

Ttl: \_\_\_\_\_/70