Sample Hypertext Literary Analysis Project Overview

Name of Project: Linking Through Literature—Hypertext Literary Response and Analysis		**Duration:** 2 weeks
Subject/Course: AP literature and composition	**Teacher(s):** Nicole Renner	**Grade Level:** 12
Other Subject Areas to Be Included: Social Studies (historical context for Vietnam War, the setting of Tim O'Brien's novel, *The Things They Carried*)		
Driving Question	How can we use hyperlinks and multimedia to explicate a literary text and discover its themes?	
Project Idea **Summary of the issue, challenge, investigation, scenario, or problem**	This project is embedded in a larger unit around Tim O'Brien's novel, *The Things They Carried*. AP literature students' exposure to literary analysis is often limited to the traditional structures of reading, discussion, and essay writing. However, many students come to AP literature without a foundation in the skills of explication that are implicitly required to be successful in those tasks and that are now explicitly demanded by the Common Core State Standards. They struggle not only with acknowledging complex or multiple meanings in a literary text but also with understanding and verbalizing the connection between literary elements (including literary devices and rhetorical strategies) and a text's meaning or theme. This project will explore how we can use nontraditional tools, including hyperlinking and multimodal composition, to deepen the reading process and allow students to analyze and respond to a text in deeper and more creative ways than they are traditionally afforded in the AP classroom. Because this is an experimental project, many specific guidelines will be provided for the students, including a detailed rubric that displays how they will be assessed. However, it will also be a process of discovery for students and for the teacher as we complete in-class workshops and peer feedback; the driving question ("How can we use hyperlinks and multimedia to explicate a literary text and discover its themes?") is a genuine point of inquiry for the entire class and for the teacher. We expect some student technological expertise and discovery to emerge and help the entire class progress. The final product will be developed in an intensive workshop style process of in-class creation, reflection, feedback, and revision. In some ways this project is an elaborate scaffold toward the performance goals of AP literature and composition as laid out by the College Board, and the rubric accordingly uses elevated language that mimics that of AP essay rubrics. However, it is also a process of investigating different windows into the meaning of a text and how young readers can more deeply experience and understand a text. This project is phase 2 in a larger unit around the novel *The Things They Carried*. The unit as a whole is designed to familiarize students with multimodal composition and then use multimodal composition as a way to perform deep textual analysis and even to synthesize ideas about theme and character. In stage 1, they will create informational webpages using the program Weebly. These pages will use multiple modes to synthesize student research into the history and context of the Vietnam War. In phase 3, they will create audio letters in the voice of a character from *The Things They Carried*, demonstrating their deepened understanding of that character after the hypertext analysis as well as their ability to smoothly integrate multiple modes in a product.

Content Standards to Be Taught and Assessed	Key Ideas and Details	
	CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawing from the text.	
	CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
	Craft and Structure	
	CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.	
	CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.	
	Text Types and Purposes	
	CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	Production and Distribution of Writing	
	CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	Presentation of Knowledge and Ideas	
	CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
21st Century Skills to Be Taught and Assessed	**Collaboration:** Students will work with a partner to analyze their chosen passage and develop their final product.	X
	Communication (Oral Presentation): Students will present before a panel of school administrators, guests from Vanderbilt, and members of the local media. They will also present frequently in class in an informal workshop structure where they will give and receive feedback and share ideas and discoveries from the process.	X
	Critical Thinking: Students will not have clear answers about how to structure a complex hyperlinked text in a way that is coherent and supports analysis of their literary passage; this will require serious planning, trial and error, and revision to make it work, and the final test will be the hypertext's functionality rather than a teacher's evaluation of how well structured the text is (as would be the case in an essay).	X
	Creativity:	

Major Products and Performances	Group	Phase 1: Informational Website (Weebly) on history & cultural context of Vietnam War	Presentation Audience	
		Phase 2: Hyperlinked PowerPoint Response & Analysis to a selected passage from *The Things They Carried*	X	Class
				School
		Phase 3: Audio Letter in the voice of a character from *The Things They Carried*	X	Community
	Individual	Detailed written reflections on all three phases of the project		Experts
			X	Web
				Other:

Source: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. *Washington, DC: Authors. Accessed at www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf on March 9, 2015.*