**“The Most Dangerous Game” Assignments**

**TASK 1: Literary Character Analysis DUE: Monday, 19th (midnight)**

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| LT: I can write a character analysis that contains an inference supported by textual evidence, as well as explains and connects the evidence to my inference. |

**Task Description:**

 After reading *The Most Dangerous Game*, you will select between General Zaroff or Rainsford to write a character analysis. Your analysis must contain textual evidence (quotes) and it must explain how the evidence provided supports the claim made about the character (the inference).

**Requirements:**

\_\_\_ Length: ½ page or more

\_\_\_ Clear claim/Inference

\_\_\_ Uses textual evidence and paraphrasing of text

\_\_\_ MLA Citation

\_\_\_Submitted on Turnitin.com

**TASK 2: *The Most Dangerous Game* Socratic Seminar DUE: Monday in Class**

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| **Learning Targets:**\*I can balance listening with speaking.\*I can reference specific areas of the text (textual evidence).\*I can draw personal connections and worldly connections to the text. |

**Discussion Questions (Please answer on a notebook sheet of paper):**

1. How does the author use literary elements and literary devices to create suspense? What examples in the text cause the reader to feel suspense and/or tension?
2. The author takes a very long time establishing the exposition (setting, conflict, characters, POV) of this story. Why do you think he may have chosen to do this, why is the setting important to this story? What mood does it create for the reader?
3. What is foreshadowing and where in the story does the author use it? In your opinion, why do authors use foreshadowing?
4. What is a theme (universal truth) we can take from this story? What message can we apply to our lives that would hold true all over the world?
5. At the beginning of the story, Rainsford claims that animals don’t feel the way humans do. What is your opinion on this, do you agree or disagree? Do you think Rainsford still thinks the same after what he has been through?
6. Ask a Question Here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literary Analysis Rubric

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|  | 4-Sophisticated | 3-Proficient | 2- Developing | 1-Insufficient |
| Claim | Claim made about the text is clear, but also intriguing. It explores a less obvious element of the text (theme, symbol, diction, etc.), or digs deeper into a nuanced detail from the text. | Claim made is clear, but explore a more obvious topic or element from the text. | Claim is unclear, may need to be reworded to make it easier for reader to understand interpretation. | No claim has been made. Summarizes a concept rather than makes a statement about one. |
| Evidence | Claim is supported with several pieces of quality evidence. All evidence provides insight on the topic and addresses nuanced details from the text. | Claim is supported with a couple pieces of evidence. Evidence may support, but may lack nuanced details from text.  | Claim is supported by little evidence from the text. Or, evidence provided does not clearly support the claim made by the author. | Claim is not supported with evidence. Offers summary of events in text rather than analyzes them. |
| Reasoning/Elaboration | Meaning of evidence is explained and is clearly connected to the claim through elaboration. Author explains the significance of the evidence in relation to the claim, as well as to the reader. | Meaning of evidence is explained, but may lack a clear connection to the claim it is meant to support. Lacks explanation of significance to reader.  | Readers are left to interpret the evidence or the evidences connection to the claim.  | Meaning of evidence does not support, or may even contradict, the claim made by the author. Or, no explanation or elaboration of evidence is provided. |
| MLA Citation | Document is formatted in MLA format and uses proper in text citations with no errors. | Document is formatted in MLA format and uses proper in text citations with one or two errors. | Document is not formatted properly and/or has many errors. Citations also have errors. | Evidence not cited, no attempt to put in MLA format. |