Assignment: Create a unique and original book cover for Chinua Achebe’s novel *Things Fall Apart* which illustrates your understanding of:

1. The danger of a single story (Adiche)
2. The FLAWED representations of indigenous people in Imperialist Literature (Achebe)
3. Achebe’s purpose for writing *Things Fall Apart*
4. Okonkwo’s story as valuable and worthy of a whole novel
5. A theme from the novel

For a challenge attempt to synthesize **2** of these elements.

Additional requirements:

1. Balance “clarity and mystery” like professional Chip Kidd’s Ted Talk: “The art of first impressions — in design and life”
   1. Not all clarity is good, not all mystery is good
      1. “unuseful clarity” vs. “useful clarity”
      2. “unuseful mystery” vs. “useful mystery”
2. Remember previous learning to help you create effective art:
   1. Amplification through Simplification
   2. Symbolism
   3. Graphic Weight
3. Use color intentionally
4. **Not be racist or ethnocentric**
5. Includes an author’s statement (2+ paragraphs and outlines specific literary terms/techniques from *Things Fall Apart*)

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|  | **Excellent/Exceeds** | **Proficient** | **Approaching Standards** | **Incomplete/Inconsistent** |
| Illustrates Understanding of the novel and required concepts\* (10)  \*both cover and author’s statement can achieve this | * **Not** racist or insensitive. * Clearly chooses a prompt from the options; perhaps synthesizes 2 or more options for a challenge. * Analytical. | * **Not** racist or insensitive. * Chooses a prompt from the options. * Summative. | * **Not** racist or insensitive. * Vague about which prompt was chosen. * Vague. | * Racist or ethnocentric. * Vague about which prompt was chosen. * Inaccurate. |
| Clarity (5) | * Includes the title and Achebe’s name. * Clearly connected to *TFA* content. * Useful clarity | * Includes the title and Achebe’s name. * Connected to *TFA* content. | * Missing either the title or Achebe’s name. * Simplistic representation of African continent | * Missing the title and Achebe’s name. * Too literal to title or plot of *TFA*. * Unuseful clarity |
| Mystery (5) | * Doesn’t contain obvious spoilers. * Aesthetically intriguing. * Useful mystery | * Doesn’t contain major spoilers. * Intriguing. | * Vague: hard to clearly connect to *TFA.* * Aesthetically dull | * Too Vague: hard to clearly connect to *TFA.* * Aesthetically dull * Unuseful mystery |
| Literary/Text Features\* (5) \*both cover and author’s statement can achieve this | * Shows a clear understanding of Achebe’s Lit. Techniques and possibly narrative features. | * Shows understanding of Achebe’s Lit. Techniques | * Shows understanding of some of Achebe’s Lit. Techniques or contains inaccuracies | * Shows little understanding of Achebe’s Lit. Techniques or contains inaccuracies |
| Artistic Features (5) | * Intentional Color * Polished, proof of drafting * Two of: Amplification through Simplification, Symbolism, or Graphic Weight. | * Intentional Color * Finished, proof of editing * One of: Amplification through Simplification, Symbolism, or Graphic Weight. | * Haphazard use of color * Finished * Attempted to use either Amplification through Simplification, symbolism, or Graphic Weight. | * No intentional color * Unfinished * Unclear use of artistic features |
| Artist Statement (10) | * Identifies WHAT you did and WHY you did it. Additionally, explains HOW you meet the criteria. * Shows understanding of *TFA* and possibly racial issues from the unit. * At least 2 paragraphs * Reflective and contains self-assessment | * Identifies WHAT you did and WHY you did it. * Shows understanding of *TFA*. * At least 2 paragraphs. * Reflective **or** contains some self-assessment | * Identifies WHAT you did.      * Shows understanding of *TFA*. * At least 1 paragraph. * Reflective **or** contains some self-assessment | * Fails to identify WHAT you did. * Unclear understanding of *TFA*. * At least 1 paragraph. * No reflection or self-assessment. |

Standards:

1. RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
4. RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.