A DIFFERENT DRUMMER: CULMINATION PROJECT   2014

> "The greater part of what my neighbors call good I believe in my soul to be bad, and if I repent of anything, it is very likely to be my good behavior. What demon possessed me that I behaved so well?"
>
> --H.D. Thoreau

The above quotation plays a tremendous role in the novel when placing characters in categories. Who is a "different drummer" and who is not?

For each of the following projects, you and your partner need to go to "Absolute Schools" on your ipad and install imovie onto your ipad. It's free!

OPTION ONE: MULTIMEDIA IMOVIE PRESENTATION

Using the above quotation, you and your partner are going to create a multimedia presentation using imovie. Your presentation will focus on **one** of the following characters: Harry Leland, Mister Leland, David Willson, Camille Willson, Bethrah Caliban, Reverend Bennett Bradshaw, or Dewey Willson. Using important quotes from the novel and symbolic images that represent your chosen character's perspective, you will create a four minute video with a voice over and/or text over the images. Your presentation should address the following questions:

- How is your chosen character directly affected by the main conflict?
- How did your character evolve as a result of the main conflict?
- What do the chosen quotes say about the character?

In addition to the imovie project that will be emailed to me, you and your partner must also email a formal write up analyzing and explaining the specific choices you made in your film. For example, why did you choose to use the music you did?   Are there specific images that you feel need analysis or explaining? Do any of your images hold more than one meaning?   Is there anything about your movie that you are particularly proud of that you feel needs explaining? And most importantly, is your selected character a different drummer or not? Were they freed or enslaved by Tucker's act? How did the Thoreau quotation apply to him or her?

OPTION TWO: SOUNDTRACK ASSIGNMENT WITH IMOVIE

Through imovie, you and your partner are to create a soundtrack that reflects the personas of each of the characters in the play. You will choose a total of 5 songs. Each song will represent a specific character and his/her personality. The song list should represent a song for Tucker Caliban, and your choice of 4 of the following: Dewey Willson, David Willson, Camille Willson, Mister Leland, Dymphna Willson, the men on the Porch, or Reverend Bennett Bradshaw. These song excerpts will be interspersed with the images for the important lyrics and the character portrayed. What you are trying to discover is an adequate "theme song" for the character selected.   Your song list should ultimately look like this:

    Title of Song: Artist (Dewey Willson)
    Title of Song: Artist (Mister Leland)
    Title of Song: Artist (Camille Willson)

Most importantly, you and your partner will need to write liner notes to accompany your imovie presentation of the songs. In your liner notes, you need to adequately explain why you selected the song you did to represent that particular character. Specifically, which lyrics from the song do you feel do the best job of connecting the song to the character and why? Each song should get one to two coordinating well-developed paragraphs with specific references to the lyrics, as well as the novel, to justify each of your selections.

Each project pair must be pre-approved by me.   The rubric for each of these assignments is attached, and must be included.

Exploring our choices: Are you a different drummer?

Using your creativity to visually and musically represent the characters of *A Different Drummer.*

Project Due Date: Monday, May 12th

NO LATE PROJECTS WILL BE ACCEPTED!

Names:_____

Option 1

	20	15	10	5	0
Images	Video contains a wide variety of images that are directly related to the assignment. Images elicit a visceral or emotional response	Video contains a variety of images that are directly related to the assignment. Images elicit a visceral or emotional response	Video contains a variety of images that are somewhat related to the assignment. Images elicit a visceral or emotional response	Video contains a few images that are somewhat related to the assignment.	Video contains no images or the images are completely unrelated to the assignment
Text	Frequent use of text to accentuate the images. Text is easy to read with no grammatical or spelling errors	Some text is used to accentuate the images. Text is easy to read and/or some grammatical or spelling errors	Some text is used to accentuate the images are there are some grammatical or spelling errors	Little text is used to accentuate the images are there are frequent grammatical or spelling errors	No text is used and/or text has too many errors to convey a message
Voice-Over/ Music	Voice over is clear and read from a written script with proper vocal inflection. Background music is appropriate and does not overpower the voice-over.	Voice over is clear and read from a written script. Background music is appropriate and does not overpower the voice-over.	Voice over is clear and sounds unrehearsed or unprepared. Background music is inappropriate and/or overpower the voice-over.	Voice over is unclear and sounds unrehearsed or unprepared. Background music is inappropriate and/or overpower the voice-over.	Voice over is unclear, unrehearsed or not included. Background music is inappropriate, overpowering, or not included.
Assignment	Video addresses all questions in the assignment.	Video addresses most questions in the assignment.	Video addresses some questions in the assignment.	Video addresses few questions in the assignment.	Video addresses none of the questions in the assignment.
Duration	4-5 MInutes	3-4 Minutes	2-3 Minutes	1-2 Minutes	Less than 1 Minute

Grade:_____
Comments:

Names:_____

Option 2

	20	15	10	5
Writing	The writing is strong, formal, free of errors and shows understanding of mechanics of writing.	The writing is generally free of errors and shows good understanding of the mechanics of writing.	The writing has some errors and shows a general understanding of the mechanics of writing.	The writing has many errors and shows little understanding of the mechanics of writing.
Analysis	Analysis shows strong evidence of thought and care in tying the chapters to the songs.	The analysis shows good evidence of thought in tying the chapters to the songs.	The analysis shows some evidence of thought in tying the chapters to the songs.	The analysis shows little evidence of thought in tying the chapters to the songs.
Thought	There is evidence of careful thought in song selection	There is evidence of good thought in song selection	There is some evidence of thought in song selection	There is little evidence of thought in song selection
Quotations	Quotes are used from the song and/or the book, and all quotes are thoroughly introduced, cited, and analyzed properly.	Quotes are used from the song and/or the book, and all quotes are generally introduced, cited, and analyzed properly.	Some quotes are used from the song and/or the book, and some quotes are not introduced, cited, and analyzed properly.	No quotes are used from the song and/or the book, and no quotes are generally introduced, cited, and analyzed properly.
Images	Video contains a wide variety of images that are directly related to the assignment. Images elicit a visceral or emotional response.	Video contains a variety of images that are related to the assignment. Images elicit a visceral or emotional response.	Video contains a variety of images that are somewhat related to the assignment. Images elicit a visceral or emotional response.	Video contains a few images that are tnagentially related to the assignment.

Grade:_____

Comments: