

Subject area/course: English/Language Arts

Grade level/band: 9

Task source: Center for Collaborative Education (CCE); Author: Jon Olkovikas

Literary Analysis: Theme Expressed Through Imagery and Symbolism

TEACHER'S GUIDE

A. Task overview:

For this performance task, students will analyze how an author uses imagery and symbolism to reveal a theme in a novel. Taking the role of graphic artists working for the publisher of the novel, they will create a visual that highlights that theme and the imagery/symbolism from the novel. The visual should be something that could be used in ads or illustrations for the novel. In addition, they'll write an artist statement that includes an analysis of how the author develops the theme and an explanation of their visual as it relates to the novel.

B. Aligned standards:

1. Common Core State Standards

[CCSS.ELA-LITERACY.RI.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.

[CCSS.ELA-LITERACY.RI.9-10.2](#) Determine a central idea of a text and analyze 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.

[CCSS.ELA-LITERACY.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Critical abilities

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

3. Other standards

New Hampshire Competencies:

NH ELA 1: Reading Literature

NH ELA 4: Explanatory Writing

NH ELA 8: Speaking



C. Time/schedule requirements:

This entire unit takes place over the course of 2–3 weeks. See *Teacher Instructions* section below for a more specific timeline.

D. Materials/resources:

Depending on the book used, this may vary. Suggested resources include:

- “Anthem” by Ayn Rand
- Teacher-developed PowerPoint slides on the use of light and dark imagery in “Anthem”

E. Prior knowledge:

- An understanding of imagery, symbolism, and theme from previous years is helpful

F. Connection to curriculum:

This task will be done in the beginning of the year. The goal is to lead up to a comparison of two novels. In its original implementation, this task was followed by a unit on “Lord of the Flies.” At that point, students were asked to compare and contrast the two books.

G. Teacher Instructions:

- Day 1: Introduction to book and performance task
- Days 2-3: Read and formative assessment on reading comprehension
- Day 4: Provide students with reading time; present your teacher-created Imagery and Symbolism PowerPoint
- Days 5-8: Read and formative assessment on reading comprehension
- Day 9: View sample ads, cover art, and illustrations for novels; brainstorm ideas for visuals in groups
- Day 10: Students will create visuals; have students do peer feedback
- Day 11–12: Sample artist statement review; mini-lessons on any needed textual analysis skills
- Day 13: Writer's workshop with artist statement
- Day 14: Any last editing or preparation; practice presentations
- Day 15: Students will conduct their oral presentations

H. Student support:

- All student directions will be provided in writing and will be read orally.
- The student directions and rubric may be modified to simplify language.
- Graphic organizers, checklists, and outlines could be provided for the artist's statement.
- Additional time may be allotted.
- Extended time and additional supports and tools may be provided.

I. Extensions or variations:

None provided.

J. Scoring:

Student work can be scored using the QPA Common Visual or Media Rubric and the QPA Common Oral Communication Rubric as well as the QPA Common Literary Analysis Rubric (for the artist statement).

