

| Physical Product Rubric (should be 3 or above to be presented) | | | | 50% |
|--|---|---|---|---|
| | 4 | 3 | 2 | 1 |
| General Appearance, Completeness, & Organization | Project is beautifully constructed w/masterful use of detail and attention to spatial relationships Reflects unique or inventive thinking tying visual elements of project to underlying themes. | Project is attractive and demonstrates adequate use of detail and space. Reflects creative use of detail to communicate significant element(s) of the story. | Evidence of some planning but inadequate use of space and less than expected attention to detail. Reflects shallow or inadequate relationship between project and story. | Project appears constructed w/o adequate planning and attention to detail. Does not demonstrate thoughtful relationship between project and story. |
| Creativity | Enhance overall appearance | Positively contribute to general appearance. | Damaged or in need of quality control. | Not suitable for acceptable project. |
| Materials & Workmanship | Goes beyond the book. Very impressive | Adequate representation of the book. | Falls short | Inadequate effort |

Comments: _____

Physical Product Score _____

| Written & Oral Presentation Rubric | | | | 50% |
|------------------------------------|--|--|---|--|
| | 4 | 3 | 2 | 1 |
| Poise and Preparation | High level of planning and preparation is evidenced by confident and organized presentation, which falls within allotted time. | Adequate level of planning and preparation is reflected in reasonably smooth presentation, which falls within allotted time. | Poise and composure indicate need for additional preparation and planning. Time parameters may also be a concern. | Obvious lack of preparation contributes to deficiency in poise, composure and observance of time requirements. |
| Content | Rich, and reflective. Creatively communicates thematic relationships found within story. | Sufficiently addresses the five required elements of the presentation. | Loosely organized and/or superficially addresses the required elements of the presentation. | Does not reflect a thorough understanding or adequate reading of the book. |
| Knowledge | Presentation & response to questions reflects a thorough understanding of the book and its related themes. | Presentation & response to questions reflects a basic understanding of the book and its related themes. | Presentation & response to questions reflects a superficial understanding of the book and its related themes | Presentation & response to questions reflects an inadequate reading or understanding of the book. |

To Build a Fire
BY JACK LONDON

Man steps through the ice:
Body Temp begins to plummet.
Judgment is soon impaired.

Fire snuffed out due to snow falling from tree. Temp. continues to drop as extremities begin to freeze.

At 95°, intense shivering causes failure of 2nd attempt to build fire.

Inability to kill dog induces panicked run for the camp.

Although the Man begins his physical decline after his fall through the ice, his fatal mistake was to ignore the voice of experience.

You were right, old hoss; you were right. At fifty below, a man should never travel alone.
You were right.

Arrogance + Inexperience
A Lethal Combination

Don't be the next fool
THE NEXT TIME,
IT MIGHT BE
YOU WHO'S
GOING DOWN.

At 86°, man hallucinates. As core temp continues to drop, death comes in a warm and peaceful slumber.

At 91°, apathy sets in and the Man accepts death as inevitable.

Introduction:

Every year, increasing numbers of teenagers get into cars after drinking and kill themselves on America's highways. Thousands more will light that first cigarette that they know may eventually lead to a habit contributing to future lung cancer and heart disease. Faced with the knowledge of the possible consequences, young people will continue to make choices that they know will potentially result in their harm. Phrases like: "It won't happen to me." "I can handle it." "What do they know?" Can often be heard from the lips of these same individuals just before they meet their own tragic end. The crippled, maimed and the dying can often be heard to say... "I should have listened," after it's too late to save themselves. Yet...is anybody really listening? Can any words of wisdom cut through the armor of arrogance combined with inexperience?

Plot Summary:

I read the story "To Build a Fire" by Jack London. It is the story of a man who freezes to death during a 30-mile hike between two camps during the Alaskan winter of 1896. Against the advice of an experienced "old-timer," he set out on his journey alone and unprepared for the potential dangers that this environment presented. At first, he had laughed at the old-timer's advice to travel only with a partner when temperatures drop to 50 degrees below zero. He had traveled in cold weather before, he was strong, and he was confident that he could handle any situation that presented itself. Only his dog seems concerned about traveling in these conditions, a concern that foreshadows the man's doom. This man's inexperience blinds him to the dangers that surround him, and his arrogance prevents him from even being adequately prepared for the danger that he never even sees coming until it is too late. After stepping through the ice and failing to maintain the fire that could have saved him, he is struck by the realization that the old-timer was right. But by this time it's too late to do anything but die along with his newly acquired lesson.

Personal Review:

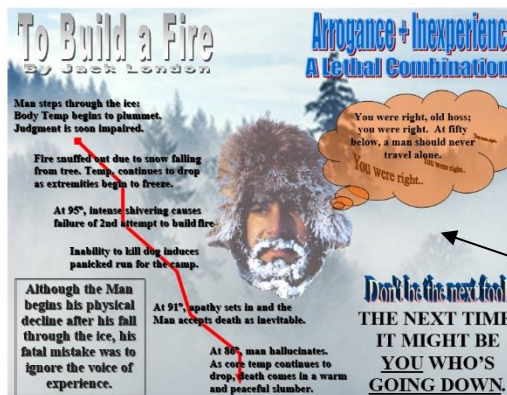
I enjoyed this story because it presents a lesson so simple and so obvious that we can all see it. Experience can be a cruel and unforgiving teacher. Why not take advantage of the lessons that can be learned from the experiences of others? This man's experience is literally a chilling example of what can happen when we let overconfidence blind us to the wisdom of those who have come before us. It may be too late for the man, but it certainly isn't too late for us.

Project Explanation:

My project shows the man's decline in body temperature after he steps through the ice, and illustrates the primary theme that I see in the novel. Arrogance + Inexperience can be a deadly combination. As the man in the story nears death, the realization becomes clear that the old-timer was right. He should have traveled with a friend. My project also suggests that it is often just as easy for us to suffer from the same attitudes as the man in the story.

Conclusion:

In this story we see a man, who like many of us overestimates his ability to cope with his environment and the consequences of his actions. Although his death is the direct result of a fall through the ice, his downfall began long before the ice cracked beneath his feet. It came when he ignored the voice of experience. It is too easy for us all to make the same mistake in our own lives, and this story gives us a good reason why we may want to stop, listen, and recognize the value of advice from our elders...because the next time... **It might be you who's going down.**



The Sample Project on the left represents the use of a timeline in an attempt to show the character's drop in body temperature as he freezes to death after making a poor decision during his journey. The actual body temperatures reflect research done by the reader to document the exact points in the story where the effects of hypothermia affected the character and his decision-making process. While the character's body temperature literally drops, the project attempts to tie this thematically to the cause of his thematic demise. Several bold statements make this connection, but the project fails to adequately communicate the relationship between the timeline and the overall thematic point.

The inclusion of an explanation giving some background on the characters situation and how it related to the author's point is needed. While there is an obvious place available for this information, the space should have been more effectively planned to fully accommodate its inclusion.

While the project above is creative, the student would have benefited from discussing the concept with the teacher as is highly recommended. This conversation would likely have resulted in the inclusion of the most important part of the project...that has unfortunately been neglected. While this project is presentable, it is certainly not the A project that it could have been.

Oral Presentations, just like last semester, presentations need to be typed, and should include all five parts listed beneath the Oral Presentation Rubric on the back of the Guidelines handout. The difference between this semester's presentations and 1st Semester presentations will be that the student will turn in their typed copy of the presentation prior to the classroom delivery. The student may only use a 3x5 note card during his/her delivery. Mr. Ott is glad to review the content of your oral presentation if you bring it in early enough for him to give you feedback on it.

- Students are reminded that the use of a 3 x 5 note card is the only thing they may bring to the front of the room during their presentation. While both sides of the note card may be used, students may not use a note card that is bigger than these dimensions.
- Students may find that completing their note card on the computer helpful. It is a simple matter to draw a three-inch by five-inch text box in Microsoft Word. Gluing two sides together is a perfectly acceptable way to construct this note card. Just make sure of your measurements.
- While you could conceivably copy your entire presentation into a note card constructed like this, students are reminded that **reading their presentation** this time will significantly affect their grade for **Poise and Preparation**.

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|-----------------------|--|--|---|--|
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| | 4 | 3 | 2 | 1 |

It is recommended that you give yourself about a week to practice the delivery of your presentation. This will give you time to practice at a leisurely pace and to construct your note card based on the areas where you may need prompting during the delivery. If you do this, you will likely find that all you need on your card is an outline of your major parts of the presentation. After practicing with your outline, you will probably be ready to earn a "4" for poise and preparation.