

Reflective Assignment

Making Connections between *Wuthering Heights* and Popular Music

Expectations to be met:

1. Students will extend their understanding of texts by making rich connections between the ideas in *Wuthering Heights* and personal knowledge, experience, and insights.
2. Students will evaluate the effectiveness of texts using evidence to support their opinions (compare songs with novel).
3. Students will communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience.

How will you meet these expectations?

DAY ONE, TWO

1. Listen to the songs I play, read the lyrics, and think about themes developed in these songs.
2. Write a journal entry for EACH song, explaining connections between themes in the song and *Wuthering Heights*.

	Level 0	Level 1	Level 2	Level 3	Level 4
Making rich connections between the ideas in <i>WH</i> and songs	doesn't relate to songs or <i>WH</i>	doesn't relate to songs or <i>WH</i>	journal has 1 good or 2 weak connections	journal has 2 or 3 connections with explanation	has many rich or one really awesome, totally great connection with explanation

NOTE: Word choice for Level 4 reflects the fact that my students developed the levels!

DAY TWO, THREE

1. For each song, find a quotation from *Wuthering Heights* that corresponds to the themes in the song.
2. Out of these five songs, pick three. Rank the three songs, in terms of which most closely resembles themes in *Wuthering Heights*. You will need to use evidence from the novel and each song to support your opinions. Write three paragraphs, one per song.

	Level 0	Level 1	Level 2	Level 3	Level 4
Evaluating the effectiveness of texts using evidence to support opinion	1 quotation	2 quotations	3 quotations	4 quotations; paragraphs have 1 quotation from song; 1 quotation from <i>WH</i>	5 quotations; paragraphs have quotations from both texts with explanation

DAY FOUR

You will be presenting your judgment to the class orally. BUT FIRST... you will prepare your 90-second nomination speech. You will give this speech to your literature circle group, who will give you feedback using the prompts provided. You may use notes for your nomination speech.

	Level 0	Level 1	Level 2	Level 3	Level 4
Communicating in a clear, coherent way using structure and style appropriate for the audience					

NOTE: I didn't fill in the levels of the rubric here. Students filled them in as we discussed the assignment and then used their own rubric to evaluate their partners' presentations for feedback.

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