Creative Project for *Pearl Earring* & *Splendid Suns*

**Consider the following suggestions for your Creative Project, or discuss with me an idea of your own.**

Creative Writing:

- Backstory **narrative** of character(s), or a “What if?” plot revision of the novel. (Narratives should be written in ‘story’ form. They are not “descriptive” or “explanatory” pieces. Be sure to include dialogue along with active narrative components. Use frequent paragraphing.)
- **Script** or prose of an original scene (different modern or historical period; combine characters with other figures, etc.)
- **Poem(s)** reflecting a character’s perspective. (Poems do not need to rhyme or have a strict metric rhythm. Free verse is highly encouraged.)
- **Diary/Journal** of a character during events of the story (e.g. Griet living in Vermeer’s house)
- **News article** about events in the story. (Create interview dialogue from characters and adhere to a journalistic writing style.)
- **Magazine or News article** on an aspect of the story. (Magazine writing is more based on ideas, opinions, and trends. News writing is more about facts.)

Creative Visual: *Try to incorporate language from the novel within your design; also, they should be accompanied by a brief written explanation of its interpretation and significance*:

- Creative map or 3D display of the setting or a scene of the novel
- Vacation brochure for the setting (possibly sarcastic)
- Video game or board game design of the story (not just a box with images, but a series of images and descriptions describing the gameplay experience)
- Instructional tool of illustrations and descriptions of various elements of the novel; chart displaying symbols from the work, or an artistic compilation of symbols
- Set and/or costume designs for a theatrical production
- Visual art rendition of a scene or concept from the novel
- Comic strip or storyboard
- Interpretive collage of magazine or newspaper clippings
- Short film or photography project (bring your own equipment at your own risk)
- Brain chart of characters' psyche
- Business presentation graphs or charts of character qualities
- Artistic work of your own which correctly utilizes the style of the time (e.g. Rococo)
- Create a satirical modernized version of one of Vermeer’s famous paintings

\**Don't automatically choose the* fastest *or* easiest *idea for a project. Simple, basic ideas with little creativity will not earn many points. Make a choice that you can expand with effectively.*

**Creative Writing Project Rubric**

Approximate length: Narrative or journalistic pieces = about 2-3 pages

 Poetry = very relative; about 1 ½-2 pages

 Script = 2-3 pages (dense dialogue); 3+ pages (short-form dialogue)

**Creativity** – Originality of ideas

4- Above and beyond the bounds of the assignment; a work worthy of publication and to be shared with other classes nationwide. Student pursued a unique topic of choice from the teacher’s listed suggestions. Student rethought aspects of the story and characters in various dimensions than provided by the author. May result in a few more pages of development than suggested.
3- Work is highly interpretive. Student pursues an idea that is highly original and may not have been done before. Student has pursued a form, voice, and/or point of view unique from the author’s original work.
2- Student fell in line with the suggestions of the assignment; has some originality and can be considered a fun “spin-off” of the literature
1- Some writing is produced at the suggested length; appears to have taken no brainstorming or forethought to create
0- no attempt to create a written interpretation of the work

**Neatness** - Quality of appearance

3- Clearly took hours of effort; reflects the careful attention to detail of a working writer. Carefully typed; no grammatical or formatting errors.
2- May have taken an hour or less to produce, but still reflects some pride in student’s work; errors do not distract the reader too heavily from enjoying the work. Typed or decoratively hand-written.
1- Appears thrown together in a hurry; desired result of a “great idea” may be unclear. Not proofread. Hopefully typed.
0- Hand-written in a hurry. Frequent errors.

**Accuracy** – Reflection of understanding of literature

3- Strongly reflects a deep knowledge and critical point of view toward the work; makes frequent factual and interpretive references to the work, perhaps along with a spin of their own
2- Shows a clear understanding of the text with a few specific references; could be more interpretive
1- Student may have a basic grasp of characters or concepts from class discussions, but clearly hasn’t read or reflected heavily on the reading.
0- Has little or no semblance to the literature

**Visual Project Rubric**

**Creativity** – Originality of ideas

4- Above and beyond the bounds of the assignment; implemented high tier insight and visual artistic ability or attention into a work worthy of display or publication. Perhaps implemented a unique medium of the student’s choosing not often used
3- Student’s visual is highly interpretive; tried to create a fresh piece that hasn’t been done before
2- Student fell in line with the suggestions of the assignment; has some originality and can be considered a “visual interpretation”
1- Some rendering of a visual is created; appears to have taken no brainstorming or forethought to create
0- no attempt to create a visual interpretation of the work

**Neatness** - Quality of appearance

3- Clearly took hours of effort; reflects the careful attention to detail of an artist (not necessarily skill). Worthy of display or as an instructional tool for future classes.
2- May have taken an hour or less to produce, but still reflects some pride in student’s work; could have perhaps included more specific details
1- Appears thrown together in a hurry; intended effect of visual may be unclear
0- Little attention to detail or attempt to produce a worthy interpretation. Pencil sketch done on notebook paper before the bell rings.

**Accuracy** – Reflection of understanding of literature

3- Strongly reflects a deep knowledge and critical point of view toward the work; provides many factual and interpretive details of the work in great detail
2- Shows a clear understanding of the text; could be more interpretive
1- Student may have a basic grasp of symbols or concepts from class discussions, but clearly hasn’t read or reflected heavily on the reading.
0- has little or no semblance to the literature

\* To earn maximum points, please avoid printouts of computer/internet images unless you intend to implement them in a particularly creative way.