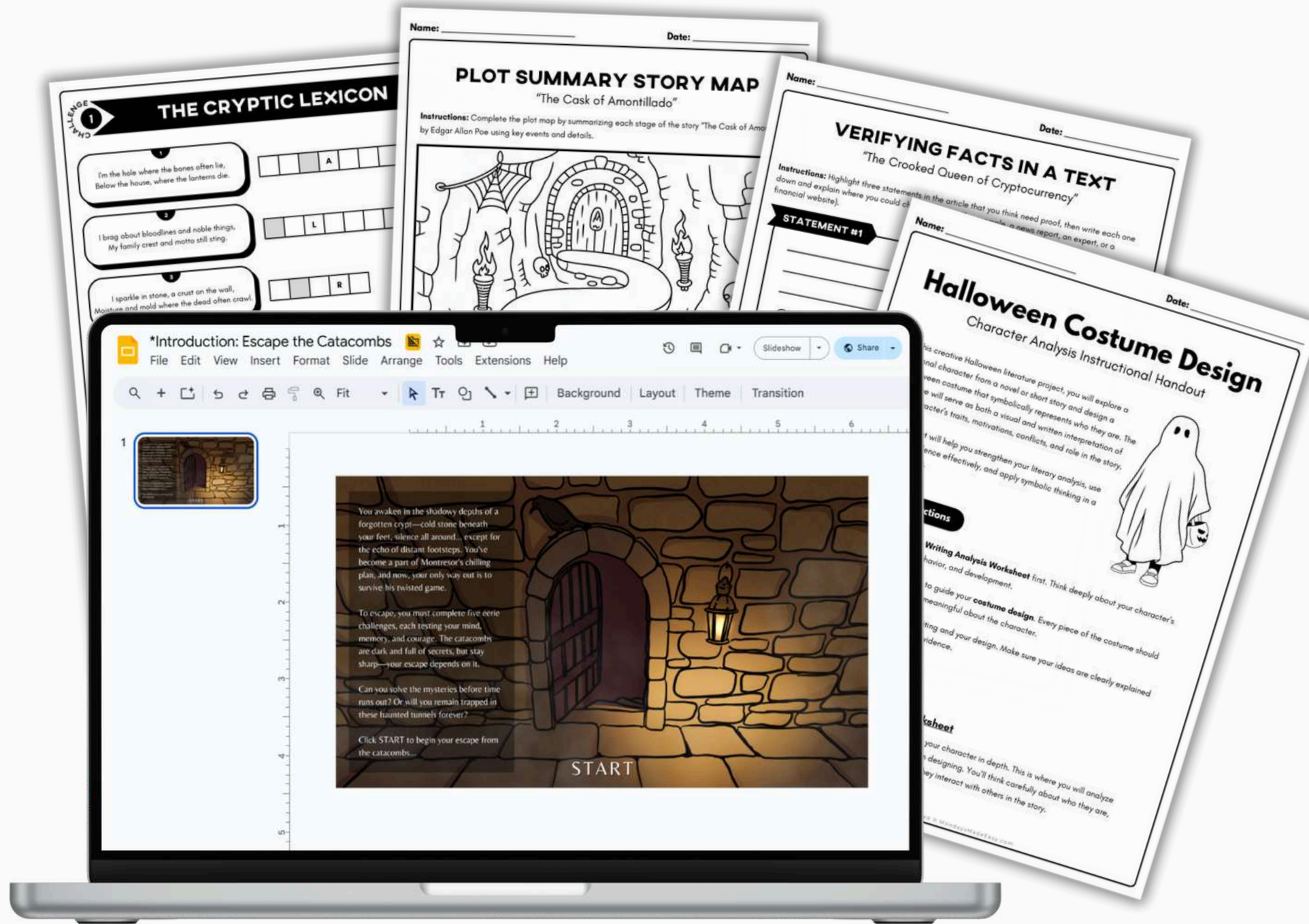


# Halloween Activities for Secondary Literacy

Hook your students on spooky storytelling and lead memorable lessons that your classes will talk about all year long!



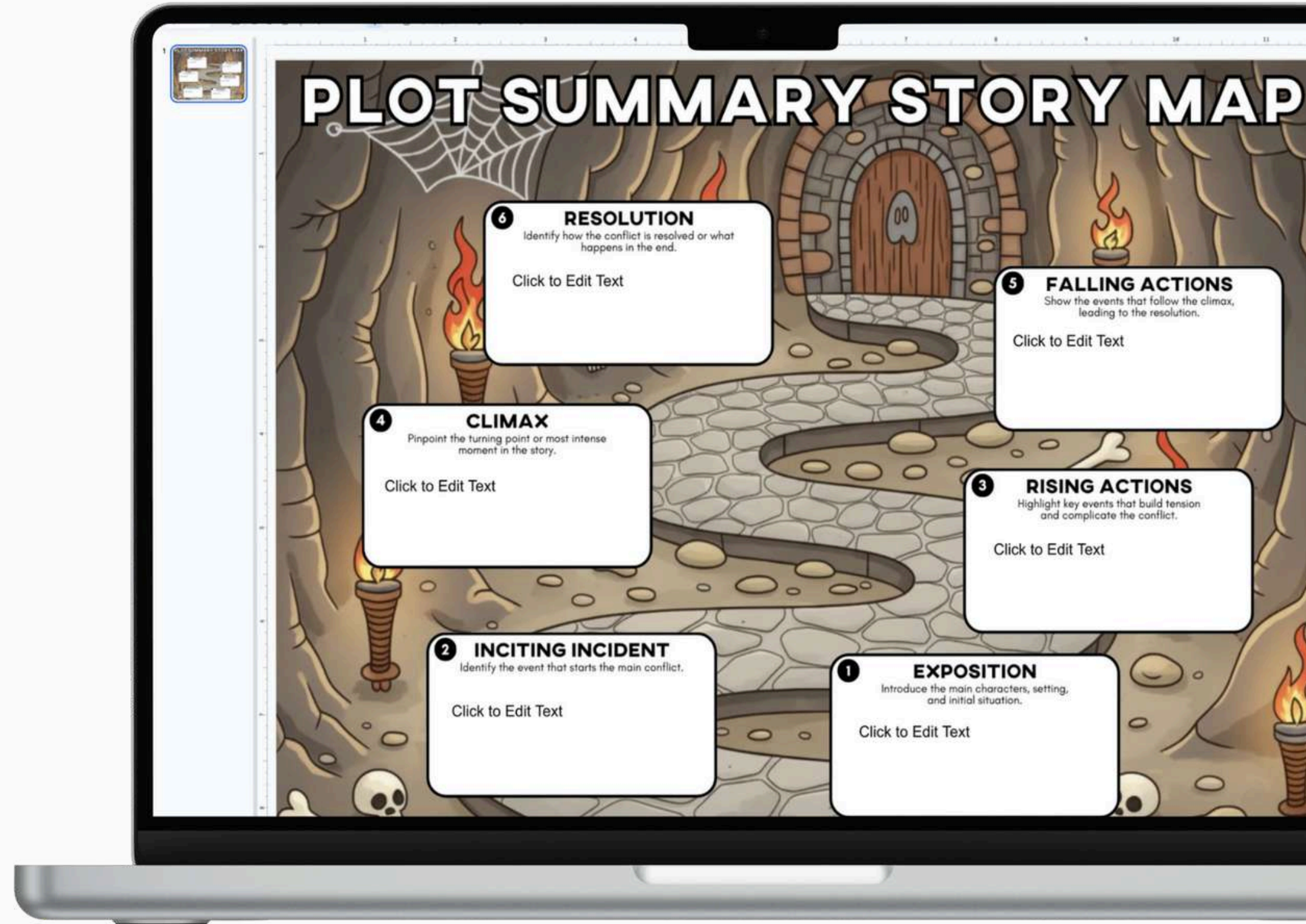
- **Engage students with high-interest stories** that blend classic literature, mystery, and nonfiction
- **Build essential literacy and language-based skills** with differentiated reading passages and writing projects
- **Foster critical reading and discussion** through thought-provoking short stories and true crime texts that connect fiction to real-world themes

**Includes 8 weeks of literacy curriculum for grades 7-12!**

**PURCHASE HERE**

# Included with this bundle:

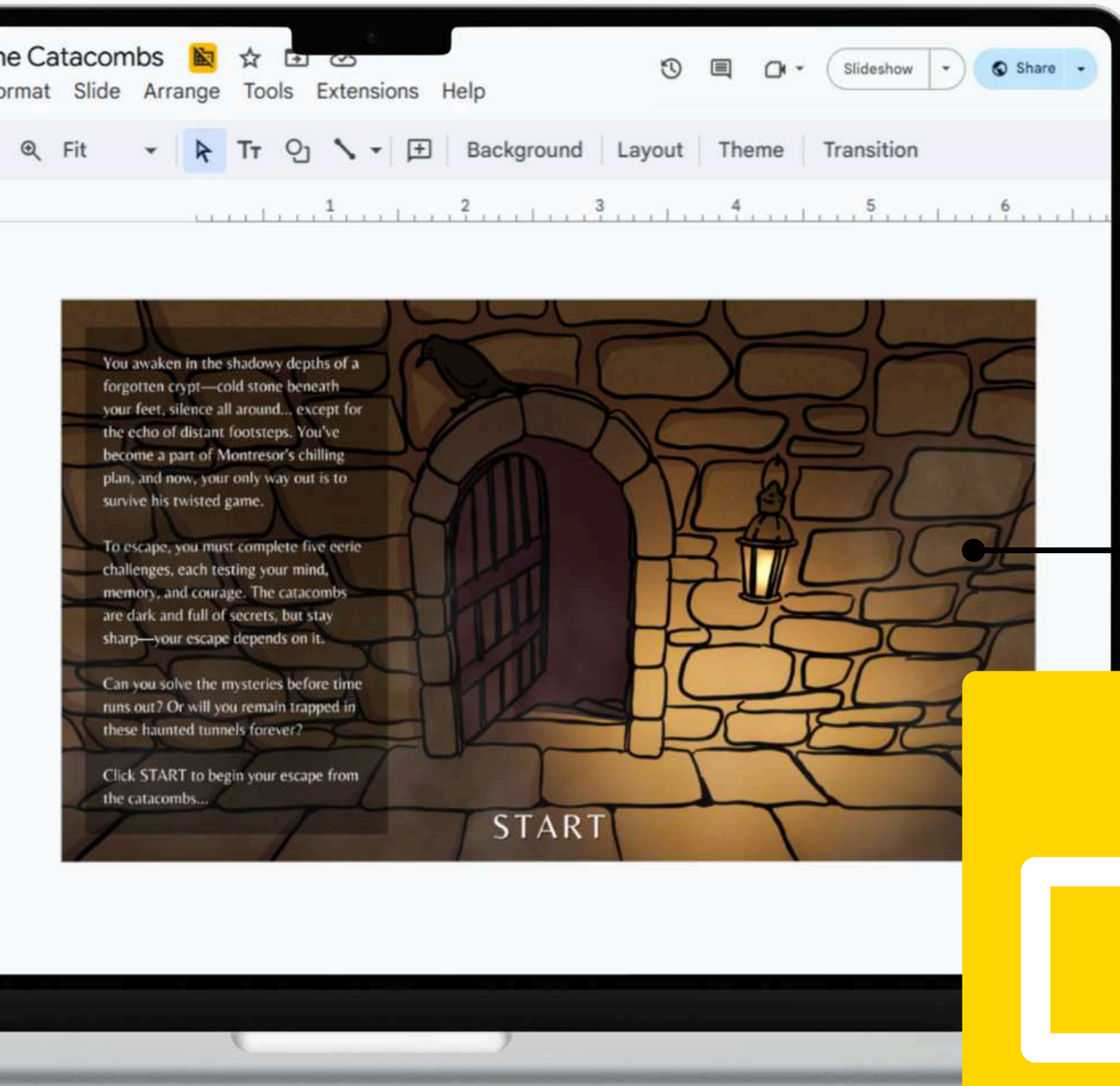
- ✓ **3 Spooky Short Story Units**
  - “The Cask of Amontillado” by Edgar Allan Poe
  - “The Lottery” by Shirley Jackson
  - “Lamb to the Slaughter” by Roald Dahl
- ✓ **True Crime** Nonfiction Literacy Unit
- ✓ Halloween **Descriptive Writing Workshop**
- ✓ **Zombie Apocalypse** Survival Manual
- ✓ Character **Costume Design Project**
- ✓ **Manuscript Mystery** Team-Building Game
- ✓ **Teacher Instructions** for using these resources



Includes Digital Resources for Google Drive®

# “The Cask of Amontillado” Short Story Unit

Examine Edgar Allan Poe’s classic short story with this spooky literary analysis unit!



**CHALLENGE 3 STEPS TOWARD REVENGE**

EVENT #1

EVENT #3

EVENT #5

EVENT #7

EVENT #9

EVENT #11

All Rights Reserved

**CHALLENGE 4 THE MORTAR CODE**

Fortunato had hurt me a thousand times and I had suffered quietly. But then I learned that he had laughed at my proud name, Montresor, the name of an old and honored family. I promised myself that I would make him pay for this — that I would have revenge. You must not suppose, however, that I spoke of this to anyone. I would make him pay, yes; but I would act only with the greatest care. I must not suffer as a result of taking my revenge. A wrong is not made right in that manner. And also the wrong would not be made right unless Fortunato knew that he was paying and knew who was forcing him to pay.

I gave Fortunato no cause to doubt me. I continued to smile in his face, and he did not understand that I was now smiling at the thought of what I planned for him, at the thought of my revenge.

Fortunato was a strong man, a man to be feared. But he had one great weakness: he liked to drink good wine, and indeed he drank much of it. So he knew a lot about fine wines, and proudly believed that he was a trained judge of them. I, too, knew old wines well, and I bought the best I could find. And wine, I thought, wine would give me my revenge!

It was almost dark, one evening in the spring, when I met Fortunato in the street, alone. He spoke to me more warmly than was usual, for already he had drunk more wine than was good for him. I acted pleased to see him, and I shook his hand, as if he had been my closest friend.

|     |      |      |       |       |
|-----|------|------|-------|-------|
| 2-9 | 11-9 | 17-2 | 1-2   | 18-11 |
| 9-9 | 12-2 | 6-1  | 17-11 | 20-1  |

All Rights Reserved © MondaysMadeEasy.com

**CHALLENGE 2 ECHOES IN THE CATACOMBS**

| MONTRESOR | FORTUNATO |
|-----------|-----------|
|           |           |
|           |           |
|           |           |
|           |           |
|           |           |

MondayMadeEasy.com

# Plot Summary Story Map Activity

Guide your students through the chilling events in the text with this story map activity

**Plot Summary Organizer**  
Plot Summary Story Map

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Use this guide to outline the key elements of the story's plot structures.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Plot Summary Organizer**  
Plot Summary Story Map

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1 EXPOSITION**

Amontillado, a man against someone...vely carnival, he...ding catacombs...of rare wine...ng, suspenseful...e story's plot...e creates suspense, and reflect on...the characters' actions and motivations. This...part of the assignment.



**2 CLIMAX**

...ot to organize your thoughts about the six parts of the...ens in the beginning, middle, and end of the story.

**3 RISING ACTIONS**

Key Event #1: \_\_\_\_\_  
Key Event #2: \_\_\_\_\_  
Key Event #3: \_\_\_\_\_  
Key Event #4: \_\_\_\_\_  
Key Event #5: \_\_\_\_\_

**4 Climax**

What is the turning point or most intense moment of the story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5 FALLING ACTIONS**

**6 RESOLUTION**

...notes to summarize the full plot using the **Story Map**...ear summary of each of the six stages of the plot:  
...acters, setting, and background.  
...ent sets the plot in motion?  
...ents that build tension or suspense.  
...point or most intense moment?  
...ts lead toward the resolution?  
...ory end?

**Plot Summary Story Map**  
"The Cask of Amontillado"  
Instructions: Complete the plot map by summarizing each stage by Edgar Allan Poe using key events and details.



All Rights Reserved © MondayMades.com

# “The Lottery” Short Story Unit

Explore Shirley Jackson’s classic short story with these modern lessons and activities!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## GUIDED DISCUSSION QUESTIONS

“The Lottery” vs. *The Hunger Games*

**Instructions:** In your group, discuss the following questions. Take notes or record your thoughts on each one. Be prepared to share your ideas with the class.

**Topic:** Tradition, Rebellion, and Society through Structure

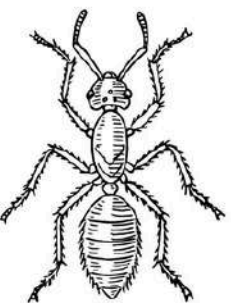
- How does the structure of each story reflect or support its themes about tradition?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
- How is rebellion portrayed differently in each text’s structure?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_

All Rights Reserved © MondaysMadeEasy.com

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## MAWÉ PEOPLE: "BULLET ANT GLOVES"

*Global Rituals*



The Mawé are Indigenous peoples of north-western Brazil. To mark a boy's coming of age into manhood, he must wear gloves filled with bullet ants. Bullet ants have an excruciatingly painful sting – more than any other insect. These ants are gathered and placed into sedative until they lose consciousness. Then, they are sewn into gloves made from woven leaves. When the ants regain consciousness, the young man must place his hands in the gloves and endure the horrendous stings. This ceremony is repeated twenty times before the initiation is complete.

This ritual is said to prepare the child for life as a man in the Mawé tribe. In order to be accepted into manhood, one must be able to overcome the pain found in the Amazon jungle.

All Rights Reserved © MondaysMadeEasy.com

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## COMPARE & CONTRAST ACTIVITY

“The Lottery” vs. *The Hunger Games*

Both “*The Lottery*” by Shirley Jackson and *The Hunger Games* by Suzanne Collins explore powerful themes like tradition, control, and rebellion – but they use different structures and story elements to deliver their messages.



This activity guides you in **comparing** and **contrasting** the structures of both stories to deepen your understanding of how an author’s choices in form shape the story’s meaning.

- SHORT PASSAGE EXCERPTS**

First, you will read selected short excerpts from both stories carefully, paying attention to details that show conflict, suspense, tradition, or control. As you read, pay attention to how the stories are structured—notice pacing, how information is revealed, and any shifts in time or focus.
- GUIDED DISCUSSION QUESTIONS**

Next, you will participate in guided discussions using provided question cards. These questions are designed to help you think about how each story portrays tradition, rebellion, and society. You will also explore how the order and timing of events influence your experience and understanding as a reader.
- PLOT STRUCTURE COMPARISON CHART**

After discussing, you will complete a detailed comparison chart. This chart will help you to examine six important story elements: setting, plot structure, conflict, resolution, and theme. You should use specific evidence from the texts to show the similarities and differences between the two stories.

All Rights Reserved © MondaysMadeEasy.com

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## COMPARE & CONTRAST DIAGRAM

“The Lottery” vs. *The Hunger Games*



Use the following options to visually compare key elements of “The Lottery” and *The Hunger Games*. Be sure to include specific evidence for each comparison you make.

|     | THE LOTTERY | THE HUNGER GAMES |
|-----|-------------|------------------|
| ARE | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |
|     | _____       | _____            |

Name: \_\_\_\_\_

## CHARACTER ANALYSIS

Shirley Jackson, “The Lottery”


| CHARACTER  | QUOTATION<br>Evidence and page number | CONNECTION TO MAJOR THEMES<br>Which big idea from the text does this evidence support? | ANALYSIS<br>What is your interpretation of this evidence? |
|--|---------------------------------------|--|---|
| <br>Tossie Hutchinson |                                       |  |   |
| <br>Bill Hutchinson   |                                       |  |   |

All Rights Reserved © MondaysMadeEasy.com

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SCOTLAND: "BLACKENING OF THE BRIDE"

*Global Rituals*



In the rural regions of north-east Scotland, a messy wedding tradition takes place before the bride and groom are wed. The friends and family of the bride and groom capture them in order to cover them in a variety of off-putting materials – these can include flour, feathers, food, and a sticky syrup-like adhesive. After soiling the couple, they are paraded around town in the back of a truck.

This ceremony seems to have evolved from a wedding ritual where the bride and groom wash their feet before marriage. In the early 19th century, this ritual developed to involve blackening the feet prior to the ceremony. Over time, the ritual has continued to develop into a rambunctious and humiliating display.

All Rights Reserved © MondaysMadeEasy.com

# Netflix Adaptation Project

This unit includes guided templates and worksheets to design a 6-part Netflix series

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## THEME JUSTIFICATION

Netflix Adaptation

**Instructions:** Choose a theme you believe is central to the story. Then, use and support your selection.

| THEMES  | THEME JUSTIFICATION                                  |
|---|--|
| <input type="checkbox"/> Power & Control        | 1. What specific events or conflicts in the story hi |
| <input type="checkbox"/> Identity               |  |
| <input type="checkbox"/> Friendship             |  |
| <input type="checkbox"/> Betrayal               |  |
| <input type="checkbox"/> Courage                |  |
| <input type="checkbox"/> Freedom vs. Oppression |  |
| <input type="checkbox"/> Justice                |  |
| <input type="checkbox"/> Coming of Age          |  |
| <input type="checkbox"/> Isolation              |  |
| <input type="checkbox"/> Loyalty                |  |


Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Netflix Adaptation

Instructional Handout

Netflix is calling – and they want you to bring the story to life!

In this immersive project, you'll step into the role of a producer tasked with turning a novel or short story into a hit streaming series. You'll analyze the plot, characters, themes, and structure—then reimagine it all for the screen.



### Step-by-Step Guide

From casting to episode breakdowns, each section below will guide you through the creative process.

#### 1 Netflix Thumbnail (Title Screen)

This section is your promo poster—the visual hook for your audience. Introduce your series with the following:

- Series Title:** The name of the show, just like a book or movie title. It's the first thing people see, and it should capture the theme, tone, or main idea of the story.
- Synopsis:** A brief summary that gives an overview of the main plot of a story, book, movie, or series. It highlights the key characters, setting, and central conflict—without giving away the ending.
- Genre Tags:** These are short labels that describe the style, tone, and content of a story. They help readers or viewers quickly understand what kind of experience to expect—just like on Netflix when you see tags like "thriller," "romance," or "sci-fi."
- Other Netflix details:** These are the small details that show when it came out, the age recommendation, how many seasons there are, and whether it's a series or a movie. Example: "New 2025 | 16+ | 1 Season | SERIES"
- Thumbnail:** This is an image that shows what the series is about. It typically features the main character, setting, or a dramatic scene to catch interest, and it should match the tone and genre of the story.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## RATING JUSTIFICATION

Netflix Adaptation

**Instructions:** Rate the story from 1 to 5 stars. Then, answer the questions below to explain your rating.

| RATING                     | RATING JUSTIFICATION PROMPTS   |
|----------------------------|--|
| <input type="checkbox"/> 5 | 1. What influenced your rating the most?<br><input type="checkbox"/> Characters <input type="checkbox"/> Writing style <input type="checkbox"/> Ending<br><input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Pacing |
| <input type="checkbox"/> 4 | Explain:<br>_____  |
| <input type="checkbox"/> 3 | 2. What was one part you especially liked or disliked? Why?<br>_____   |
| <input type="checkbox"/> 2 | _____  |
| <input type="checkbox"/> 1 | 3. Did the story surprise you, challenge you, or make you think?<br>_____  |
|                            | 4. Would you recommend this story to someone else? Why or why not?<br>_____  |

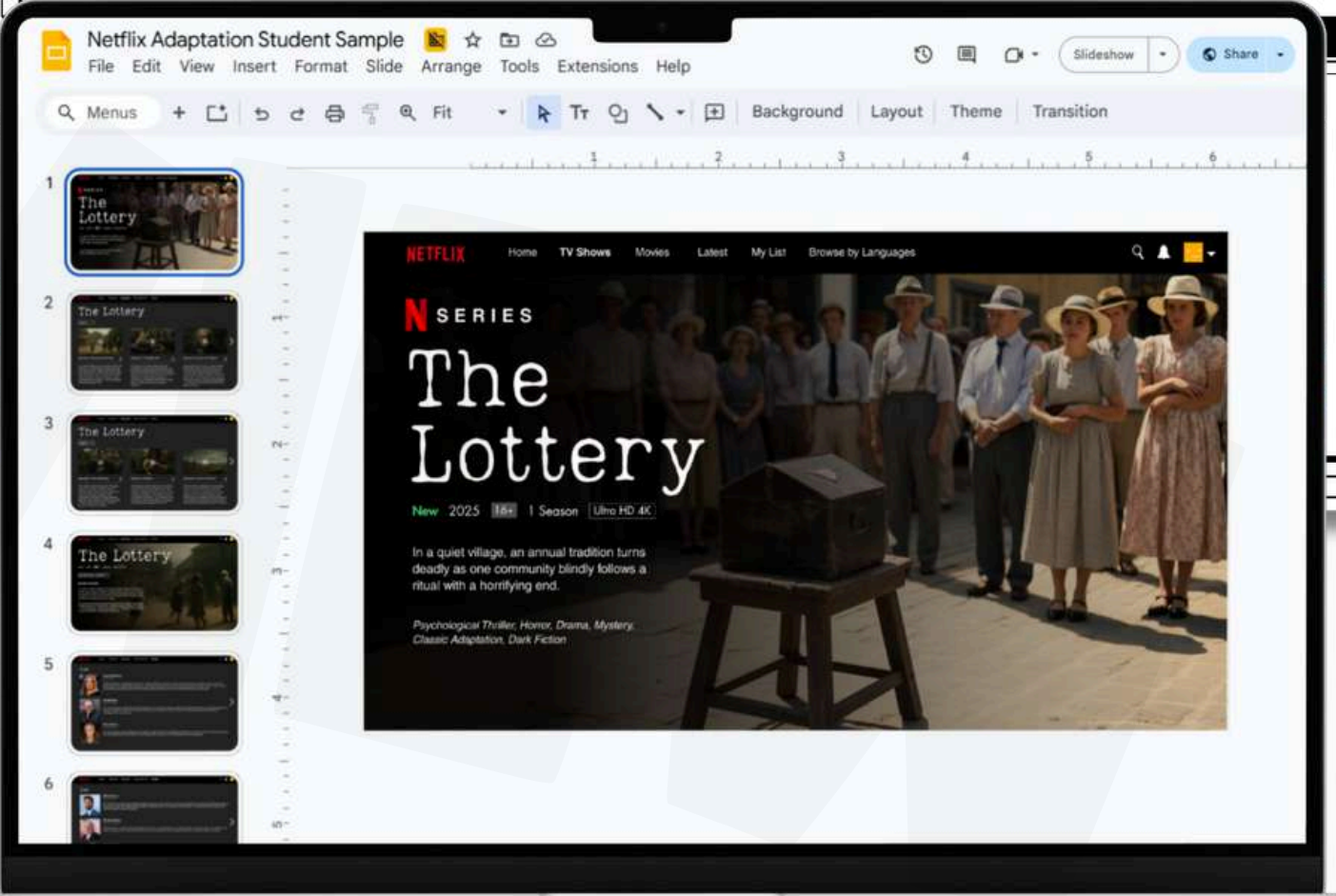
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## NETFLIX THUMBNAIL

Netflix Adaptation

**Instructions:**

- Title:** Create a catchy series title that fits the tone of the story.
- Synopsis:** Write a brief 1-2 sentence summary of the main plot. Avoid revealing the ending.
- Genre Tags:** Choose 2-4 genre tags that reflect the tone and content of the story (e.g., dystopian, thriller, romance).
- Thumbnail:** Draw a large image that represents the tone and theme of your series.



Netflix Adaptation Student Sample

File Edit View Insert Format Slide Arrange Tools Extensions Help

Search Menus + [Icons] Fit [Icons] Background Layout Theme Transition

1 The Lottery

2 The Lottery

3 The Lottery

4 The Lottery

5 The Lottery

6 The Lottery

NETFLIX Home TV Shows Movies Latest My List Browse by Languages

**N** SERIES

# The Lottery

New 2025 | 16+ | 1 Season | Ultra HD 4K

In a quiet village, an annual tradition turns deadly as one community blindly follows a ritual with a horrifying end.

Psychological Thriller, Horror, Drama, Mystery, Classic Adaptation, Dark Fiction

Includes Rubric & Student Example!

# “Lamb to the Slaughter” Short Story Unit

Teach irony, practice inferencing skills, explore types of characterization, and more!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## FIGURE OF SPEECH: IRONY

Roald Dahl, "Lamb to the Slaughter"

**Instructions:** Irony is a literary technique that is commonly used in literature, film, and other forms of writing. Simply put, irony is a situation or statement that is **unpredictable** or **contrary to expectations**. There are three main types of irony: **verbal**, **situational**, and **dramatic**. Complete the flow chart below by finding examples of each type of irony within the text. Be sure to quote the section within the text, include a page number, and expand on why it qualifies as irony.

**IRONY**

**VERBAL IRONY**

Verbal irony involves the use of words that are opposite to their literal meaning.

- Ex: "I just love it when my phone dies."

**Example from the Text:**

Explanation:

**SITUATIONAL IRONY**

Situational irony involves a situation that is opposite to the expected outcome.

- Ex: A post on social media about how social media is ruining our lives.

**Example from the Text:**

Explanation:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## CHARACTER ANALYSIS

Roald Dahl, "Lamb to the Slaughter"

**MARY MALONEY**

| TYPE OF CHARACTERIZATION<br>Direct or Indirect? | CATEGORY OF DESCRIPTIONS<br>Appearance, words, thoughts, etc. | ANALYSIS<br>What is your interpretation of this evidence? |
|---|---|---|
|   |   |   |
|   |   |   |
|   |   |   |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**3 Theme or Message:** What is the underlying theme or message of your comic?

**4 Character List:** List your characters and describe their appearance and personality.

| Character Name | Emotion/Action |
|----------------|----------------|
|                |                |
|                |                |
|                |                |
|                |                |
|                |                |
|                |                |
|                |                |
|                |                |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## COMIC STRIP VISUAL PLAN

Bringing Story to Life

**Instructions:** Use the provided planner to map out your scenes and dialogue, filling each panel with the corresponding scene.

**Title:** \_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## LITERARY ANALYSIS: MAKING INFERENCES

Roald Dahl, "Lamb to the Slaughter"

| QUOTATION<br>Evidence from the text and page number   | LITERAL EVALUATION<br>What is your objective explanation for this quote? | INFERENCE<br>What is your interpretation of this quote? |
|---|--|---|
| "When he came back, she noticed that the new drink was dark amber with the quantity of whiskey in it" (p. 1).   |  |   |
| "Sit down," he said. "Just for a minute, sit down." It wasn't till then that she began to get frightened. "Go on," he said. "Sit down" (p. 2).  |  |   |
| "This is going to be a bit of a shock to you, I'm afraid," he said. "But I've thought about it a good deal and I've decided the only thing to do is tell you right away. I hope you won't blame me too much." And he told her. It didn't take long, four or five minutes at most, and she sat very still through it all, watching him with a kind of dozed horror" (pp. 2-3). |  |   |

Teach **literary analysis** with this modern unit!



# True Crime and Haunted Histories: Nonfiction Bundle

Students will learn about five spooky nonfiction tales and practice literacy skills using the comprehension questions and targeted literacy activities provided

The image displays a collection of educational materials for a nonfiction bundle. On the left, there are three overlapping 'NEWS REPORT GRAPHIC ORGANIZER' worksheets. Each worksheet includes a 'Name:' and 'Date:' field, followed by a title 'NEWS REPORT GRAPHIC ORGANIZER' and the subtitle 'Writing a News Report'. The worksheets are divided into sections: 'WHY' (What are the reasons behind why this topic exists, or why this event took place?), 'WHO' (Who or what is the subject featured in this article?), 'WHERE' (In what setting did this event take place? Hint: The location from which the article is written), 'CONCLUSION' (What questions might the reader still have? Where can the reader find more information? You can also encourage the reader to return to your publication), 'PHOTOGRAPH DESCRIPTION', and 'WHEN' (In what time frame does the topic/event take place?).

In the center, a tablet displays a presentation slide titled 'The Lover in the Attic'. The slide includes a menu bar with options like 'File', 'Edit', 'View', 'Insert', 'Format', 'Slide', 'Arrange', 'Tools', 'Extensions', and 'Help'. Below the menu is a search bar and a toolbar with icons for zooming, navigating, and editing. The slide content includes a title 'True Crimes & Haunting Histories' and a sub-title 'THE LOVER IN THE ATTIC'. The text on the slide describes the story of Dolly Oesterreich and Fred Oesterreich, mentioning their meeting at a textile factory and their subsequent relationship. A small illustration of a man and a woman is also present.

On the right, a document page is shown with a yellow and orange background. It features a large white square icon with a blue border. The document page is titled 'True Crimes & Haunting Histories' and contains the text of the story 'THE LOVER IN THE ATTIC'. The text describes Dolly Oesterreich's life, her work at a textile factory, and her relationship with Fred Oesterreich. It mentions that Dolly was born in 1880 to German immigrants in Wisconsin and that she met her future husband, Fred, at the factory. The story continues to describe their relationship and the events leading to the title of the story.

# Includes True Crime Video Project

Practice media production and narrative writing with this project-based learning assignment

True Crime Video Creation Project: 4-Level Rubric Template

Edit View Insert Format Tools Extensions Help

100% Normal text Lato 9 B I U A

Name: \_\_\_\_\_ Grade (%) \_\_\_\_\_

**True Crime Video Creation Project: 4-Level Rubric**

| Category             | Level 1 (0-49%)  | Level 2 (50-64%)  | Level 3 (65-79%)  | Level 4 (80-100%)  |
|----------------------|--|---|---|--|
| <b>Knowledge</b>     | Shows limited understanding of the article<br>Key facts are missing or need more accuracy<br><i>See comments below</i>             | Shows some understanding of the article<br>Key facts are somewhat accurate<br><i>See comments below</i>   | Demonstrates sufficient understanding of the article<br>Includes accurate facts and meets content expectations  | Demonstrates exceptional understanding of the article<br>Includes several relevant, accurate facts and provides thoughtful context   |
| <b>Inquiry</b>       | Script needs more structure or clear focus<br>Limited evidence of thoughtful planning or selection<br><i>See comments below</i>    | Some structure is present<br>Planning is somewhat evident with some logical sequencing of events<br><i>See comments below</i>                             | Script is sufficiently organized using the 5-part structure<br>Shows clear planning and logical flow  | Script is exceptionally well-developed<br>Events are strategically organized to build suspense and maintain engagement   |
| <b>Communication</b> | Ideas need to be more clearly communicated<br>Tone and media support are approaching success<br><i>See comments below</i>          | Some ideas are communicated with basic clarity<br>Tone and media support are somewhat effective<br><i>See comments below</i>                              | Communicates ideas clearly<br>Tone is appropriate and visuals/audio support the story well  | Communicates ideas exceptionally clearly and effectively<br>Tone is impactful and all visuals/audio are purposeful and engaging  |
| <b>Application</b>   | Project requirements are limited<br>Video format, elements, and visuals need further development<br>Narrative structure is missing | Meets some project requirements<br>Video format, elements, and visuals are somewhat developed<br>Some parts of the 5-part narrative structure are present | Video meets expectations; it is in the correct format, within the time limit, and includes the necessary visuals and captions or voiceover<br>All 5 parts of the required narrative structure are present | Video exceeds expectations; it is polished, technically strong, and creatively uses visuals and tools to enhance storytelling<br>All 5 narrative components (hook, background, main event, twist, final line) are compelling |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SCRIPT PLANNING SHEET

True Crime Video Creation Project

**Instructions:** Use this worksheet to plan what you will say in your video. Follow the 5-part structure to organize your script clearly.

Chosen Article: \_\_\_\_\_


| SCRIPT DRAFT        |  |
|---------------------|--|
| HOOK                |  |
| BACKGROUND INFO     |  |
| MAIN CRIME/EVENT    |  |
| OUTCOME OR TWIST    |  |
| FINAL LINE/QUESTION |  |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## VIDEO CREATION PROJECT

Instructional Handout

In this project, you'll become the narrator of a true crime story. Using your voice and carefully chosen visuals, you'll retell a real case from one of the articles provided without showing your face. Think of it like creating your own mini true crime documentary, packed into just 60 seconds.



ly:

... that grabs attention, ... ice, and time. ... y incident with key ... -any shocking twist or ... a question that leaves ... part of your script. ... ideo or captions. ... (Tok, Reels, or

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## STORYBOARD TEMPLATE

True Crime Video Creation Project

Chosen Article: \_\_\_\_\_

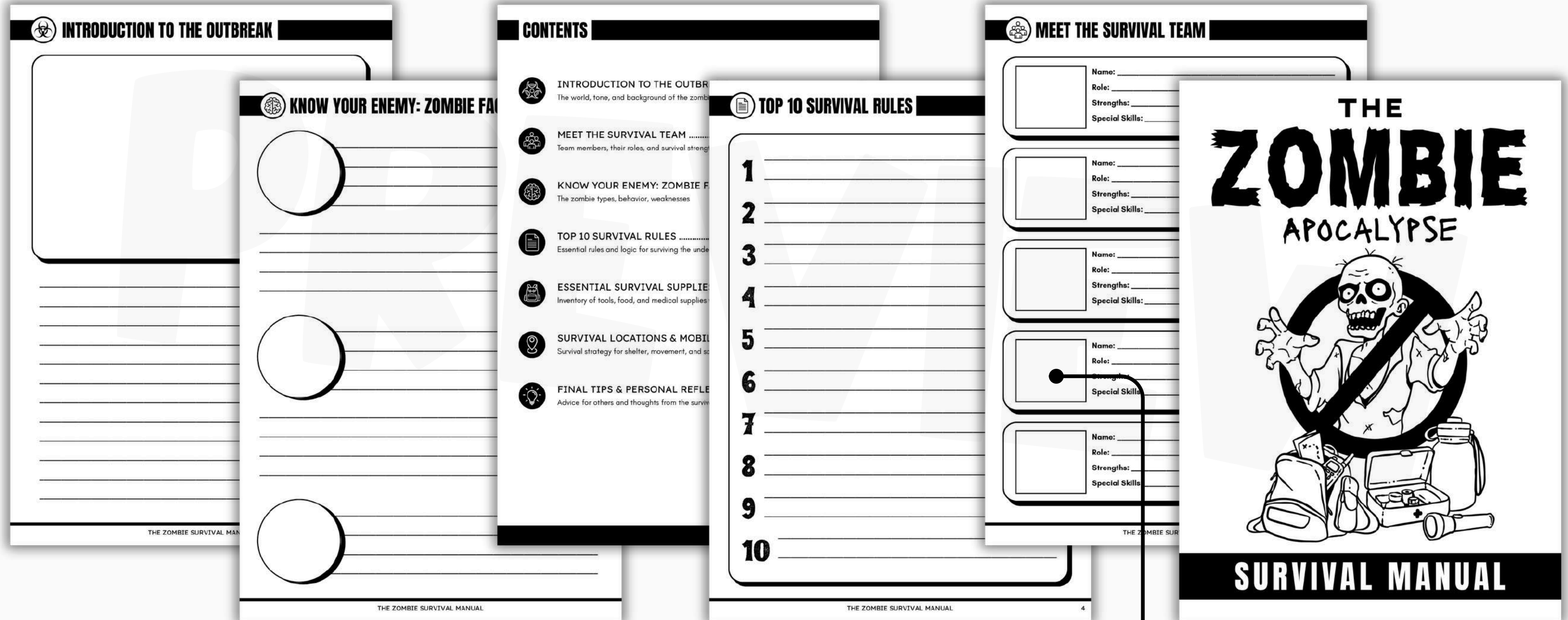
| SCENE               | NARRATION SUMMARY | VISUAL/SLIDE IDEA | AUDIO/MUSIC IDEA |
|---------------------|-------------------|-------------------|------------------|
| Hook                |                   |                   |                  |
| Background Info     |                   |                   |                  |
| Main Crime/Event    |                   |                   |                  |
| Outcome or Twist    |                   |                   |                  |
| Final Line/Question |                   |                   |                  |

**Assessment Materials Provided!**



# Zombie Apocalypse Informational Writing Project

Students will practice writing using nonfiction text structures to create a zombie apocalypse survival manual



Students can incorporate diagrams, bullet points, and warnings to **create a survival guide that mirrors real-world informational texts!**



# Includes Editable & Ready-to-Print 4-Level Rubrics

Modify these rubrics to meet the unique needs of your classroom

Name: \_\_\_\_\_ Grade (%) \_\_\_\_\_

**Halloween Costume Design-Character Analysis: 4-Level Rubric**

| Category             | Level 1 (0-49%)  | Level 2 (50-64%)   | Level 3 (65-79%)   | Level 4 (80-100%)   |
|----------------------|--|--|--|---|
| <b>Knowledge</b>     | Shows limited understanding of the character or text<br>Important details are minimal and need more accuracy<br>See comments below | Shows some understanding of the character and story<br>Details are somewhat accurate<br>See comments below                     | Demonstrates satisfactory understanding of the character and text with relevant and accurate details       | Demonstrates exceptional understanding of the character and story with precise and well-chosen textual evidence                               |
| <b>Inquiry</b>       | Minimal evidence of interpretation<br>Connections between the story and costume are approaching success<br>See comments below      | Shows some ability to interpret traits or symbols<br>Makes moderate connections between story and design<br>See comments below | Provides sufficient interpretation of character traits with clear, relevant connections to design elements | Shows exceptional critical thinking by making insightful and well-supported connections between character traits, symbols, and costume design |
| <b>Communication</b> | Limited clarity or organization in writing<br>Ideas need further development<br>See comments below                                 | Communicates ideas with some clarity<br>Organization is somewhat present, with increasing consistency<br>See comments below    | Communicates ideas in a clear and organized way using appropriate vocabulary and sentence structure        | Communicates ideas with exceptional clarity, structure, and effective word choice<br>Language enhances understanding                          |
| <b>Application</b>   | Minimal design detail or symbolic meaning<br>Connection to character traits is approaching success                                 | Design includes some symbolic elements<br>Moderate connections to character traits   | Design meets expectations with relevant symbolic elements that reflect the character's traits or story     | Design is exceptionally creative and meaningful, with detailed symbolic elements that enhance interpretation of the character                 |

Name: \_\_\_\_\_ Grade (%) \_\_\_\_\_

**Halloween Costume Design-Character Analysis: 4-Level Rubric**

| Category             | Level 1 (0-49%)  | Level 2 (50-64%)   | Level 3 (65-79%)   | Level 4 (80-100%)   |
|----------------------|--|--|--|---|
| <b>Knowledge</b>     | Shows limited understanding of the character or text<br>Important details are minimal and need more accuracy<br>See comments below | Shows some understanding of the character and story<br>Details are somewhat accurate<br>See comments below                     | Demonstrates satisfactory understanding of the character and text with relevant and accurate details       | Demonstrates exceptional understanding of the character and story with precise and well-chosen textual evidence                               |
| <b>Inquiry</b>       | Minimal evidence of interpretation<br>Connections between the story and costume are approaching success<br>See comments below      | Shows some ability to interpret traits or symbols<br>Makes moderate connections between story and design<br>See comments below | Provides sufficient interpretation of character traits with clear, relevant connections to design elements | Shows exceptional critical thinking by making insightful and well-supported connections between character traits, symbols, and costume design |
| <b>Communication</b> | Limited clarity or organization in writing<br>Ideas need further development<br>See comments below                                 | Communicates ideas with some clarity<br>Organization is somewhat present, with increasing consistency<br>See comments below    | Communicates ideas in a clear and organized way using appropriate vocabulary and sentence structure        | Communicates ideas with exceptional clarity, structure, and effective word choice<br>Language enhances understanding                          |
| <b>Application</b>   | Minimal design detail or symbolic meaning<br>Connection to character traits is approaching success                                 | Design includes some symbolic elements<br>Moderate connections to character traits   | Design meets expectations with relevant symbolic elements that reflect the character's traits or story     | Design is exceptionally creative and meaningful, with detailed symbolic elements that enhance interpretation of the character                 |

Comments:

Formatted for Google Docs®!

# “The Case of the Missing Manuscript”

This activity engages students to analyze clues, evaluate evidence, and draw conclusions to solve the mystery at hand

