Tenacity Literature Event
2023-2024

Digital Submission Due
Friday, March 22, 11:59 PM

This Year's Titles (choose one):

Invisible Man- Ralph Ellison

Between the World and Me- Ta-Nehisi Coates

Make Your Home Among Strangers- Janine Capo Crucet

Caste- Isabele Wilkerson

Required Reading for the Disenfranchised Freshman- Kristen Lee

Warrior's Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's

Central High- Melba Patillo Beals

Don't Ask Me Where I'm From-Jennifer DeLeon

This Year's Prompt:

Is racial diversity on college campuses a national interest? Why or why not?

1. If yes, what policies would you argue for to increase racial diversity on campuses, while abiding by the most recent Supreme Court decision? For example, are the 10% plan and class based admissions effective strategies to promote diversity and address racial disproportionality on college campuses?
2. If not, why not, and what would be your legal, political, economic, and/or social argument against it?

Please note that all three parts of your literature entry must be submitted in full by the deadline, since the event is judged before competition day.

The deadline for this year's literature entries is Friday, March 22, 11:59 PM.

See directions and rubric on the following pages.
Questions? Contact Jen Ilchuk at 781-275-1700 ext 4435 or jennifer_ilchuk@bedfordps.org.

DIRECTIONS FOR PREPARATION

Step 1. Read a Novel from the List.
As a team, select a novel from the list. With the prompt in mind, read the novel carefully and discuss it with your team.

Step 2. Compose a Creative Response Inspired by the Novel
All team members may contribute to this script and the video. Keep in mind that it will essentially serve as the script for a recorded performance, and that the performance may not exceed five minutes.

There are three goals for your response and video:
1. To address the guiding question.
2. To share your insights about the novel's story, characters, themes, and literary elements.
3. To create a dynamic and engaging experience for the viewer.

A few suggestions:
- A scene set before or after the events of the novel.
- A scene from the novel told from another character's point of view.
- A fully dramatized monologue or conversation.
- A presentation of objects in a memory box.
- A poem composed by or addressed to a character.
- A video montage inspired by passages from the novel.

To honor the novel's themes and preserve its flavor, consider doing one or more of the following:
- Imitate the author's style (tone, diction, sentence structure, etc.).
- Incorporate key sentences, images or motifs from the novel. ● Borrow the novel's narrative form or techniques.

Step 3. Create a Video of Your Response.

To create the video:

- Any number of team members may contribute to or participate in the video.
- Make a video that conveys your response in a dynamic, engaging way. This may be a recording of a live performance OR a video employing photos, film clips, voiceovers, music, text, green-screen technology, or other special effects. Permission to use video technology is NEW THIS YEAR.
- Keep the video to five minutes in length. The judges will stop watching at the 5:00 mark.
- Record the video in .mov or mp4 format
- You may edit the video using iMovie or other editing software as long as the format is compatible.
- Use the following format when naming your video file: SchoolName.TeamName (for example, BedfordHigh.Buccaneers)

Step 4. Write a Rationale Explaining Your Creative Choices

The purpose of the rationale is to explain how your video answers the guiding question and "fits" the work that inspired it. The rationale should not exceed 500 words. An effective rationale will briefly but clearly address some of the following questions:

- What vision or message were you trying to communicate through your creative response?
- What form and approach did you choose for your response, and why? (For example, does it develop a theme? incorporate a motif? experiment with voice or point of view? imitate the author's style? etc.) ● How did your performance enhance your intended vision or message?
- What specific elements of your performance reflected key aspects of the original work?
- What challenges did the original work present, and how did you choose to handle them?
- What insights and takeaways did you gain from working on this project?

Step 5. Judging.

Entries will be evaluated and scored on the response (40%), the video performance (40%), and the rationale (20%). All entries will be evaluated by at least three judges, according to the rubric viewable on page 5. A simplified checklist keyed to the rubric is provided on the next page.

The judges' scores will be averaged. The team with the highest aggregate Literature score will be declared the winner of the Literature Event.

In the event of a tie, judges will each assign one point to the entry they consider the stronger response. This point is for tie-breaking purposes only. It will not factor into the cumulative score determining the overall winner of the competition.

Step 6. Winning Entries Will Be Presented on Competition Day.
The top three teams in the Literature event will be informed of their placement on the day of the competition. Time permitting, they will present their rationales and videos to all participants.

DIRECTIONS FOR SUBMISSION
ALL PARTS OF THE LITERATURE ENTRY MUST BE SHARED OR EMAILED BY MIDNIGHT ON Thursday, March 24, at 11:59 pm. Receipt of your submission will be acknowledged via email within two days.

To format and submit the script of your response:
- The reason for submitting your script is to support your video. If anything in the video is unclear or inaudible, the judges will be able to refer to your script to clear up confusion.
- The response may be any length that can be performed within five minutes. Be sure your final draft is an accurate transcript of what is included in the video.
- It must be typed and double-spaced. Save it in a separate file from the rationale.
- At the top of the document, type the name of your team and your school and the author and title of the novel you read.
- Name the file SchoolName.TeamName.LiteratureResponse.
- Put the file in Google Drive and share it with tenacitychallenge@gmail.com. OR send the file via email as an attachment to tenacitychallenge@gmail.com.
- If emailed, in the subject line of the email, please type *TC Response* and your team name.

To submit the video electronically:

- A Google Docs or Google Drive account is required. Most schools already have access to this resource. If you do not, you may create a free Gmail account to access this feature.
- Your video file MUST be in one of the following formats: .mov or mp4.
- Upload your .mov or mp4 to your Google Drive.
- Click the share link, and enter the following email address: tenacitychallenge@gmail.com. This will allow us to share or download the video. OR send the file via email as an attachment to tenacitychallenge@gmail.com.
- Keep a copy of your video in case it is lost in transit or the file becomes corrupted or unplayable.

To format and submit your rationale:

- The rationale should not exceed 500 words, not including information in the heading.
- It must be typed and double-spaced. Save it in a separate file from the response.
- At the top of the document, type your team name, school, and the author and title of the novel you read.
- Name the file SchoolName.TeamName.LiteratureRationale.
- Put the file in Google Drive and share it with tenacitychallenge@gmail.com. OR send the file via email as an attachment to tenacitychallenge@gmail.com.
- If emailed, in the subject line of the email, please type *TC Rationale* and your team name.

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Judging Checklist - See Full Rubric on the Following Page

Response (40%)

- ❏ Effectively responds to the prompt.
- ❏ Effectively modeled on the original works in voice, style or image
- ❏ Rich and intuitive details develop theme/motif identified in both works
- ❏ Inventive, highly imaginative, and engaging
- ❏ Expands/demonstrates strong understanding of the original

Video Performance (40%)

- ❏ Consistently speaks clearly at consistent pace and volume
- ❏ Effectively uses gestures, facial expressions, and eye contact
- ❏ Staging and preparation support delivery & convey meaning
- ❏ Visual and auditory effects, if used, enhance the content of the response
- ❏ Reflects effective planning and preparation

Rationale (20%)

- ❏ Develops and defends creative choices and "fit"
- ❏ Specifically references both inspiring works and creative piece

English Literature Scoring Rubric

	31-40	21-30	11-20	0-10
Creative Response	Effective and original response to the prompt. Creative response effectively modeled on the original work in voice, style, and/or imagery. Rich and intuitive details develop theme, motif and/or characters. Well-paced and sequenced. Inventive, highly imaginative, engaging. Reflects deep understanding of the original work. Provides viewer with fresh insights into original work.	Reflects understanding of the prompt. Creative response adequately modeled on the original work in voice, style, and/or imagery. Relevant details develop theme, motif and/or characters. Deliberately paced and clearly organized. Imaginative and engaging. Reflects adequate understanding of the original work.	Reflects awareness of the prompt. Creative response loosely or partially modeled on the original work in voice, style, and/or imagery. Limited details develop theme, motif, and/or characters. Inconsistently paced and/or organized. Includes some imaginative elements, may be unclear or underdeveloped. Reflects partial understanding of the original work.	May not respond to the prompt. Creative response insufficiently modeled on original work in voice, style, and/or imagery. Few or no details develop theme, motif, or characters. Ineffectively paced and/or poorly organized. Imaginative elements lack clarity, originality, or coherence. Reflects minimal understanding of the original work.

	31-40	21-30	11-20	0-10
Video Performance	Consistently speaks clearly and audibly; controls pace, volume, tone and expression to reinforce meaning and engage the audience. Consistently and effectively uses gestures, facial expressions, and, if appropriate, eye contact. If recorded live performance, stage elements (e.g., blocking, props, costumes as needed) and camera work (e.g., distances and angles) strongly support and enhance development of concept, theme, and/or character. Any visual or auditory effects are used skillfully and creatively to enhance the content. Reflects effective planning and preparation.	Speaks clearly and audibly; adequately controls pace, volume, tone and expression to reinforce meaning and engage the audience. Uses adequate gestures, facial expressions and, if appropriate, eye contact. If recorded live performance,, stage elements and camera work adequately support development of concept, theme, and/or character. Any visual or auditory effects are used effectively and support the content. Reflects adequate planning and preparation.	Sometimes speaks clearly and audibly; inconsistently controls pace, volume, tone and/or expression to reinforce meaning and engage the audience. Sometimes uses gestures, facial expressions and, if appropriate, eye contact. If recorded live performance, stage elements and camera work occasionally or unclearly support concept, theme, and/or character. Any visual or auditory effects add interest but may not support content. Reflects cursory planning and preparation.	Unclear or inaudible; lacks control over pace, volume, tone and/or expression to reinforce meaning and engage the audience. Rarely uses gestures, facial expressions or, if appropriate, eye contact. Stage elements and camera work do not support concept, theme, and/or character. Visual or auditory effects do not connect clearly to the content. Reflects insufficient planning and preparation.

	16-20	11-15	6-10	0-5
Rationale	Clearly and convincingly develops and defends rationale for creative choices. Soundly and logically explains "fit" between the original and created piece. Incorporates supporting textual evidence from both original text and creative response. Reflects close, accurate reading of original text.	Develops and defends rationale for creative choices. Shows strong effort to explain "fit" between the original and created piece. Incorporates textual evidence from both original text and creative response. Reflects largely accurate reading of original text.	Shows effort to develop and defend rationale for creative choices. Shows effort to explain "fit" between the original and created piece. Incorporates some textual evidence from either original text or creative response. Reflects loose or incomplete reading of original text.	Insufficiently develops and defends rationale for creative choices. Inadequate effort to explain "fit" between the original and created piece. Incorporates little to no textual evidence from either original text or creative response. Reflects inaccurate or incomplete reading of original text.