

“Sinners in the Hands of an Angry God” One-Pager (Mini-Project)

**What is a one-pager?** It is a single-page, creative response to your reading. It connects the ideas from the text to your thoughts in a creative way. You will create your one-pager so the audience understands the big ideas, themes, or connections from the text.

**Directions**

- Use a blank sheet of unlined paper
- All work must be completed on ONE SIDE of the paper. The only thing on back should be your name.
- You must FILL THE PAGE with creative and colorful words and images. *If you find you have blank space after completing the content requirements, repeat steps.*
- Artistic CREATIVITY is important! Use lots of COLOR (unless you are purposefully using black and white for a desired effect). Nothing should be left in pencil. Lines are not your friend for this assignment -- use a variety of print sizes, include a word cluster, write on a slant, weave your words around the pictures, write upside-down, curve or mirror imagery... think outside the box!
- Write legibly! Make your work polished and representative of your BEST EFFORT!

**Content Requirements (what to include -- creatively!)**

1. The title of the work and author’s name (spelled correctly)
2. A border that reflects the text as a whole (consider using words, pictures, symbols, quotes, etc.)
3. A dominant image/illustration that represents the text as a whole.
4. One dominant word that expresses the **tone** and **mood** of the text (consider how the piece *feels*)
5. One important quote from the text that demonstrates a **rhetorical strategy (ethos, logos, pathos)**
  - a. One-sentence explanation of how the quote exemplifies logos, pathos, or ethos and the desired effect on the audience
  - b. Include an accompanying image/illustration/symbol for the quote (may or may not be part of the central image)
6. Two important quotes from the text that demonstrate **powerful figurative language** (these should be two different examples; ie. do not use personification twice)
  - a. For both quotes, provide a one-sentence explanation of the effect that the device has on the audience (be as specific as possible)
  - b. Include accompanying images/illustrations/symbols for both quotes

### **Ohio Common Core State Standards Addressed**

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Produce a thorough analysis of the text.

RL.11-12.4 Analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early- twentieth-century foundational works of American literature.

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make connections that deepen understanding of complex text.

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.