

## Templeton Literary Mapping Project

**Due Date:** Tuesday, April 25

**Objective:** Create a spatial representation (map) of your experience reading *The Pioneers*.

**Purpose:**

A thesis paper is one way to convey an interpretation of a literary text. A map is another mode of interpretation. To this end, explore the relationship between man and place in *The Pioneers* and give shape to your interpretive experience with a visual map that attempts to communicate your understanding of the space created by the novel. This is an experiential learning project in which you are asked to explore, ask questions, explore interpretive questions, try out new ways of thinking, and take risks. Your project will be graded on its creativity, thoughtfulness and attention to the detail as it is reflected in your Learning Narrative discussing what you learned from this project.

**Assignment:**

We have spent a significant amount of time working with *Digital Yoknapatawpha* to understand uses of fictional geography in Faulkner's texts and how his fictional stories depict place and landscapes (real and imagined). Now you will begin creating your own maps for Cooper's fictional Templeton in order to investigate how Cooper relies on the geography of the New York landscape. You will work with a partner or small group to create a map of Templeton and locate important locations on it in relation to characters and events of the story. You will ultimately create a map that tells the story of the novel and present this map to the class. We will then continue to build on this project and your understandings in the next assignment when we read *The Deerslayer*.

This project will prove challenging because it requires that you pay very close attention to locations, characters, and events in a story. It may require a significant amount of research time with the novel to find the locations relevant and determining how to visually depict your understanding will prove a challenge on some level. Still, the end result will be a powerful and compelling resource that will greatly enhance the way you read and understand the story.

## REQUIREMENTS

**The Map:**

Your maps may be in any form you decide will work best for you (consider [Faulkner's original maps](#) as a possibility on one end of the spectrum and a digital reproduction of some sort on the other end of the spectrum as was done in *DY*).

You may want to consider looking at the topography around Cooperstown and its location at the South end of Otsego lake for inspiration. You can see that topography here using [Google Maps topography layer](#). You may also want to consider this [1890 map of Coopertown](#). You may use other resources as well but you must turn in a **Works Consulted** list with your project.

Remember, however, as I've discussed with *As I Lay Dying*, Cooper may be only loosely following the map and geography of Cooperstown. Your job is to create a map that creates a visual representation of *The Pioneers* as you experience or imagine it so your map may differ significantly from these maps.

Then, you will need to plot out the story (chronologically or otherwise) to create a visual story on the map, creating custom markers and descriptions. Here are some ways of getting started:

- What is the rhetorical function or the organizing principle of your map? Whose perspective are you trying to convey? For example, would the narrator's map of Templeton be different from Natty's? From the Judge's? Elizabeth's?
- As we discussed in class, the Courthouse in Jefferson has rhetorical significance. It is the geographic, thematic, and symbolic center of Faulkner's novels as well as the civic and legal center of the community. Thus, he places it at the center of his map. What will you place at the center of your map? How does your understanding of the novel then radiate from this center? What does this center symbolize or convey thematically?

### **Characters, Locations, and Events:**

Working in teams, plot out the story you have chosen or been assigned in terms of characters, locations, and events. **Your map must be accompanied by a definition of each of these.** Please consult the [Data Description Instructions for DY](#) but your group must define them for yourselves as you are employing them.

- **Characters:** Your map must contain a minimum of 10 characters. You may wish to differentiate between primary and secondary characters in order to make your choices as was done in DY. How did you choose to represent these characters? Where did you locate them?
- **Events:** Your map must contain a minimum of 10 events. How are you going to represent them on the map?
- **Locations:** Your map must contain a minimum of 10 events. How are you going to represent them on the map?

Ultimately, what is the relationship visually between the characters, events, and maps as represented on your map? For example, as we discussed for *DY*, characters do not move but are shown on the map where they first appear or at "home." This, again, is an interpretive choice. What decisions will you make? Keep track of your interpretive choices for your presentation and your learning narrative.

### **Presentation:**

You will present your map to the class and at the KC Expo. Your presentation should discuss your interpretive choices and the effects these choices have on the class's understanding of the novel. **This presentation must be submitted electronically in some format—at minimum a Powerpoint with pictures, explanations, etc.** Ideally, this presentation should be on your ePortfolio to demonstrate the various skills you are honing in this course.

### **Learning Narrative:**

Your map is an experiential learning project. Thus, it is not the end result. What is important is what you learned from creating it. Thus, like with all other experiential learning opportunities and Field Periods at Keuka College, your project will be accompanied by a learning narrative (three pages minimum) that discusses your interpretive choices, your experience with this project, and what you learned about *The Pioneers* from creating this map. Please use textual evidence from the novel to support your interpretive choices. It should also locate your learning within the larger contexts of the course. Your essay *should not be a narrative of how you put your map together*, but is an analysis of what you learned from this process. Consider, for example, the following questions (you need not answer these questions directly; these are merely ideas for you to consider as you reflect on the experience):

- Your map was designed to illustrate your “reading experience.” Now looking back at what you created, how does it demonstrate a focused *interpretation* with a centralized organizing principle or point of view?
- What questions did this investigation of Templeton raise for you? How does your map attempt to respond to these questions? In other words, how does your map provoke higher level thinking?
- What does this map demonstrate about your understanding of Templeton? How does the map complicate or clarify your understanding of the plot of the novel?
- How did the mapping process affect your understanding of interpretation? For example, did you have to make choices for characters, events, and locations? What is the effect of those interpretive choices? How would another choice have affected your map?
- When considering the rhetorical function or point of view of your map, how does it help you understand or interrogate the ways physical spaces are reorganized into cultural places through narrative and visualization?
- What was the response to your map? How did others’ “read” or respond to it?
- After creating this map and presenting it, discussing it, and answering questions about it, what would you do differently? What worked and what didn’t work? How will you employ these understandings moving forward?
- What did you learn about the nature of language and geography? What is the relationship between the novel and the map? What are the limitations of your map? Does it look like what you imagined as you were reading? What surprised you from creating the map?
- What does your essay illuminate about the nature and importance of language (and maps) as a medium for representing and responding to human experience?

## Grading Rubric

Criteria	A (Exceptional)	B (Very Good)	C (Acceptable)	D (Needs Improvement)
<b>Map (including Works Consulted, electronic presentation, and Definitions of Events, Characters, and Locations)</b>	Map exceeds minimum requirements, is extremely creative, and presented with originality	Map meets all minimum requirements, was creative at times, and thoughtfully presented	An original map but may be missing required components and demonstrates very little crafting	Little creative energy demonstrated in this story; many requirements are missing
<b>Understanding of Templeton</b>	Clear and insightful understanding of questions raised and how the map responds to these questions and the importance and implications of the answer	Generally focused understanding of questions raised and how map responds to these questions but may lack understanding of the implications	Little attempt to analyze the questions raised and how the map responds to these questions.	No explanation of the questions raised by this investigation or how this map responds to them.
<b>Relationship of Story and Map</b>	Insightful understanding of the nature of both genres and the importance and implications of the choices on what was being conveyed.	Some discussion of the two genres but may lack understanding of the effects of such choices.	Little discussion of the genres. May discuss choices but no attempt to figure out effects or implications of such choices.	Sets forth an obvious statement of what was done rather than demonstrating any understanding of why or how story is depicted on the map.
<b>Reflection on the nature and importance of language as a medium for representing and responding to human experience</b>	Insightful reflection that demonstrates connections between the experience of creating this essay and what you learned about the nature and importance of language as a medium for responding to human experience.	Reflection summarizes what is learned but may not connect learning to nature and importance of language as a medium for responding to human experience.	The reflection on the experience lacks depth and does not connect learning to understanding of language.	Unclear discussion that does not demonstrate any attempt to learn from the project.
<b>Organization (structure of essay)</b>	Organization is exemplary: introduction and conclusion frame logical sequence of information.	Organization is easy to follow, makes logical sense: introduction and conclusion provide some framework for information.	Organization may be somewhat arbitrary; introduction and/or conclusion could be stronger. Flow of information is often difficult to follow.	Writing is disorganized and illogical. Ideas bounce around or are jumbled. The awkward flow of information and lack of transitional phrasing make it difficult, if not impossible, to follow.
<b>Clarity of Expression</b>	Grammar and punctuation are not only perfect, but they also add to the reader's enjoyment of the writing.	Minor errors in grammar and/or punctuation but not enough to seriously get in the way of the reader's understanding.	Errors in grammar and/or punctuation that begin to distract from reader's understanding.	Grammar and punctuation errors cause confusion or lack of understanding.