

Independent Novel Study

Following are activities to be completed for your novel. The use of technology is encouraged, although not required, in the completion of activities and may include web pages, blogs, text, or multi-media representation where appropriate. Other activities to demonstrate learning in each of the parts will be considered in consultation with Mr. Scott.

If there is anything you are unsure of at any time...ASK! Entire project is 100 marks.

Part 1: Novel Selection

Select a novel appropriate for your grade and reading level. Read the first chapter to be sure it is a novel that appeals to you. Once you have chosen your book, let your teacher know the title and author. Once you have told your teacher your selection **you may not change your mind**. Read the novel!

Part 2: Vocabulary – 15 Marks

As you read your novel, make a list of words that you come across that are unfamiliar to you. When you have finished reading the novel, choose **one** of the following activities. Include a title and any necessary headings.

1. **Vocabulary Log:** Choose *at least* 15 words from your novel that you do not know the meaning of. Record the dictionary definition for each word (quote the page number for each word used).
2. **Create a Crossword** of at least 15 words from your novel. Provide a clue for each word and the answer key.
3. **Create a Thesaurus:** Select *at least* 15 words from your novel that seem overused or boring. Rewrite the sentence from the book in which the word was found with a better one (quote the page number for each word used).
4. **Identify *at least* 15 interesting words** from your novel and tell why you think each is interesting (quote the page number for each word used).

Category	Not Within Expectations		Approaching Expectations		Meeting Expectations
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks
Vocabulary Selection	Selected words are simple or represent proper nouns; limited selection.		Some interesting or advanced words; some selection.		Interesting or complex words; good selection.
Vocabulary Usage	Many words are incorrectly used in the assignment.		Most words are used correctly in the assignment.		All words are used correctly in the assignment.
Presentation	The assignment is attempted but not completed correctly and/or is difficult to read and interpret.		The assignment is almost completed according to directions and is somewhat neatly presented.		The assignment is completed according to directions and is neatly presented.

Part 3: Reading Journal (Connect & Question) – 20 Marks

Your task is to keep a reading log, and to complete **3 Reader Responses**, each one to two pages double-spaced typed (Times New Roman font size 12, or equivalent) per entry, or equivalent length hand-written. Responses should address the following questions, but are to be written in paragraph form.

Response 1 Guiding Questions - (for the early chapters of the book)

1. What is the time and place of the book? What evidence in the book tells you this?
2. Name and describe the main character in the book. Describe him/her physically and describe his/her personality and history, if known. Then give your impression of him/her.

3. Name and describe a secondary character. Describe her/him physically and describe her/his personality and history, if known. Explain how s/he is important to the story and the ideas of the book.
4. Describe the relationship between two characters. Include their history together and details of their relationship. Explain the significance of their relationship to the book.
5. Describe one important event in the book and explain why it is significant to the story (to the plot, the characters, the ideas of the book).
6. Explain one specific aspect of the culture described in the book. Tell how it compares to a specific culture you are familiar with.
7. What are your feelings and thoughts about the novel based on one or more specific things you have read?
8. Find one specific idea, event, or behavior in the book that relates to real life. Explain how it relates to real life.
9. Tell about a connection you made with the story (text-to-self, text-to-text/media, or text-to-world). Explain how your connection helped you understand the story better.
10. Discuss five *meaningful* or *deep-thinking* questions you had while you read.

Response 2 Guiding Questions - (for the middle chapters of the book)

1. If the time or place changes during the book, explain how and give examples. How does this switching serve the story?
2. What is the general feeling or mood of the book? Give specific examples of how the author creates that feeling or mood.
3. Compare and contrast two characters psychologically. To do this, consider their behavior and personality. Consider whether their physical descriptions match or differ with their behaviors & attitudes.
4. Give an example of a conflict or conflicts between: i) two people ii) a person and his/her conscience (internal conflict) iii) a person and society iv) a person and an animal or nature v) a person and a spiritual/supernatural being
5. Who is the narrator of the story? Is s/he inside or outside the story? What is her/his relationship to the story?
6. Is the book written in the first or third person (I or s/he)? How does that affect the story?
7. What is your reaction to a relationship, event, behavior or message/theme of the book? Be clear about what you are reacting to and exactly what makes you respond as you do.
8. Choose a sentence or phrase that attracts you. Explain why you chose it, its value in the book and its value to you.

Response 3 Guiding Questions - (for the final chapters of the book)

1. If there is any special language used (dialects, foreign words, slang, etc.) give examples and explain its use and purpose. What is its effect?
2. Does the author use humor, irony, symbolism, or metaphors? Give examples and explain the effect.
3. What is the climax, of the novel? What major conflicts lead up to it and what is the resolution afterward?
4. What is the theme or themes in the novel? How does the author show this idea? Give evidence. Comment on how this theme fits in the novel and how it applies to life outside the book. What does this theme mean to you?
5. What did you learn from this novel? In answering this, you may comment on any aspect of the novel including how it is written.

Category	Not Within Expectations		Approaching Expectations		Meeting Expectations	
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	
Ideas/Content	Entries do not show reflection about readings. The connections do little to help me understand the story. Questions are quick, literal questions and often not related to the story. Reading log not completed.		Entries include <i>some</i> reflection of readings, but also lots of summary, or "stories." Connections often recount events. Questions relate to predictions and content. Reading log partially completed.		Entries show evidence of reflection of readings and original ideas, not summaries, or "stories." Connections relate to the story and are often tied to an emotional response. Questions are relevant to the story and help to learn more about the meaning. Reading log completed with accuracy and detail.	
Evidence From Novel	Not enough detail is included in examples from the novel to show the reader what part of the novel is being discussed.		Examples and references from the novel are provided but more detail is often needed.		Examples and references from the novel are provided in detail where necessary.	
Fluency	Journals are difficult to read and understand.		Journals are mostly easy to read and understand.		Journals are always easy to read and understand.	
Quantity & Presentation	Many journal entries are not the required length. Presentation is not clear. Proper format has been attempted only.		One or two journals are not quite long enough. Presentation is adequate. Journals are fairly neatly presented. Titles are usually included.		All journal entries are of adequate length. Presentation is very clear. Journals are neatly written or typed. A title is included for each entry.	

Part 4: Story Element Activities (Visualize, Synopsis, Theme) – 25 Marks

Your task is to complete an activity for **each** Story Element (Character, setting, plot). Choose **one** activity from each section. Include titles and any necessary headings.

Section One - Character: After reading your novel, identify the antagonist(s) and protagonist(s) within the story. Remember, protagonists and antagonists are not necessarily people.

1. Explain how a character in the book changed in the story.
2. Create a 'Wanted Poster' for a main character in the novel.
3. Explain why you would like to have one of the characters as a friend.
4. What problems did the major character(s) have and how did they solve them?
5. Write an interview with one of the major characters.
6. Write several diary entries made by one of the major characters.
7. Make a character box. In a shoebox include 10 objects that would be meaningful to the main character. On a separate piece of paper, in a paragraph, explain why you have chosen each object.
8. Create a character web that connects all of the characters in the novel, and describe the relationship between them.
9. Create another character that would fit into the story. Write another chapter or choose one event to rewrite using that character. Remember to include a good description of your character.

Section Two - Setting: Examine the setting of the novel. Select a particular scene to represent. Be sure to consider the location, time period, function, and atmosphere of the setting.

1. Sketch a scene in the book depicting a part of the plot. (I'm marking for detail and accuracy not drawing talent!) Explain your illustration and why you chose to draw this scene
2. Draw a color map of where a major part of the story takes place. Label the major landmarks or points of interest.

3. Do a collage of a major theme of your novel or one that illustrates certain parts of your novel.
4. Choose an important scene in the book, write a script for the scene and produce the scene on video with voice-over telling about it.
5. Make a 3-d model of a major scene form the novel.

Section Three - Plot: Consider the "shape" of the story as it moves from an introduction, through a series of related incidents building to a climax, and coming to a conclusion.

1. Rate each chapter of the novel according to the level of excitement and complete a Climax-Tension Graph. Summarize the reasons for your ratings.
2. Find **three** songs that seem to relate to your novel. Write out the lyrics and then write an explanation of how they relate.
3. Do several pieces of art that illustrate the major events of the novel. Write an explanation of how they relate to the story.
4. Create a PowerPoint presentation of the book.
5. Create a story map that shows the major events of the story.

Category	Not Within Expectations		Approaching Expectations		Meeting Expectations
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks
Ideas/Content	Ideas are present but more information is needed. Able to record or describe images but do little to help with the meaning of the story. Minimal understanding of the novel is evident.		Ideas are clear but information is general and predictable. Sounds, words, or feelings are included in interpretations of images. A good understanding of the novel is evident.		Ideas are clear, original and focused. There is an awareness of how personal experiences are supported by visualizing. An excellent understanding of the novel is evident
Organization	Organization is not clear. Proper format has been attempted only.		Organization is adequate. Proper format for type of project chosen has mostly been used.		Organization is very clear. Proper format for type of project chosen has been used.
Fluency & Word Choice	Language is functional. Writer uses familiar words and few energetic verbs. Sentences are sometimes stiff and choppy or repetitive.		Good word choice. Verb usage and descriptive words are used well. Writing has flow and rhythm.		Imagery and verbs are strong. Specific and accurate words are used to convey meaning. Writing has flow and rhythm. Sentences add interest to text.
Conventions	Some usage, grammar, or paragraphing problems exist. Spelling and end-of-sentence punctuation are almost always correct. Punctuation is sometimes incorrect or missing.		Grammar and usage are correct. Paragraphing may create problems. Spelling and punctuation are correct.		Grammar and usage are correct and contribute to clarity. Punctuation is correct and paragraphing adds to organizational structure.
Presentation (for projects with a visual component only)	Some effort is displayed but no creativity is evident.		The project displays effort and creativity.		The project displays considerable effort and creativity.

Part 5: Reader Reflection Assignment (Infer & Transform) – 25 Marks

When we “read between the lines” or look for deeper meaning we are *inferring*. When that deeper understanding leads to a change in the way we see or do things, we are *transformed*. Your task is to look for the deeper meaning of the novel you read, making specific reference to the text and defending your position with sound reasons, and to discuss how this understanding changed you. Choose **one** of the following activities. Include a title and any necessary headings.

1. Describe a strong feeling or emotion that you experienced as you were reading this novel and what caused this feeling.
2. Give your opinion of the author's writing style? What images captured your interest? How did the author create suspense?
3. Write a review of the novel wherein you try to get someone else to read it.
4. Write a letter to the author of the novel, expressing your thoughts, questions, etc.
5. Imagine the novel you read had been made into a movie. Write a newspaper review that discusses the characters, plot or just general theme.
6. Create a brochure to promote the book. Include a review of the novel wherein you try to get someone else to read it, a summary and a picture.

Category	Not Within Expectations		Approaching Expectations		Meeting Expectations
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks
Ideas/Content	Ideas are present but more information is needed. Inferences are evident only as simple predictions. There is no evidence of “new thinking.		Ideas are clear but information is general and predictable. Inferences are <i>sometimes</i> connected to the story. New thoughts or ideas are not always connected to the story.		Ideas are clear, original and focused. Attempts at deeper thinking with relevant reactions and opinions are evident. New thoughts are connected to the story and often answer the question, “Why do I think the author wrote this book?”
Evidence from the novel	Not enough detail is included in examples from the novel to support opinions.		Examples and references from the novel are provided but more detail is often needed to support opinions		Examples and references from the novel are provided in detail to support thoughts and opinions.
Fluency & Word Choice	Language is functional. Writer uses familiar words and few energetic verbs. Sentences are sometimes stiff and choppy or repetitive.		Good word choice. Verb usage and descriptive words are used well. Writing has flow and rhythm.		Imagery and verbs are strong. Specific and accurate words are used to convey meaning. Writing has flow and rhythm. Sentences add interest to text.
Quantity	Thoughts and opinions are brief are not the required length.		Thoughts and opinions are close to the required length.		Thoughts and opinions are at least two pages double-spaced (written) or one page typed (12 pt.) or more.
Conventions	Some usage, grammar, or paragraphing problems exist. Spelling and end-of-sentence punctuation are almost always correct. Punctuation may be incorrect or missing.		Grammar and usage are correct. Paragraphing may create problems. Spelling and punctuation are correct.		Grammar and usage are correct and contribute to clarity. Punctuation is correct and paragraphing adds to organizational structure.

Part 6: Book Talk - 15 Marks

A Book Talk is an opportunity to share a book you have read with others. Activities 1-5 have prepared you for your book talk by helping you understand your novel in detail through connections, visualization, questioning, analysis, synthesis, and, possibly, transformation. Your task is to assemble a presentation to share and promote your novel, according to the following criteria. Your book talk can be live or use digital representation (Powerpoint, movie, etc.).

You must address **all** of the following in your presentation.

1. Introduce the book in a creative way. Be sure to state the title, author, and the genre of the novel.
2. Briefly summarize the book without giving away the ending. Provide information that will make them want to read it too! Read aloud an interesting selection.
3. Describe the main characters from the book. Who are the protagonists/antagonists? What was their role within the story.
4. Describe the setting of the book. Tell us when and where the story took place.
5. Tell about some way(s) in which you connected with the novel (text-to-text, text-to-media, text-to-world, text-to-self).
6. Tell about an underlying message/theme you thought your novel was trying to communicate.

Category	Not Within Expectations		Approaching Expectations		Meeting Expectations
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks
Introduction & Story Elements	Novel not introduced; didn't bring novel to presentation; little or no summary, character description, or setting description; no passage selection shared.		Introduced novel but left out details; brought novel but didn't show it to the class; brief summary, character description or setting description; details left out; brief passage selection shared, but relevance may be unclear.		Good introduction; showed book so that everyone could see it; summary, character description, and setting description well presented, without giving away the story; engaging passage selection read with clarity and expression.
Connections & Analysis	No connections to the novel; unable to identify any underlying messages/themes.		Attempts at connecting with the novel; difficulty identifying messages/themes.		Good connections to the story; clear identification of underlying messages/themes.
Presentation	Not organized; no evidence of preparation or creativity; not much to say; lacked clarity.		Somewhat organized; some evidence of preparation and creativity; spoke with some clarity.		Well organized and prepared, with lots of creative elements to "spark up" the presentation; spoke clearly and in an engaging manner.

