**Grade 11 Independent Novel Study**

For this assignment, you are required to select a novel appropriate for your reading level. Read the first chapter to make sure it appeals to you before you commit. Once you have selected your novel, you should not change books. You must also inform Ms. Hamilton of the title and author.

**Part 1: Vocabulary**

As you read your novel, make a list of words that you come across that are unfamiliar to you and the page numbers. When you are finished reading the novel, choose one of the following activities:

1. Vocabulary Log: Take 25 of your words and record the dictionary definition for each.
2. Create a crossword with 15 of the words. Make sure to have a hint for each one and an answer key.
3. Choose 15 interesting words or passages that contain figurative language or imagery and explain their effect.
4. You can also do a combination of 1) and 3). For example, maybe you can only find 10 unfamiliar words Find the dictionary definition for those 10 words and then find 10 interesting words or passages that contain figurative language or imagery and explain their effect.

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| Category | Emerging - Developing | Developing – Proficient | Extending |
| 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 2: Reading Journal**

Your task is to complete three reader responses/journals. **For each reader response/journal, choose at least three questions from the list of guiding questions.** Each reader response/journal must be about two pages double-spaced typed or clearly hand-written in pen. Responses should be written in complete sentences and in paragraph form. You are expected to include quotations from the novel to support your ideas. See exemplars provided in class. Note: You may opt to present these journals verbally rather than in written from via a recording or directly via a short discussion with me. Speak with me if you are interested in this option.

**Response/Journal #1 Guiding Questions**

After reading about the first third of your novel, choose at least three of the questions below to answer:

1. Describe the setting of the story so far. How was this contributed to the mood or atmosphere of the story?
2. Who is the narrator of the story? How does this impact the book?
3. Name and describe the main character (physically and emotionally) and give your own impression of him/her.
4. Name and describe a secondary character. Describe why this character is important to the story.
5. Describe the relationship between two characters and the significance to the story.

**Response/Journal #2 Guiding Questions**

When you are about two-thirds of the way through your novel, choose at least three of the questions below to answer:

1. Explain one aspect of culture described in the book. Can you connect to that culture?
2. Discuss the conflict within the story so far.
3. Describe one important event and describe the importance to the story.
4. Describe a connection you can make from the story to your life experiences.
5. Choose a sentence or phrase and discuss why you chose it and the value it holds to the story.

**Response/Journal #3 Guiding Questions**

After you have finished reading your novel, choose at least three of the questions below to answer:

1. Discuss the theme of the book and your reaction to it.
2. Does the author use humour, irony, symbolism, foreshadowing, or metaphors? Give examples and explain the impact.
3. If the author is Canadian, did you pick up on any references to Canada or our collective identity?
4. What did you learn from this novel?
5. What would you change about this novel?

**Novel Journal Rubric**

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| Category | Emerging - Developing | Developing - Proficient  | Proficient - Extending |
| Ideas/Content | Ideas are presented but more information and deeper thinking is needed.  | Ideas are clear but information is general and predictable.  | Ideas are clear, original, and focused. Deeper thinking is evident. |
| Evidence from the Novel | A lack of examples and quotes. Not enough support.  | Some examples and quotes are provided; however, more detail is needed to support opinions. | Examples and quotes from the novel are provided in detail to support thoughts and opinions. |
| Paragraph Structure and Language Usage  | The paragraph is lacking in all areas.  | Proper paragraph structure, however, the writing is lacking in sophisticated language and sentence structure. | Proper paragraph structure. Introduction to the text, author, and topic are clear. Language is sophisticated with strong sentence structure. |

**Part 3: Reader Reflection Assignment**

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 in the novel and make specific references to the text in order to support your argument. How does this deep understanding transform your understanding of the story/characters/life/identity/culture? You may choose one of the options below or propose your own creative way to share this understanding. Your work must be accompanied by a paragraph explanation.

**Ideas to demonstrate understanding:**

* Write an interview or create a podcast with one of the major characters.
* Create a piece of artwork to portray your understanding.
* Create a poem to showcase your understanding.
* Create a collage of images that symbolize major themes in the story.
* Find three songs that connect to your understanding.

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| Category | Emerging - Developing  | Developing - Proficient  | Proficient - Extending |
| Ideas/Content | Ideas are presented but more information and deeper thinking is needed.  | Ideas are clear but information is general and predictable.  | Ideas are clear, original, and focused. Deeper thinking is evident. |
| Creativity | Lacks creativity.  | Deeper thinking has been demonstrated in a somewhat creative manner. | Deeper thinking in regards to the novel has been demonstrated in a very creative manner.  |

**Part 4: Book Presentation**

A book presentation is an opportunity to share a book you have read with others. Parts 1-3 have prepared you for your book presentation by helping you understand the novel through connections, visualizations, questioning, and analysis. Your task is to create a visual presentation (Podcast, PowerPoint, Keynote, Prezi, Sway, etc.) to share and promote your novel, according to the following criteria:

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. You can use your creative work from Part 3 here.
2. Briefly summarize the book without giving away the ending. Provide information that will make the audience want to read it too! Choose an interesting selection and discuss it.
3. Describe the main characters from the book. Who are the protagonists/antagonists? What was their role within the story?
4. Discuss some connections you made to the novel, especially in terms of Canadian Identity if your novel has a Canadian author.
5. Discuss the theme of the novel.

**Part 4**

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| Category | Emerging - Developing (1-2) | Developing - Proficient (3-4) | Extending (5) |
| Introduction and Summary | An introduction and summary are somewhat clear. | Clear introduction and summary. | Clear and creative introduction of the novel. The summary is easy to follow. |
| Connections and Analysis | Lack of connections and no selection is shared. No Canadian connections. | Some connections to the story and a selection is shared. Canadian Identity or theme is addressed. | Strong connections to the story and an engaging selection is shared. Canadian Identity or theme is addressed. |
| Story Elements | Description is lacking in detail in terms of story elements. | Description demonstrates a grasp of character, setting, and/or theme. | Description demonstrates a strong grasp of character, setting, and theme. |
| Visual Presentation | Visual presentation may be lacking in terms of organization of ideas, or it may seem visually interesting or unappealing due to the lack of colour, images, or large enough font for text. | For the most part the visual presentation is well-organized and is visually interesting and appealing, including the use of colour, images, and appropriate font for text. | The visual presentation is extremely well-organized and visually appealing. The visual presentation is polished and professional looking in terms of colour, images, and font for text, etc. |

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| Oral Presentation | Not very organized and difficult to hear. Quiet voice and non-engaging tone. No eye-contact. Student read directly from notes. | Well organized, however, was difficult to hear/understand some of the time. Voice was lacking in engaging tone. Eye-contact was made most of the time. | Well organized and prepared. Spoke clearly and in an engaging manner most of the time. Strong eye-contact with the audience. |

\*\*\*You will sign up for a presentation date. Presentation options will begin in late-September but you can present at any time throughout the course up until the last day of classes. Presentations should be around 5 minutes in length.