A “Novel” Idea

**General Outline:**

**Week One:** May 20th-23rd Specific Novel Groups

**Week Two:** May 26th-30th Specific Novel Groups

**Week Three:** June 2nd& 3rd Specific Novel Groups & June 4th-6th Group Switch/Exchange

**Week Four:** June 9th-13th Major projects

**Specific Novel Groupings**

Your first meeting day with your group will be Tuesday, May 20th. On this day you will need to split you book up into four sections. It is probably best to do so by taking the pages and dividing it by four, but whatever works for your group is fine. Section one is due Friday. You must take responsibility for your own learning and you cannot let your group down.

You will be meeting with your group or the teacher on the following dates:

* Friday, May 23rd (*Among the Hidden* meets with teacher)
* Tuesday, May 27th  (*Cracked* meets with the teacher)
* Friday, May 30th (*13 Reasons Why* meets with the teacher)
* Tuesday, June 3rd (*The List* meets with the teacher)

Within these meetings YOU need to accomplish the following tasks with your group:

**Task #1: Questioning Quest**

Everyone is responsible for posing three questions per section. These questions must be written down and answered by the SAME individual. These questions should be inferential or critical. Stay away from literal questions as best as you can.

With your three questions and three answers in hand, lead a discussion. Talk about these questions with your group. Get their opinion, discuss if everyone agrees or disagrees with your answer.

Take turns going over everyone’s questions and discussing them.

When you are done this task, staple ALL of the questions and answers together in one booklet and hand this booklet in. Ensure that everyone’s name is on their individual questions and answers.

If you do not do your questions and have them ready for discussions, your time is past due and you will receive an NHI0 for that portion.

**Task #2 Character/Personal Journal/Blogs/Vlogs/Diary (You choose)**

Your two options are to take on the persona of a character (you write as if you were that person) or you write your own thoughts in regards to the novel you are reading.

Once you have a POV (Point of view) you are responsible for handing in ONE diary/journal/blog/vlog per section. (In other words, you will have four in total). I’ll explain more in class.

Below are ten prompts you may discuss or answer for your journal. Your journal/diary etc. should be around 250 words or twenty sentences.

1. Have you ever felt that no one was listening or paying attention to you?
2. How do rumours or lies affect your life?
3. How do you wish others would perceive you?
4. Who can you trust and why?
5. Are adults always the smarter ones who have the answers?
6. Is school and/or the community filled with simple, likeminded people and cliques, or intelligent, independent, individuals?
7. In your eyes, who or what is beautiful?
8. Who should have the major amount of power in the world?
9. What was your biggest challenge and how did/do you deal with it?
10. Who is courageous and why?

**Task #3 iMovie Trailer**

This is a group project. All members must contribute equally. Your marks will be determined on your group meetings, how well you use your time, and peer and self-evaluations.

Your group will create an iMovie trailer based around your novel. Remember, this is a trailer which means you DO NOT give away the ending. Instead, you leave your audience wanting more. Because you’re not giving away the end of the novel, you may start on this trailer right away. You will be given some class time to work on your projects, but it is up to you to decide when the group is getting together, or when your group wants individual time to work on the projects. Meetings days are NOT negotiable. You MUST meet with your group on the scheduled days.

OR you can pick another group project that is approved by the teacher.

**Immense, great, whopping, giant, large, enormous Projects**

Choose ONE of the following projects to complete by Friday, June 13th

The overall theme of our novels is:

**The World Around and Within Us** (Perspectives; Diversity of Being; The Natural and the Constructed Worlds; Individuals and Communities; Stewardship)

We are all part of a larger world community. As such, we need to reflect on the elements within our world – self, family, and community as well as the natural and constructed worlds, and our influence on these and on future generations. By exploring various perspectives and our relationships with nature and constructed environments, we can examine our roles (worshipper, exploiter, master, steward, student, etc.). Through deeper understanding of ourselves, our constructed worlds, and nature, we can become agents of change who build a better world for today and for tomorrow.

1. **Day in the Life:** Choose someone you consider a mentor. You need to be able to communicate and connect with this person. (In other words, unless you and Jay Z are tight, you cannot use him as a mentor). Talk to this person about his/her life. You are basically interviewing them. You should compare yourself to your mentor in a diary/journal/vlog etc. type format. You need to discuss what your day looks like, what his/her day looks like, and if you would consider having their life and why? Be sure to also state what makes them a mentor to you, and why you choose them. This should be approximately 3 pages or a five minute edited and scripted Vlog. Do not just have a Vlog that rambles on.
2. **The World:**  You will need to create a visual that demonstrates two things: How I see the world? How the world sees me? You will have to hand in a written response that explains your visual, or you have to present your visual to me, or to the class if you would like. This visual should be meaningful, and not copied and pasted pictures off of the internet.
3. **Playlist:** Using YouTube, create a playlist with ten songsthat represent the major theme of our novels: The World around and within in. You must create an album cover, and a personal response sheet. The personal response sheet will explain in detail why you choose each song and how it relates to the theme. When you submit your final project, please email the teacher a document containing: the album cover, the link to the playlists, and the personal response all in ONE document please.
4. **Your choice**: You may choose something different, just as long as you run it by the teacher and it fits with the THEMES and not only your specific novel.

**Group Switcheroo**

Your next task is to regroup for meetings with other groups.

|  |  |  |
| --- | --- | --- |
| June 4 | June 5 | June 6 |
| *Cracked* + *13 Reasons Why* | *Cracked* + *The List* | *Cracked*  + *Among the Hidden* |
| *The List* + *Among the Hidden* | *13 Reasons Why* + *Among the Hidden* | *The List*  + *13 Reasons Why* |

**June 4**

* Create a “Not Your Average Venn Diagram” with your group using the attached template. Each person must write their own, but you can collaborate as a group for ideas.
* Use your awesome diagram to compare and contrast your novels—you can look for similarities and differences in structure, setting, plot, characters/characterization, theme, literary devices, POV, symbolism, etc. As Shawn T would say, “You need to dig deeper.” Aim to completely fill in your chart.
* Write a conclusion statement at the bottom that summarizes what you learned about the differences and similarities. It should be at least three sentences long.

**June 5**

* Create a “Compare and Contrast Chart” with your group using the attached template. Again, each person must write their own, but you can collaborate as a group.
* Again, you will use your awesome template to compare and contrast your novels. This time, you will fill in the template by creating categories to look at. It may help to see the attached exemplar so you know what my expectations are for filling out your chart.
* You can look for similarities and differences in structure, setting, plot, characters/characterization, theme, literary devices, POV, symbolism, etc. As Shawn T would say, “You need to dig deeper.” Aim to completely fill in your chart.
* Write a conclusion statement at the bottom that summarizes what you learned about the differences and similarities. It should be at least three sentences long.

**June 6**

* Create a “Compare and Contrast Bubble Chart” with your group using the attached template.   
  As always, each person must write their own, but you can collaborate as a group.
* Once more, you will use your super duper template to compare and contrast your novels. This time, you will fill in the central bubbles with similarities, and the external bubbles with differences.
* You can look for similarities and differences in structure, setting, plot, characters/characterization, theme, literary devices, POV, symbolism, etc. As Shawn T would say, “You need to dig deeper.” Aim to completely fill in your chart.
* Write a conclusion statement at the bottom that summarizes what you learned about the differences and similarities. It should be at least three sentences long.

**Not Your Average Venn Diagram**

**Conclusion Statement:**

Apples **Not Your Average Venn Diagram Oranges**

Edible Skin Seeds Skin is gross to eat

Makes Pies Sweet The garbage part makes pies

My favourite Round Not my favourite

Starts with A Lunch-type food Starts with O

Hard when ripe Can be juggled Softer when ripe

Mushy when over ripened Delicious with chocolate Hard or mushy when over ripened

Can make candy apples Cannot make candy apples

Delicious with caramel Delicious with other citrus fruits

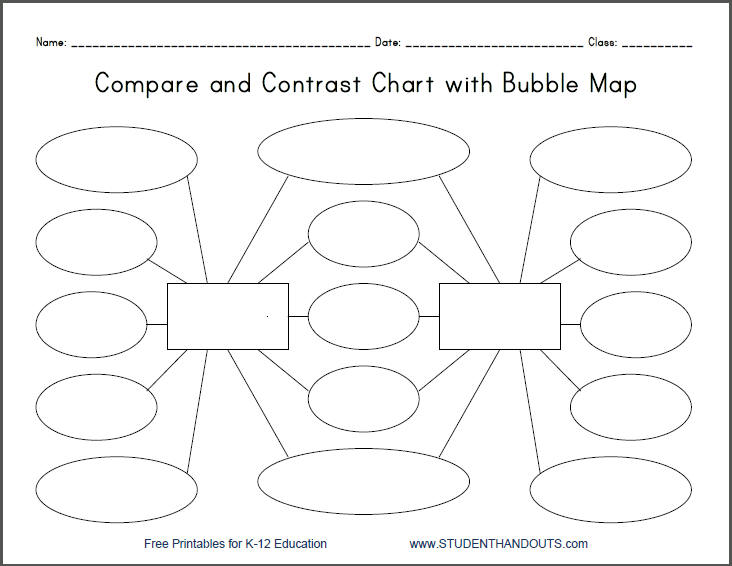
**Conclusion Statement: Apples and oranges are similar because they both have seeds, they are both sweet, they are round, they can be eaten at lunch, they can be juggled, and they are delicious with chocolate. They differ in edibility of skin, the parts that make pie, if they are my favourite, the letter they start with, what texture they have when ripe and over ripe, whether or not they make candy apples, and flavours they go well with.**

**Compare and Contrast Chart**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | **How Are They Different? *With regard to…*** |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | **How Are They Similar? *With regard to…*** |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Conclusion Statement:** | | |

**Compare and Contrast Chart (Example)**

|  |  |  |
| --- | --- | --- |
| 1. Cats |  | 1. Dogs |
|  | **How Are They Different? *With regard to…*** |  |
| Small, typically all the same size | Size Variation | Very small (smaller than cat) to very large (size of small pony) |
| Mundane, not excessively active; nocturnal | Energy Level | On the go constantly; high energy |
| Not likeable. Kind of creepy. | Likeability | Loves unconditionally. Will always give “kisses.” |
| Attacks at random. Never predictable. | Protection/Attack Instincts | Will not attack, unless it is a bad guy. |
| Eats fish and stuff that it later coughs up. | Food | Eats meat, kibble, left overs, and not my chocolate. |
|  | **How Are They Similar? *With regard to…*** |  |
| Range in colour from white to black | Colour | Range in colour from black to white |
| All over; keeps them warm | Fur | All over; keeps them warm |
| House pet; may live in house or yard | Function | House pet; may live in house or yard |
| Usually 4 | Number of Legs | Usually 4 |
| Adorable, near nose. Tickles when in contact with a human. | Whiskers | Adorable, near nose. Tickles when in contact with a human. |
| **Conclusion Statement:** Dogs are way better than cats. While dogs and cats differ in size, energy level, likeability, protection/attack instincts, and food sources, they are similar because of their colour, fur, function, number of legs, and ownership of whiskers. | | |



**Assessment (200)**

*Each of the following outcomes will be assessed on the rubric below. Each bullet point is out of five.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1 – Not Yet**  **(No Evidence)** | **2 – Beginning**  **(Little Evidence)** | **3 – Partially Meeting (Partial Evidence)** | **4 – Meeting (Sufficient Evidence)** | **5 – Excels**  **(Extensive Evidence)** |
| Assignment submitted, but I do not know what I’m doing. | With help, I understand parts of the simpler ideas and do a few of the simpler skills. | I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. | I understand the more complex ideas and demonstrate the complex skills most of the time. I achieve the outcome. | I have a deep understanding of the complex ideas, and I can use complex skills all the time. |

**QUESTIONS (45)**

**CR 10.1 – I understand and can respond to texts that address identity and social action.**

* My work shows that I understand and can apply the themes in my novel.
* My work shows that I used critical thinking skills when creating questions and designing projects.

**CR 10.3 – I can understand and can summarize ideas from a group discussion.**

* My work shows that I can effectively organize and summarize big ideas based on group discussions.

**CR 10.4 – I can read, interpret, and summarize contemporary literature.**

* My work shows that I can apply what I have learned from my novel to a new situation.
* My work shows that I understand the characterization and other literary devices that the author used.

**CC 10.3 – I can use oral language to explain information and ideas in an informal situation.**

* My work shows that I can speak confidently in a group setting.
* My work shows that I use appropriate, grammatically correct language.

**AR 10.1 – I can assess my work and others’ work.**

* I can use feedback from others to improve my own work.
* I can evaluate my own and other’s contributions to the group process.

**Journal Responses (40)**

**CR 10.1 – I understand and can respond to texts that address identity and social action.**

* My work shows that I understand and can apply the themes in my novel.
* My work shows that I used critical thinking skills when creating questions and designing projects.

**CR 10.4 – I can read, interpret, and summarize contemporary literature.**

* My work shows that I can apply what I have learned from my novel to a new situation.
* My work shows that I understand the characterization and other literary devices that the author used.

**CC 10.1 – I can create my own project that explores identity and social action.**

* My project shows that I have a defensible point of view.
* My project shows that I can choose an appropriate amount of detail to include to support my main points.

**CC 10.4 – I can create an information and literary product based on my novel.**

* My work shows that I have and can defend my point of view.
* My work shows that I can write a journal that contains impressions, reflections, and observations about life, people, and experiences, all pertaining to the themes of the novel.

**Movie Trailers (40)**

**CR 10.1 – I understand and can respond to texts that address identity and social action.**

* My work shows that I understand and can apply the themes in my novel.
* My work shows that I used critical thinking skills when creating questions and designing projects.

**CR 10.3 – I can understand and can summarize ideas from a group discussion.**

* My work shows that I can effectively organize and summarize big ideas based on group discussions.

**CR 10.4 – I can read, interpret, and summarize contemporary literature.**

* My work shows that I can apply what I have learned from my novel to a new situation.
* My work shows that I understand the characterization and other literary devices that the author used.

**CC 10.1 – I can create my own project that explores identity and social action.**

* My project shows that I can choose an appropriate amount of detail to include to support my main points.

**AR 10.1 – I can assess my work and others’ work.**

* I can use feedback from others to improve my own work.
* I can evaluate my own and other’s contributions to the group process.

**Compare and Contrast Charts (35)**

**CR 10.2 – I can use multiple sources to develop and support my ideas**.

* My work shows that I can critically compare and contrast information.

**CR 10.3 – I can understand and can summarize ideas from a group discussion.**

* My work shows that I can effectively organize and summarize big ideas based on group discussions.

**CR 10.4 – I can read, interpret, and summarize contemporary literature.**

* My work shows that I can apply what I have learned from my novel to a new situation.
* My work shows that I understand the characterization and other literary devices that the author used.

**CC 10.3 – I can use oral language to explain information and ideas in an informal situation.**

* My work shows that I can speak confidently in a group setting.
* My work shows that I use appropriate, grammatically correct language.

**CC 10.4 – I can create an information and literary product based on my novel.**

* My work shows that I have and can defend my point of view.

**Big Project Ordeal (40)**

**CR 10.1 – I understand and can respond to texts that address identity and social action.**

* My work shows that I understand and can apply the themes in my novel.
* My work shows that I used critical thinking skills when creating questions and designing projects.

**CR 10.4 – I can read, interpret, and summarize contemporary literature.**

* My work shows that I can apply what I have learned from my novel to a new situation.
* My work shows that I understand the characterization and other literary devices that the author used.

**CC 10.1 – I can create my own project that explores identity and social action.**

* My project shows that I have a defensible point of view.
* My project shows that I can choose an appropriate amount of detail to include to support my main points.

**CC 10.4 – I can create an information and literary product based on my novel.**

* My work shows that I have and can defend my point of view.
* My work shows that I can write a reflection that contains impressions, reflections, and observations about life, people, and experiences, all pertaining to the themes of the novel.