

Independent Novel Study #2

Final Project Suggestions:



Due Date: Friday, May 25, 2012

Your task is to choose an appropriate novel that is at a comfortable reading level for you. It should **not** be a novel you have read before. If you need assistance choosing a novel, Ms. Robinson will be happy to assist you in choosing an appropriate novel.

Bring your novel study to classes, we will use some class time for reading your novel. You will work at your own pace for this novel study, however the **ABSOLUTE** final due date for this assignment is **Friday, May 25th**. This gives you approximately 5 weeks to complete the assignment. You will have to divide your novel up appropriately to schedule your time wisely; **the majority of your reading will have to be done at home!**

After you have finished reading your novel study book, you will be responsible for handing in one completed assignment from the list below. Although the reading and discussion may be done as a group, the final assignment is to be done individually, unless you've been granted permission to work on a group project (it should be noted that this should not mean LESS work for a given student).

Each student **MUST choose one of the following character analysis assignments** as part of their final project.

1. **Character Poster:** On a piece of poster board, you will analyze a key character from your novel study. Your poster should include the following: identification of one character from the story, a minimum of 5 personality traits that can be used to describe the chosen character, key decisions that the character makes or events that happen that provide evidence of EACH trait, and an explanation or analysis of how each decision/event helped to define the character and show the changes of the character over the time of the novel.
2. **Character Predictions:** After you have finished reading the novel, use the knowledge you have of a key character to predict what they would be doing years after the novel took place. Imagine that you are the character and write a first person monologue that explains what is happening in the character's life, at least 1 year after the novel has ended. Your monologue should be at least 2 pages single spaced, must include the name of the character you are pretending to be, the amount of time that has passed since the events of the novel, reasonable predictions of the character's life, explanations of why the character acts the way they do, statements that reveal the innermost thoughts and feelings of the character, and details from the story that support your predictions. The idea is to have an accurate portrayal of what actually could have happened to the character if a sequel were written.

3. **Character Scrapbook:** Create a character scrapbook that evaluates one of the key characters in your novel. You can include items such as symbols that fit your character's personality, letters or newspaper clippings, photographs, or any other objects that you believe are or would be important to the key character. Remember to include your character's name on the scrapbook as well as a brief explanation of how each item in the scrapbook connects with your character and the story line.
4. **Talk Show:** Write a script and hold a talk show based on the novel that you read. You may work with anyone else who read the same novel as you. The topic of your show should address some of the important issues in the story. You are expected to have a talk show that causes your audience to think about those issues (this should be in the style of Ellen DeGeneres, Oprah or Dr. Phil...NOT Maury or Jerry Springer!). One student in your group will need to act as the host or hostess and the rest of the group will be different characters from the novel. The class will act as your audience. Your group should write and plan the script prior to the day you present your talk show as this script will be handed in. Your talk show must include: a minimum of 10 questions asked by the host/hostess, correct and accurate portrayal of the characters, and an explanation of why the topics that you presented are significant in the novel.
5. **Present a Scene:** Individually or in a group of students who have read the same novel, students will creatively present a scene from the novel. When creating the role play, students should display: accurate information from the story, complete knowledge of the plot, creativity, logical deductions of the characters' actions, preparation and consideration, the overall importance of the scene and what it teaches the reader/audience about the theme. Students will be in costume, use props if appropriate to illustrate the novel's setting and plot, and pretend that they are characters from the story while remaining in character for the entire presentation. This should be at least 5 minutes in length.
6. **Launch a Campaign:** You will serve as a campaign manager for an important social issue that is presented in your novel. As the campaign manager, it is your job to increase community awareness about the issue and suggest a solution to the problem. Your campaign should include: valuable information and statistics that have been gathered from research, explanation of how the campaign connects to the novel, an effective balance and transition into the novel's setting, the names of the characters that are involved with the issue in the story, at least three strategies for ways to increase awareness about the issue and at least one realistic solution to the problem.
7. **Children's Book:** Students will write a modified version of the novel they have read in partners or individually. You will need to decide which events are the most important in understanding the plot of the story. These events will be used to create the children's version of the novel. This version of the story must include dialogue and illustrations that would be appealing to young children (think ages 5-9). Remember that the vocabulary and sentences should be appropriate for this audience as well. The completed product must be simple but interesting.

8. **Graphic Essay:** Take a theme from the novel and decide if you agree or disagree with the author's point of view, this is your thesis statement. Next, choose three events from the story that prove your thesis and write each event into a cohesive paragraph. After your paragraphs have been written, choose an illustration that demonstrates the ideas in your paragraph. Finally, on poster board, set up your thesis as a title and your three illustrations with supporting paragraphs underneath.

9. **Newspaper Front Page:** By hand or using a computer, create the front page of a newspaper which may have existed at the time and place of your novel. In your front page, include the following: the newspaper's name, a date for the paper that is appropriate to the story's setting, one major article with a headline that is significantly larger than the other headlines, two minor articles, a picture that depicts what the major article content is about, and a small advertisement from a business that fits the setting. Your major article must include events that are important to the novel but your minor events could be national or world events that fit the time period of your novel.

10. **Letter to the Author:** In a letter to the publisher, individuals can share their feelings and thoughts about an author's book. Perhaps, individuals can make connections between their own lives and the lives of the characters in the story. Write a letter to the publisher, explaining how you came to read this book. Communicate why certain events in the plot, or the characters, setting, etc., are appealing to you. As well, mention anything you may find confusing or unbelievable and include a quote from the book to support your statements. Finally, thank the author for writing the novel and teaching you something you may not have known. Remember to use business letter format when writing a formal letter.

11. **Newspaper Article:** Write a newspaper article that tells important events from the story. You must inform the audience about the events described in the novel by incorporating quotes from characters and relevant details. Overall, the news story should provide a summary of the major novel events.

12. ***Other Assignments Ideas deemed acceptable by Ms. R. may be used to meet the requirements of this assignment

Novel Study Final Project Rubric

Category	Fully Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Total mark: /30	5	3	1
Ideas/Content	Ideas are clear, original and focused. An excellent understanding of the novel is evident.	Ideas are clear but information is general and predictable. A good understanding of the novel is evident.	Ideas are clear but more information is needed. Minimal understanding of the novel is evident.
Organization	Organization is very clear. Proper format for type of project chosen has been used.	Organization is adequate. Proper format for type of project chosen has mostly been used.	Organization is not clear. Proper format has been attempted only.
Literacy Elements and Word Choice	Imagery and verbs are strong. Specific and accurate words are used to convey meaning.	Good word choice. Verb usage and descriptive words are used well.	Language is functional. Writer uses familiar words and few energetic verbs.
Sentence fluency	Writing has flow and rhythm. Sentences add interest to text.	Writing has flow and rhythm.	Sentences are sometimes stiff and choppy or repetitive.
Conventions	Grammar and usage are correct and contribute to clarity. Punctuation is correct and paragraphing adds to organizational structure.	Grammar and usage are correct. Paragraphing may create problems. Spelling and punctuation are correct.	Some usage, grammar, or paragraphing problems exist. Spelling and end-of-sentence punctuation are almost always correct. Punctuation is sometimes, incorrect or missing.
Presentation (for projects with a visual component only)	The project displays considerable effort and creativity.	The project displays effort and creativity.	Some effort is displayed but no creativity is evident.

Reading Assessment: Name _____ Date: _____	Limited	Satisfactory	Thorough
1. Is always making sense of the text as opposed to simply decoding words. Meaningful reading instead of word by word reading.			
2. Understands the goal for reading and taps into the prior knowledge needed. Makes connections, predictions and or draws inferences in reading passages.			
3. Understands the important information in reading passages. Reads for enjoyment or to discover something.			
4. Self corrects, re-reads when necessary to enhance understanding. Stops periodically to ensure understanding or uses some reflective thought.			
5. Demonstrates a positive attitude toward reading. 5. A weaker reader isn't persistent and will often require a great deal of prompting.			
Score: _____ /10			