

## **Response to Literature: Quarter 2**

**Due Date: Wednesday, 10<sup>th</sup> January**

*Dear students,*

*You are encouraged to actively read beyond the books assigned by the teacher. Each quarter, you will be reading chapter books and doing a project in reference to one of the books of the assigned genre. The project aims to develop your skills of critical and creative thinking and allows you to demonstrate your understanding of the books.*

### *Golden rules of Response to Literature projects:*

- *Read every day*
- *Take notes for your project*
- *Follow the project instructions carefully*
- *Use the instructions as a checklist before handing in your project*

**Assigned Genre:** Award-winning books

*The quarter 2 project consists of two parts:*

<p><b>PART 1:</b></p> <p><b>PRESENTATION</b></p> <p>Create a PowerPoint Presentation and present the key elements of the novel you read.</p> <p><i>Slide 1: Title, author, cover</i></p> <p><i>Slide 2: Key information about the author</i></p> <p><i>Slide 3: Setting (where and when?)</i></p> <p><i>Slide 4: Protagonist, Antagonist and Major Characters</i></p> <p><i>Slide 5: Conflict (identify the type of conflict and use the correct terminology)</i></p> <p><i>Slide 6: Theme(s)</i></p> <p><i>Slide 7: Significant Quote (explain why you chose that quote and why it is important for the overall understanding of the novel)</i></p> <p><i>Slide 8: Recommendation</i></p> <p><i>Slide 9: Sources (use EasyBib to create citations)</i></p>	<p><b>PART 2:</b></p> <p><b>Option 1 – MOVIE</b></p> <p><b>RECOMMENDATIONS</b></p> <p>From all the movies you’ve seen in the last couple of years, pick five you would recommend that your character see. Give a brief summary of each movie and explain why you think the character should see it.</p> <p><b>Option 2 - DREAM VACATION</b></p> <p>Where do you think your character would most like to go on a vacation? Pick a spot, describe it, and explain why he or she would want to go there or download information from the Internet on the place. Then write a day-by-day itinerary of what the character would do each day and why you think the character would enjoy this activity.<sup>1</sup></p>
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<sup>1</sup> Diana Mitchell. “Teaching Ideas.” National Council of Teachers of English, 1998.

Levels of achievement

The project will be marked for Criteria A (Analysing) and C (Producing text).

	<b>Criterion A: Analysing</b>	<b>Criterion C: Producing text</b>
	<p><b>At the end of year 1, students should be able to:</b></p> <ul style="list-style-type: none"> <li>i. identify and comment upon significant aspects of texts</li> <li>ii. identify and comment upon the creator's choices</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. identify similarities and differences in features within and between texts.</li> </ul>	<p><b>At the end of year 1, students should be able to:</b></p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to support ideas.</li> </ul>
<b>0</b>	<b>The student does not reach a standard described by any of the descriptors below.</b>	<b>The student does not reach a standard described by any of the descriptors below.</b>
<b>1-2</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>minimal</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>minimal</b> identification and comment upon the creator's choices</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. <b>identifies few</b> similarities and differences in features <b>within and between texts</b>.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought or imagination and <b>minimal</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to support ideas.</li> </ul>
<b>3-4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>adequate</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>adequate</b> identification and comment upon the creator's choices</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. <b>identifies some</b> similarities and differences in features <b>within and between texts</b>.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> thought or imagination and <b>some</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>some</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to support ideas.</li> </ul>
<b>5-6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>substantial</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>substantial</b> identification and comment upon the creator's choices</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. <b>describes some</b> similarities and differences in features <b>within and between texts</b>.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought or imagination and <b>substantial</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to support ideas.</li> </ul>
<b>7-8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>perceptive</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>perceptive</b> identification and comment upon the creator's choices</li> <li>iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>compares and contrasts</b> features <b>within and between texts</b>.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought or imagination and <b>perceptive</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to support ideas.</li> </ul>