Novel Study

***Directions: Choose 4*** *tasks to complete for your novel study. Each task will be worth 50 points. This will be a total of* ***2 assessment grades*** *for the quarter. You must have a title page with a list of the titles of the 4 tasks you choose.*

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| **Draw a scene.** If you are artistic, think of an important scene and draw it the way you see it. Place the characters in the scene too and then figure out where you were in relation to the characters when you read the book. Then write or tape your explanations of why you drew the scene the way you did and why you think you were where you were in the scene. What does it tell you about who you related to in the novel? | **Create a character’s room.** We learn a lot about people by whatthey keep in their closets, what they have on their walls, what they select to put in a room. Select a character you know well and create a living room, bedroom, kitchen, or someother room that would mean a lot to the character. Draw it or write about it, making sure to include an explanation of why you designed the room as you did. | **Create a home page.** Select several characters and design a home page for each of them, picking out appropriate backgrounds and  pictures and then creating information that would tell a viewer about your character. Also, create links to at least five different sites that you think your character would be interested in. Then write up and post on the page an explanation of how you made the decisions you did and what you believe this tells us about  the character. | **Talk to the author.** Write a letter to the author of the book explaining to him or her why you think he or she wrote the book and what he or she was trying to show through the book. Be sure to explain what  you got out of the book. If the author is still alive, send the letter to the author via the publisher of the book. | **Advertisements.** To show your understanding of a character, go through several magazines and newspapers looking for advertisements  of goods you think your character would like. Cut out the pictures, mount them on a poster board, and under each picture write a few lines about why this product would appeal to your character. |
| **Awards.** Create an award for each of the main characters based on their actions in the novel. One might be awarded “most courageous” for fighting peer pressure, another might be awarded “wisest” for the guidance he or she gave  other characters. For each award, write a paragraph that explains why this character deserves this award. | **Cartoon squares.** Create a series of six drawings in six squares that shows a significant  event in the novel. Under each picture or cartoon, write a few lines of explanation. | **Music.** After reading a  novel, figure out how you would divide up the book into sections. Then select a piece of music that you think captures the feel or tone of each section. Record the pieces and if possible do voiceovers explaining what is happening in the novel during the piece of music and why you felt this piece of music fit the section of the novel. | **CD collection.** Design a  CD collection for a character you know well, being sure that the collection includes music that expresses as many aspects of the character as you are aware of. | **Movie recommendations.**  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. |
| **New acquaintances.** Select two characters. Then think about three to five people, living or  dead, that you would like your characters to meet. Write about how you selected these new acquaintances and what you’d like the character to learn from the people you introduced him or her to. For instance, after reading *The True Confessions of Charlotte Doyle* you might want Charlotte to meet Sojourner Truth so she can see other women who do important work. | **Name analysis.** Select a few of the characters from the novel. Look up each of their names in a name book to see what the name means. Write all the meanings down and then write a short essay for each character explaining in what ways the name is suitable and in what ways the name does not fit the character. | **Letter exchange.** Create a letter exchange between a character  and the author or write a series of self-reflective letters from several characters on what the character learned about himself, others, and life. | **Scrap book.** Think about all the kinds of mementos you would put in a scrap book if you had one. Then create a scrap book for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrap book. Think about Willie in *The Crazy Horse Electric Game* by Chris Crutcher. He would probably  have something in his scrapbook to represent his baby sister, his love of baseball, his accident, his experiences in L.A., and so on. | **Photos or magazine pictures.** Find two or three photos or  magazine pictures that would have special significance to your character. Mount them on a sheet of paper and write an explanation of why they would be important to your character. |

Rubric

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| **Category** | **10** | **8** | **6** | **4** | **2** |
| **Written/Oral**  **Presentation** | Project is presented with excellent oral or written skills (grammar, spelling, fluency of speech) | Project has few errors in presentation | Project has errors in one area of presentation | Project has many errors in presentation | Project has too many errors to understand the student’s objective |
| **Assignment**  **Requirements** | Project meets all requirements from the assignment sheet | Project meets most of the requirements from the assignment sheet | Project meets some of the requirements from the assignment sheet | Project meets few of the requirements from the assignment sheet | Project meets none of the requirements from the assignment sheet |
| **Neatness** | Project is neat and orderly | Project is mostly neat and orderly | Project looks as if it was completed at the last minute | Project is messy and disorganized | Project is not complete and messy |
| **Relation to**  **Novel** | The relation between the novel and the project is clearly evident | The relation between the novel and the project is evident when the student explains | The relation between the novel and the project is weak | The relation between the novel and the project is not explained | The relation between the novel and the project is nonexistent |
| **Evidence of Reading** | The project provides ample evidence of the student’s having read the novel | The project provides some evidence of the student’s having read the novel | The project provides evidence that the student has read some of the novel | It is evident that the student has not finished the novel | It is evident that the student has read none of the novel |
| **Effort** | The project shows great effort and planning | The project shows good effort and planning | The project shows some effort and planning | The project shows little effort and planning | The project shows no effort or planning |