

ENGLISH TEN EXTENSION FROM THE NOVEL

This assignment may be done in pairs or groups of three.

It has three components:

- A. The research component
- B. The action/awareness component
- C. The presentation component

ALL THREE COMPONENTS ARE TO BE BASED ON **ONE** OF THE FOLLOWING TOPICS:

Teenage homelessness/couch surfing – causes / effects / agencies to help

Teen sexual assault/sexual assault prevention/ agencies to help

Art therapy for trauma

Teenage depression/self-harm- causes/ sign and symptoms/ help and support

Racism – causes/ examples from our society/ anti-racism movements and progress

Parenting styles – effective parenting techniques/ help and support

Racism and the law – is there evidence of racism within our territorial and national systems of law? Think about access to legal representation, number of people who are incarcerated and are minorities, etc.

A. THE RESEARCH COMPONENT:

This component should focus on local/territorial first, then national. Avoid information which is not Canadian.

Each group is to:

1. Choose a topic and come up with at least 3 probing questions which you will need to research. Also come up with a variety of places you could find information – Research can include an interview with a knowledgeable person. For example, if you know someone who works for Habitat for Humanity or Angel's Nest, you could ask him/her about teen homelessness in Whitehorse. There are a number of local sources of information which could be helpful.
You are required to have at least 3 sources of information.
2. Create a set of note cards whether electronic or actual cards where you will record/store your information and your sources.
3. Keep a bibliography of sources – MLA style
4. Produce a report of at least 800 words which addresses your topic. I will be giving you information about formatting your citations and style in a handout to come.
5. Make a Venn diagram or chart which compares the information in your research to your novel. You require at least 5 connections with examples from the novel.

B. THE ACTION/AWARENESS COMPONENT: Writing and Representing to INFORM

Based on your research, you need to come up with a plan for an action or awareness component.

Your goal is to provide helpful information for students on the topic you have researched OR encourage a positive action campaign which will help with this problem/issue. For example, you could come up with information on prevention of sexual assaults at parties. You may choose from a variety of methods to spread the information:

1. Informative poster
2. Brochure
3. Commercial/video
4. Letter to the editor
5. Letter to city council, your MLA, your MP, etc.
6. Photo essay
7. T-shirt campaign – info on a T-shirt including a slogan/logo and action.

THINK LOCAL: Any agencies which you think might be helpful in terms of places to get support should be local first and national second.

NOTE: regardless of your choice of action/awareness method, you will need to show your knowledge of graphic text (Lesson to follow your research) within this component.

- C. THE PRESENTATION COMPONENT: Present your findings and your action/awareness component to the class. If you are shy or your group hates large group presentations, think of a way you can still share your findings in an informative way and speak to the group in some way. Ideas:
- a. Slide show
 - b. Green screen video
 - c. Photo collage/essay
 - d. Skit
 - e. Sales pitch of your idea as if you were speaking to a governing body which might be able to launch your idea (BYTE, government official, etc.)

Whatever your mode of presentation, there must be some form of speaking to your audience whether you record your voice or narrate/guide them through your slide show or you make a direct presentation to the group.

EVALUATION OF COMPONENT #1

CHECKLIST

- _____ 3 probing questions.
- _____ note cards which are organized into categories and sourced.
- _____ bibliography/works cited
- _____ report with MLA citations
- _____ Venn diagram or chart showing parallels between novel and research
- _____ Examples from the novel on Venn diagram.

B5 Generate guiding and speculative questions

	1	2	3	4
Probing questions	Fewer than 3 questions. Vague/inaccurate questions.	3 questions but would benefit from more specific detail.	3 questions which are specific and relevant to the research.	Questions which are specific and relevant to research. Original and thoughtful.

B8 Use supporting evidence

	1	2	3	4
Research/ evidence in report	Lacks research. Generalizations without support	Uses US research but applicable to Canada/Yukon. Some facts are vague or weak as support	Strong research/support. Canadian and recent.	Excellent research/support Current and specific to Yukon.
Evidence from novel in Venn /graphic organizer	Lacking in evidence. Fewer than 5 examples from the novel.	Although there are 5 connections, the examples are general and under-related to the novel.	5 examples from the novel. Would benefit from quotations.	Specific and clearly connected. Uses quotations from novel as support.

B10 Synthesize: Explain relationships between ideas

	1	2	3	4
Relationship between research and novel. Venn or graphic organizer	Fewer than 5 connections. OR connections are vague and weak.	Uses 5 connections but some choices would benefit from stronger relationships.	Uses 5 connections which are strong and well connected.	Uses 5 or more connections at a strong analytical level versus literal.

C6 Organizing and synthesizing ideas:

	1	2	3	4
Organization and choosing sources.	No sense of organization. Cards are not categorized or numbered. No sources on cards Uses only 1 source	Cards are loosely organized but lacking sources. Would benefit from more organization and better/more specific categories. Uses three sources but they are general and weak. OR Only 2 sources.	Cards are organized with sources included. Would benefit from more categorization or re-organizing your information. 3 strong sources but they seem repetitive OR at least 1 is overly general.	Cards are organized clearly and logically with sources clearly shown. Uses at least 3 high quality sources

C2 Write purposeful informational texts

	1	2	3	4
Developed paragraphs with clear topic sentences.	Paragraphs lack topic sentences. 2 sentence paragraphs. Report lacks organization.	Topic sentence does not fully cover the paragraph. OR The paragraphs require more development or 'meat on the bones' Needs some reorganization of paragraphs.	Topic sentence is adequate and the paragraph is developed. The paragraphs would benefit from better organization s within each.	Excellent topic sentences which umbrella all content. Paragraphs fully developed. Logical and effective organization .

			Although the organization is clear, this report would benefit from moving a paragraph.	
Citations	No citations/sources No bibliography/works cited.	Although the report uses citations, many are improperly cited or missing. Bibliography needs revisions or is missing some information/entries.	Good use of citations. Some minor errors in citing. Minor errors in bibliography.	Excellent citations and bibliography. All properly formatted.
Language/sentence flow	Lacks sentence variety. Simple and choppy. No transitions.	Some sentence variety but still too many simple or compound sentences. Some transitions but would benefit from more.	Adequate variety of sentence types. Transitions are present. Would benefit from more clarity of structure.	Excellent variety of sentence types with clear transitions. Writers are skillful and write effectively to convey information clearly.

C14 Mechanics

	1	2	3	4
Punc./cap/etc.	This is a rough draft in need of editing.	Run on sentences and comma splices impede meaning.	A few minor errors which do not impede meaning.	Virtually error free.

COMPONENT #2

_____ Action/awareness product

A. C4 Create thoughtful representations to explain and persuade

OR C2 Write to explain and persuade

B.

COMPONENT #3

A2 Express ideas and information to argue, persuade and support.