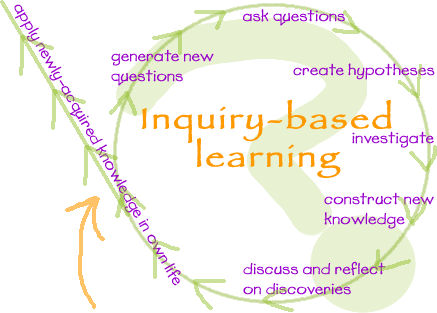
**Independent Novel Study**

**Inquiry Project**

We learn best when we are at the center of our own learning. Inquiry-based learning is a learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. When investigations grow from our own questions, curiosities, and experiences, learning is an organic and motivating process that is intrinsically enjoyable. (http://www.inquirylearn.com/Inquirydef.htm)



**Specific learning processes that people engage in during inquiry-learning include]**

* Creating questions of their own
* Obtaining supporting evidence to answer the question(s)
* Explaining the evidence collected
* Connecting the explanation to the knowledge obtained from the investigative process
* Creating an argument and justification for the explanation (http://en.wikipedia.org/wiki/Inquiry-based\_learning)

**\*The Task:** You are to create a presentation that will demonstrate your learning of the grade 10 novel that you have chosen. Your presentation should demonstrate:

* **An in-depth understanding and analysis of your novel on a literary level –including plot, character, theme, symbol, conflict, setting, point of view, etc.**
* **An in-depth analysis of any prior learning, cross-curricular connections, and connections to other sources (primary and secondary).**
* **Demonstrate how this novel could make you a “Life-Long Lover of Literature”.**

**Things to may want to include in addition to the above:**

* Why you chose the novel and what significance it may have in your life
* Stand out quotations
* What did the novel do for us as “life-long lovers of literature?”

**Independent Novel Study**

**Inquiry Project**

**Planning Sheet**

|  |  |
| --- | --- |
| **Theme/Topic** | * What is the “Driving Questions of your Project? What will you learn from you novel? How will reading this novel make you a “life-long lover” of literature? How does this novel make connections to other curricular areas and real life? |
| **Goals** | * What do I want to know and be able to do to show and celebrate my learning? * What does my teacher and/or my peers need to do to help facilitate my inquiry? |
| **Performance Demonstration/Product** | * How will I show what I know and can do from my learning from this novel? * What is the best way to present my knowledge of my novel and secondary sources that connect to my novel? |
| **Classroom Processes** | * How will I design my presentation? |
|  |  |

**Four Column Planner**

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Connections**  What subject areas do I want to integrate | **Presentation Outcomes**  What do I want to be able to show my class/teacher about my novel? What is the best way to portray my learning of my novel and its connections? | **Process:**   1. **Activating**  * Choosing a theme or topic * Identifying and recording prior knowledge * Exploring and selecting primary and secondary sources  1. **Acquiring**  * Gathering, processing, and recording information * Focusing my inquiry  1. **Applying**  * Planning to express learning * Creating presentation/product  1. **Culminating Event**  * Sharing my presentation | **Learning resources/Sources**   * People, technology print, multimedia * Primary sources: field trip, expert(s), artifacts |

**Inquiry Novel Presentation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Categories** | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| **Knowledge and understanding**  -of novel content | -demonstrates very limited understanding of plot, conflict, theme, symbols and images  -demonstrates very limited understanding of writing/presentation form | -demonstrates limited understanding of plot, conflict, theme, symbols and images  -demonstrates limited understanding of writing/presentation form | -demonstrates some understanding of pot, conflict, theme, symbols, and images  -demonstrates some understanding of writing/presentation form | -demonstrates considerable understanding of plot, conflict, theme, symbols and images.  -demonstrates considerable understanding of writing/presentation form | -demonstrates thorough understanding of plot, conflict, theme, symbols, and images  -demonstrates thorough understanding of writing/presentattion form |
| **Thinking and inquiry**  -organization of information on presentation (gathering information, focusing ideas etc.)  -discussing conflicts and character encounters in the novel  -theme/life lessons learned from the novel  -interpreting and analyzing symbols, images, meanings, and quotations from the novel. | -uses organizational skills with very limited effectiveness  -explains conflicts with very limited effectiveness  -discusses and explains the implications of theme with very limited effectiveness  -demonstrates very limited analysis of symbols and images | -Uses organizational skills with limited effectiveness.  -explains conflicts with limited effectiveness.  -discusses and explains the implications of theme with limited effectiveness  -demonstrates limited analysis of symbols and images | -uses organizational skill with some effectiveness  -explains conflicts with some effectiveness  -discusses and explains the implications of theme with some effectiveness  -demonstrates some analysis of symbols and images | -uses organizational skills with considerable effectiveness  -explains conflicts with considerable effectiveness  -discusses and explains the implications of theme with considerable effectiveness  -demonstrates considerable analysis of symbols and images | -uses organizational skill with a high degree of effectiveness  -explains conflicts with thorough effectiveness  Discusses and explains the implications of theme with thorough effectiveness  -demonstrates thorough analysis of symbols and images |
| **Connections**  **-**secondary sources/prior knowledge/curricular connections  -life-long learning | -Presentation makes no or little connections to prior knowledge, curricular connections or life-long learning | Presentation makes connections with prior knowledge, curricular connections and life-long learning but with limited effectiveness | Presentation makes connections with prior knowledge, curricular connections and life-long learning with some effectiveness | Presentation makes connections with prior knowledge, curricular connections and life-long learning with considerable effectiveness | Presentation makes connections with prior knowledge, curricular connections and life-long learning with thorough effectiveness |
| **Communication and Visual Representation**  -Organization of presentation/ logically and meaningfully organized  -grammar, usage, spelling, punctuation | -No attempt to portray purpose or subject  -No originality and use of material and media  -Visuals are superfluous or there are no visuals.  -Very Poor Grammar, Mechanics and Spelling. Frequent errors | -purpose and subject are not clear  -little originality and use of material and media  -Visuals relate but give little support to the presentation  -Poor Grammar, Spelling and Mechanics. Presentation has many errors | -somewhat clear purpose and subject  -some originality and use of material and media  -Visuals relate but don’t always support presentation  -somewhat good Grammar, spelling, and Mechanics. Presentation has several errors. | -clear purpose and subject  -originality and good use of material and media  -visuals enhance presentation  -Good Grammar, spelling and mechanics. May have the occasional error | -Clear and thorough purpose and subject  -very original presentation of material and media  -visual enhance and reinforce presentation and hit upon literal and metaphorical meaning.  -Excellent Grammar, spelling, and Mechanics |
| **Critical Thinking** | Misinterprets evidence, statements, graphics, questions, etc.  • Fails to identify strong, relevant counter arguments.  • Draws unwarranted or fallacious conclusions.  • Justifies few results or procedures, seldom explains reasons.  • Regardless of the evidence or reasons, maintains  or defends views based on self-interest or preconceptions | Responds by retelling or graphically showing events or facts.  •  Makes personal connections or identifies connection  s within or between sources in a limited way  -Is beginning to use appropriate evidence to back ideas.  •Discusses literature, experiences, and points of view of others in terms of own experience.  •Responds to sources at factual or literal level.  •Includes little or no evidence of refinement of initial response or shift in dualistic thinking  •Demonstrates difficulty with organization and thinking is uneven | Describes events, people, and places with some supporting details from the source.  • Make connections to sources, cither personal or analytic.  • Demonstrates a basic ability to analyze, interpret, and formulate inferences.  • States or briefly includes more than one perspective in discussing literature, experiences, and points of view of  others.  • Takes some risks by occasionally questioning sources or by stating interpretations and predictions.  • Demonstrates little evidence of rethinking or refinement of one's own perspective | Accurately interprets evidence, statements, graphics, questions, etc.  • Thinks through issues by identifying relevant arguments (reasons and claims) pro and con.  • Offers analysis and evaluation of obvious alternative points of view.  • Generates alternative explanations of phenomena or event.  • Justifies (by using) some results or procedures,  explains reasons.  • Fair-mindedly follows where evidence and reasons  leads. | - Accurately interprets evidence, statements, graphics, questions, etc.  • Identifies the salient arguments (reasons and claims) pro and con.  • Thoughtfully analyzes and evaluates major alternative points of view.  • Generates alternative explanations of phenomena o  r event.  • Justifies key results and procedures, explains assumptions and reasons.  • Fair-mindedly follows where evidence and reasons  lead.  • Makes ethical judgments |