Cooperative Novel Study 

**How it works:**

Each person in your group will be responsible for ONE of the five rotating jobs for chapter 8 and 9. You will be presenting your work to your group members at the beginning of each chapter. You can choose whichever one you want but it cannot be the same for both chapters.

1. **Summarizer**: One person will be responsible for writing a **2 page** summary of the assigned reading

* Be sure to include any information that relates to the **big ideas** we are discussing in class such as ***leadership*** or **fear** or the ***Golding vs Rousseau philosophies***.
* Choose your details wisely.
* Can you summarize the plot and use some **quotes** when appropriate? These quotes should highlight the **big ideas** or **symbolism**. You should have a minimum of **3 quotes** integrated into your summary with page numbers.
* This MUST be in your own words and written well. I will be looking for correct use of conventions, sentence structure, organization, etc as well as your ideas.

1. **Questioner**: One person will be responsible for posing **four *thoughtful* questions** relating to the assigned chapter and **the answers on a powerpoint**

* Thoughtful questions are **literary, philosophical or sociological** in nature. They are deep questions. Ask why something may have happened, what contributed to a change in character, what they think may happen next, etc. It is also this person’s job to encourage others to respond to the questions and guide the ensuing discussion.
* **Include the answers under the question on the same slide. Begin each answer with a “maybe” because they are so deep!**
* **Include an image to reinforce your ideas.**
* **Do not copy questions from the internet!!!!!!!**

1. **Literary Enhancer**: One person will be responsible for drawing the group’s attention to the **author’s use of language and literary devices**. What is Golding’s style?

* The literary enhancer will choose 4 passages where the author uses **vivid descriptive language or imagery, where the author creates a specific mood, uses foreshadowing or other literary devices such as metaphor, simile, personification, hyperboles, etc**
* Present these on a **powerpoint**
* Each slide must have an image to match.
* It is also part of this person’s job to comment on the **effect** the use of language has on the reader (**such as create a mood or tone or reinforces a theme**) and elicit group member’s responses to this information. See me for an example.

1. **Creative extension**: One person will be responsible for creating a creative extension based on the assigned reading.

* A creative extension could be a drawing/painting/collage of a vivid scene in the reading, a poem based on a character’s words or moods from the reading, a letter from one character to another, a journal entry written by one of the characters, a newspaper article or editorial describing the events taking place in the novel or something digital such as a video, soundtrack, prezi, etc.
* Must include an explanation of your intentions if it is a drawing. **Write on the back of your art work.**
* Must show **symbolism** or **big ideas** of the story, NOT JUST PLOT

1. **Quote Identification**: One person will be responsible for finding **five** quotes from any number of the following themes:
   1. Chaos vs Order
   2. Evil vs Moral Integrity
   3. The effect fear has on a person’s actions (or groups)
   4. Leadership styles (Fear vs Love)

This person is to record the quote on a powerpoint slide (or a presentation tool of your choice). Use quotation marks and page numbers. Then, explain the **relevance** of the quote and how it highlights Goldings themes.

**Co-operative Novel Study-Assessment**

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| --- | --- | --- | --- | --- |
|  | **10 /9** | **8.5/8** | **7.5/7** | **6.5/6/5.5** |
| **Understanding of the Novel’s Big Ideas (symbolism, themes, leadership)** | Fully understands big ideas and symbols. Able to communicate meaning clearly and exceptionally. | Understands the big ideas and symbols. Able to communicate understanding adequately. | Understands main ideas but focusses on plot more than themes/ideas. | Focuses on plot more than big ideas. May have minimal understanding of novel. |
| **Mechanics and  Grammar** | Mechanics and conventions are flawless.  Rules in academic writing are followed | Mistakes and mechanics and conventions are minimal  Rules in academic writing are followed. | Mistakes in mechanics and conventions are evident but don’t impede meaning.  Some mistakes in academic writing. | Mistakes and mechanics stall reading and impede meaning.  Mistakes in academic writing. |
| **Creativity (only for Creative Extension)** | Very interesting and creative. Unusual but relevant interpretation. If needed, write up on the back fully explains the main ideas.  Coloured (when needed) | Creative and relevant interpretation. If needed, write up on the back explains the main ideas. May be missing some key ideas.  Coloured (when needed) | Some effort to be creative May not be coloured or may be too small to fully show ideas.. | Little effort to be creative. |
| **Summary** | Includes all relevant information including big ideas.  Summarized well with strong **quotes** | Includes MOST relevant information. Could add more detail.  Summarized well. **Some strong quotes** | Includes some of the plot and big ideas but could use more.  **Needs more quotes** | Needs more information and understanding of big ideas.  Needs more quotes |
| **Literacy Enhancer** | Able to find strong, vivid language that illustrates the mood or literary devices. Explains some of the big ideas or symbols with insight.  **Images are relevant and creative** | Able to find vivid language that illustrates the mood or literary devices. May explain some of the big ideas or symbols.  **Images are relevant** | Able to find some vivid language. Could find more or expand more on the use of language and how Golding used it to create mood.  **Images either missing or irrelevant** | Basic literary devices found, little to no explanation of how the language shows mood or imagery.  **Images either missing or irrelevant** |
| **Questioner** | Questions are deep and insightful. They go beyond plot. Answers are relevant and could be correct based on plot/symbolism/theme and inferences.  **Images are relevant and creative** | Questions are deep and focus on more than just plot. Answers are relevant and could be correct based on inferences.  **Images are relevant** | Questions are mostly based on plot. Answers are basic and not necessarily feasible.  **Images either missing or irrelevant** | Questions are too simple and based on plot only. Answers are either missing or not related to novel.  **Images either missing or irrelevant** |
| **Quote Identification** | Quotes are strong and show insight into the themes  -Fully explained with relevant details. **Insight** into the quotes are exceptionally detailed  -Visually organized and appealing | Quotes are related to the four themes.  Quotes are explained with the relevant details. **Insight** into the quotes is detailed.  -Visually organized | Quotes can be more relevant to the themes. Could be stronger.  Quotes are explained but may be missing insight.  Some key info missing.  -Could be more organized | Quotes may be weak and do not relate to the themes.  Insight is lacking.  Too much info missing.  -not organized or not visually appealing. |