**Summative Assignment for *Indian Horse- Due Friday***

1. What is the effect of racism on a person?
2. What is the relationship of the land to the First Nations?
3. How does one cope with hardship?
4. What is the effect of residential schools on First Nation’s?

Choose **ONE** of the following projects:

**Visual Verbal Essay-**

* You will visually and verbally design a poster that addresses one of the above inquiry questions in a narrative structure
* Your poster must show the question, and FOUR quotes with an explanation (3-5 sentences). Choose a variety of insightful quotes from your collection that BEST answer your question and be sure your explanations are intelligent- how does this part of the story highlight and or answer the big question? Go beyond the immediate, simple answer and bring in your worldly knowledge.
* **Each portion must have a deep question OR a deep connection connected to the quote**
* Each portion must have visual, **symbolic** representations that brings to life the imagery, idea, or connection in the quote/source material. Visually bring to life Richard Wagamese’s imagery and symbolism.
* Colour images; outline text; make it visually appealing.

**Podcast**

**With a partner, do the same as the verbal visual essay, but instead of having visuals, you will concentrate on your discussion with a partner. You will “tell” your audience what you learned from the sources as opposed to writing it.**

* You will create a 10-minute pod cast that addresses one of the above inquiry questions
* Each portion must have a brief explanation of the quote and how it addresses the inquiry question – discuss the significance of the quote with your partner. Be insightful and interesting AND avoid filler such as “um”, “like”, “you know”. Be smart, not a smart a\*$.
* **Each portion must have a deep question OR a deep connection. Again- discuss this on the podcast with your partner. Maybe your partner can expand on the questions or connections Eg. “That is a good point \_\_\_\_\_\_\_. I have found that I need to isolate myself from others when I am mad, and I know that I have to calm down to make better decisions. One time….”**
* Be interesting in your dialogue and banter. Keep it relevant, insightful and classy. Make a script to stay on topic and organized. **Hand in the script.**
* This too, should be in narrative format. Add transition words such as “A few years later…” “When he returned to …”
* Record on your phone. Send it to me through email with your names as the file name.

**BOTH projects:**

~~You will write a one-page, double spaced reflection on what you learned about Canada and our relationship with the Indigenous people of this country based on the book AND what you learned in Mr. Chan’s class. Bring in the answer to your inquiry question. Based on what you learned, what can Canadians and YOU personally do to heal relationships with the Indigenous people of Canada OR other cultures in the world?~~

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /30**

**Summative Poster or Podcast Assignment – *Indian Horse***

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| **Approaching to adequate** | **Criteria:**  **Fully Meeting Standards for this performance** | **Competency in proficient to superior** |
|  | ***Critical Thinking***   * Thorough understanding of novel and inquiry question * New understandings and meanings are constructed through careful and thoughtful choice of quotes * explanations are insightful and well-written * Deep questions OR connections are insightful * ~~Reconciliation write up reflects the inquiry question~~ * ~~Reconciliation write up reflects an understanding of the novel and Canada’s role in healing relationships~~ * Canadian grammar and mechanics are followed | * Quotes are original and require deep inference * Explanations show deep understanding to story and world |
|  | ***Visual and Sound Enhancements***   * Images/Conversation successfully convey the source material * the images/sounds may be symbolic in nature * effort and care are evident * reflects a narrative form | * original – goes beyond obvious |