Final Project for Literature Circles

Due Monday, June 8th

1. Choose ONE of the inquiry questions *to answer* in a **creative digital manner**. (*How can power affect relationships? How can conflict influence an individual’s identity? How can conflict lead to change?)*

To repeat: you must **answer** the question in a conclusion of some making.

You need to bring in the evidence from your

* + - characterization
    - The lens
    - The discussions
    - The text-text connections

Choose ONE

* + Create a **mind map** on [Coggle](http://coggle.it/) using evidence from the novel and the four sources above. Include images.
  + Create an **infographic** using evidence from the novel and the four sources above. Include image. You can use [Canva](https://www.canva.com/) or [Piktochart](https://piktochart.com/).
  + Create an i**nteractive blog post** with links to images, your work, and other relevant sites. This option requires more prose type writing (not point form) but it should have subheadings. Here is an example of a professional blog. <https://reedsy.com/discovery/blog/best-mystery-books>
  + Create an **educational video** with voice over.

1. Answer **ONE** of the following critical thinking questions in a well-structured paragraph (approx 150 words)
   1. What are the implications of your conclusions to you or our community?
   2. Whose interests and what interests are served by your conclusion?
   3. How logical is your reasoning? Explain where they may be “holes” in your conclusion
   4. From what different perspective can the conclusion be viewed and how would it change?
2. To show your thinking process, choose one of the following questions to answer in a reflective paragraph. Avoid summarizing your actions and focus on analysis. Remember, experience is knowledge and being able to articulate your thinking process leads to deeper understanding of yourself and others. (approx. 150 words)
   1. What does this project suggest about your strengths in creative or critical thinking?
   2. What weaknesses in critical or creative thinking were exposed and what can you do to change this?
   3. What patterns can you recognize in your learning during this Lit Circle unit (eg. Work habits, growth mindset, group collaboration, etc)

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| CREATIVE THINKING:  1. Novelty and value | •I can get new ideas or build on other people’s ideas, to create new things within the constraints of a form, a problem, or materials. •I generate new ideas as I pursue my interests. •I get ideas that are new to my peers. •I can develop a body of creative work over time in an area I’m interested in or passionate about. |
| CREATIVE THINKING:  2. Generating ideas | •I get ideas when I use my senses to explore. •I build or adapt ways to create new things or solve straightforward problems •I have deliberate strategies for quieting my conscious mind and have interests and passions that I pursue over time. |
| CREATIVE THINKING:  3. Developing idea | •I make my ideas work or I change what I am doing. •I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them. •I use my experiences with various steps and attempts to direct my future work. |
| **Critical Thinking** |  |
| CRITICAL THINKING:  1. Analyze and critique | •I can show if I like something or not. •I can identify criteria that I can use to analyze evidence. •I can analyze evidence from different perspectives. •I can analyze my own assumptions and beliefs and consider views that do not ﬁt with them |
| CRITICAL THINKING:  2. Question and investigate | •I can explore materials and actions. •I can ask open-ended questions and gather information. •I can evaluate the credibility of sources of information. •I can tell the difference between facts and interpretations, opinions, or judgements. |
| CRITICAL THINKING:  3. Develop and design | •I can experiment with different ways of doing things. •I can develop criteria for evaluating design options. •I can monitor my progress and adjust my actions to make sure I achieve what I want. •I can make choices that will help me create my intended impact on an audience or situation. |

**Rubric for the Digital Project**

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| [**Criteria**](https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/english-studies) | **Exceeding** | **Fully Meeting** | **Meeting** | **Developing** |
| **Express and support an opinion with evidence** | -Opinion is valid, logical and insightful  -Evidence is indisputable and shows thought  -**Evidence is from all four options (discussions,** etc)  -Audience is left with little to no questions about the validity of your opinion | -Opinion is valid and logical  -Evidence is strong  - **Evidence is from all four options (discussions, etc)**  -Audience is left with little to no questions about the validity of your opinion | -Opinion is valid but lacks depth  -Need more evidence OR stronger evidence  -the audience is left with some questions such as “how do you know that?”  -**Evidence may or may not be missing from the four options (discussions,** etc) | -Opinion need more thought as it may be illogical or incorrect  Opinion needs more evidence to back it up  -Evidence is weak or minimal  -the audience is confused where the opinion came from |
| **Respond to text in critical, creative and personal ways** | **Critical thinking-**  Conclusion/response shows insight and complexity  -Project has elements of **creative thinking** such as unique design or novel ideas | -Conclusion shows insight  -Project has elements of creative thinking in the design or organization | -Analysis of the question and the evidence is developing. More insight needed  -could put more thought or effort into the design of your response | -Response needs more critical analysis or effort to come up with creative ideas |
| **Transform ideas and information to create original text using a variety of genres, forms, structures and styles** | -Includes images, and appropriate text style  -Easy to read and organized  -**Structure and style compliments opinion** | -Digital project shows effort.  -Includes images, and appropriate text style  -Easy to read and organized  -**Structure and style compliments opinion** | -Digital project shows some effort  -structure and style could be more appropriate for your opinion | -Continue working on transforming your ideas into an appropriate structure or style |
| **Use the conventions of Canadian grammar, spelling and punctuation appropriately** | Minimal mistakes in conventions | Some mistakes in conventions but does not impede meaning | Mistakes in conventions are obvious and impede meaning  Proofreading is recommended | Mistakes in conventions impede meaning.  Proofreading is recommended |

**Rubric for Critical Thinking Paragraph**

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| **Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts** | Excellent insight into your inquiry question’s answer | Good insight into your inquiry question’s answer | Satisfactory insight into your inquiry question’s answer | Insight into your inquiry question’s answer needs to be stronger |
| **Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors** | Proficiently able to recognize the context and perspectives of others | Able to recognize the context and perspectives of others with some insight. | Is working on being able to recognize the context and perspectives of others | Not able to recognize the context and perspectives of others with any depth |

**Reflective Paragraph Rubric**

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| **Metacognition Awareness** | Able to reflect on own’s creative and critical thinking process with insight  **More analysis than summary** | Able to reflect on own’s creative and critical thinking process  **More analysis than summary** | Learning how to reflect on own’s creative and critical thinking process  **Focus less on summary and more on analysis** | Need to learn how to reflect on own’s creative and critical thinking process with more insight.  **Too much summary and not enough analysis** |