**Language Arts 9 Name:** ( )

Unit 4 – Lesson 3

**Enter your responses between the** *(blue)* **parentheses below each item.**

**Section 1 Infographics**



1. Answer the following questions about the Infographic “The Lost Boys and Girls of Sudan: A Matrix of Western News” on pages 63 to 65 of your *Language Arts 9 Anthology*.
2. Identify **two** main ideas and **four** supporting details. ( /4 marks)

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1. Identify **four** strategies the infographic uses to convey information. ( /2 marks)

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1. How does the infographic convey mood? ( /2 marks)

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1. Using the information in the lesson, evaluate “The Lost Boys and Girls of Sudan” infographic. Discuss whether the strategies used convey data effectively. Describe both the effective qualities *and* the ineffective qualities of the infographic.

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| **Evaluation of “The Lost Boys and Girls of Sudan” Infographic**   1. **Effective Qualities**   **()**  ( /2 marks)   1. **Ineffective Qualities**   **()**  ( /2 marks)   1. **What suggestions do you have to improve the effectiveness of the infographic?**   **()**  ( /3 marks) |

### Total of Section 1: /15

**Section 2 Research Report**



1. Write your **first draft** using double-spaced size 12 **Times New Roman** font. Your research report **must** contain the following elements:

* A title page (first page)
* A clear introduction with thesis (1 paragraph)
* A clear discussion (at least 3 paragraphs or more)
* At least **one** graphic or visual to supplement your research
* A clear conclusion (1 paragraph)
* A bibliography (last page)

1. Send your first draft to your friend, parent, or supervisor to **peer edit** your report. Include the **Research Report Revision Checklist** when you do this. Include this peer review checklist when you submit your report.
2. **Write** a polished copy, and **submit** your research essay to your Submission Box when you have completed all parts of this Assignment.

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| **Research Report rubric** | | | | | |
|  | **Excellent**  **5** | **Proficient**  **4** | **Satisfactory**  **3** | **Limited**  **2** | **Poor**  **1** |
| **Content /10** | Exploration of the topic is insightful. Main idea and supporting details are precise and original. | Exploration of the topic is adept. Main idea and supporting details are specific. | Exploration of the topic is clear. Main idea and supporting details are relevant or generic. | Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial. | Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant. |
| **Organization /10** | Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus. | Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus. | Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial. | Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus. | Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing. |
| **Sentence Structure**  **/5** | Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied. | Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. | Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied. | Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied. | Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length. |
| **Vocabulary**  **/5** | Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing. | Specific words and expressions show evidence of careful selection. The voice/tone created is distinct. | Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent. | Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established. | Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident. |
| **Conventions**  **/5** | The quality of the writing is enhanced because it is essentially error-free. | The quality of the writing is sustained because it contains only minor convention errors. | The quality of the writing is sustained through generally correct use of conventions. | The quality of the writing is weakened by the frequently incorrect use of conventions. | The quality of the writing is impaired by the consistently incorrect use of conventions. |
| **INS Insufficient** – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content. | | | | | |
| **Total: /35 (x2) = /70** | | | | | |

### Total of Section 2: /70

**Section 3 Reflection on Research**



Complete the chart below with the following information, written **in paragraph form**.

* For which part of the research process did you use the most effort or find the most challenging? On what areas did you need the most improvement? Explain.
* Of which part were you most proud? Explain.
* Discuss **one** important adjustment you made when you revised your first draft.
* What did you learn about the research process?

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| **What I have learned about the research process** |
| **( )** |

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| **Reflective Paragraph rubric** | | | | | |
|  | **Excellent**  **5** | **Proficient**  **4** | **Satisfactory**  **3** | **Limited**  **2** | **Poor**  **1** |
| **Content /10** | Exploration of the topic is insightful. Main idea and supporting details are precise and original. | Exploration of the topic is adept. Main idea and supporting details are specific. | Exploration of the topic is clear. Main idea and supporting details are relevant or generic. | Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial. | Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant. |
| **Organization /10** | Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus. | Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus. | Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial. | Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus. | Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing. |
| **Sentence Structure**  **/5** | Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied. | Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. | Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied. | Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied. | Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length. |
| **INS Insufficient** – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content. | | | | | |
| **Total: /25** | | | | | |

### Total of Section 3: /25

**Student Comments:**

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* **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 4-3 Submission Box: (YOURNAME)la9-4-3
* **Check the Submission box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( /95) = Percent: ( %)**

**Teacher Comments:**

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