

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*.
 - a. Identify **two** main ideas and **four** supporting details. (/4 marks)
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 - b. Identify **four** strategies the infographic uses to convey information. (/2 marks)
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 - c. How does the infographic convey mood? (/2 marks)
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2. 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.

Evaluation of “The Lost Boys and Girls of Sudan” Infographic

a. Effective Qualities

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(/2 marks)

b. Ineffective Qualities

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(/2 marks)

c. What suggestions do you have to improve the effectiveness of the infographic?

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(/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)
2. 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.
3. **Write** a polished copy, and **submit** your research essay to your Submission Box when you have completed all parts of this Assignment.

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	Sentence structure is consistently controlled.	Sentence structure is generally controlled. Sentence	Sentence structure often lacks control. Sentence type and	Sentence structure generally lacks

	controlled. Sentence type and sentence length are consistently effective and varied.	Sentence type and sentence length are usually effective and varied.	type and sentence length are sometimes effective or varied.	sentence length are seldom effective or varied.	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?

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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