

## Unit 6 – Lesson 3

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

### Section 1 Elements of Plot

Answer the following questions regarding the story elements in your novel below.

1. Identify the **major conflict** in the novel.
  - Identify the type (Person vs. Person, Person vs. Environment, or Person vs. Self).  
( ) ( /1)
  - Describe the conflict.  
( ) ( /1)
2. **Inciting Incident:** Describe why or how this major conflict began.  
  
( ) ( /2)
3. **Rising Action:** Choose **two** incidents that contribute to suspense, stress, or **tension** in the novel. Also, note **two** incidents of **tension relief** that made the reader think the conflict would soon be resolved. Does the author create **suspense** effectively in the novel? Explain.
  - Tension: ( ) ( /2)
  - Tension relief: ( ) ( /2)
  - Suspense effectiveness: ( ) ( /2)
4. **Signposts:** Identify **two** signposts you noticed in the novel. Name which Signpost it is, what the clue was that you found in the novel, and what this Signpost helped you to understand in the book. ( /6)

Signpost Name	Clue from the story	What this Signpost helped you to understand
( )	( )	( )
( )	( )	( )

5. **Climax:** Identify the turning point, the point at which the main character made a key decision that led directly to resolving the conflict.

( ) (/2)

6. **Falling Action:** Identify **one** incident that relieves tension or stress in the novel after the climax.

( ) (/2)

7. **Resolution:** Explain how the major conflict was resolved.

- a) What type of ending did the story have? Did the author tie up loose ends, reveal the main character's final thoughts or actions, connect to the beginning, or show the character changed?

( ) (/2)

- b) Do you think the ending was plausible? Explain.

( ) (/2)

**Total of Section 1: /24**

## Section 2 Creative Novel Assignment

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Choose **one** of the following (A or B). This is one of your last chances to demonstrate the communication skills you have developed in this course. Remember that you do not want to give away the plot of the novel.

### Option A

**Write and film a book trailer** (format) to encourage other Grade 9s (audience) to read the book (purpose).

- Choose images or scenes that depict important parts of the plot, character, and setting.
- Develop a **storyboard**.
- Include relevant images (credit your sources; submit the list with your storyboard).
- Include music (credit your source; submit the list with your storyboard).
- Include a voice-over and text.
- Use Windows Movie Maker, WeVideo, or another video creation program you are familiar with to develop and publish your book trailer.

For information on making a video, go to the following websites:

- <http://kidsvid.4teachers.org/making.shtml>
- <http://windows.microsoft.com/en-ca/windows-live/movie-maker>
- <https://www.apple.com/ca/mac/imovie/>

To view some sample book trailers by other Grade 9 students:

- [Hunger Games](#)
- [Hunger Games](#)

For information on HOW to make a book trailer:

- [Red Cedar Book Awards](#)
- [Book Trailers for Readers](#)

### Option B

Construct a **four-page newspaper, magazine, or newsletter** (format) for other Grade 9s (audience) to educate them about ideas and perspectives encountered in the novel (purpose).

- If you have chosen a **newspaper**, include approximately **15** items such as the following: classified ads, obituaries, news items, sports articles, cartoons, quotations, and puzzles all related to the plot, setting and characters of your novel in some way..
- If you have chosen a **magazine**, include approximately **15** items such as the following: editorials, advertisements, magazine articles, quotations, and puzzles all related to the plot, setting and characters of your novel in some way.
  - Be creative with the title of your publication
  - Include significant quotations.
  - Include commentary about issues and events in the novel. Be creative in selecting how to present these.

You will want to look at how newspapers and magazines are organized, and possibly find and use a template to help you format your pages. You may use any programs that you are familiar with to create this document. If you need, here are some sites that might help:

- [Make My Newspaper](#)
- [LucidPress](#)
- Free editable template from [Teachers Pay Teachers](#)
- Newsletter templates for Word from [TemplateLAB](#) (don't click on any of the "AdChoices") scroll down to the templates and select the one you want

**Review assignment expectations in the Creative Novel Assignment rubric.**

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Creative Novel Assignment rubric					
	Excellent	Proficient	Satisfactory	Limited	Poor
	5	4	3	2	1
<b>Content</b> /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.
<b>Organization</b> /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.
<b>Sentence Structure</b> /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.
<b>Vocabulary</b> /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.
<b>Conventions</b> /5	The quality of the writing/presentation is enhanced because it is essentially error-free.	The quality of the writing/presentation is sustained because it contains only minor convention errors.	The quality of the writing/presentation is sustained through generally correct use of conventions.	The quality of the writing/presentation is weakened by the frequently incorrect use of conventions.	The quality of the writing/presentation is impaired by the consistently incorrect use of conventions.
<b>INS Insufficient</b> – 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.

<b>Total:</b> <b>/35</b>
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**Total of Section 2: /35**

**Student Comments:**

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 6-3 Submission Box: (YOURNAME)la9-6-3
- **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: ( /59) = Percent: ( %)**

**Teacher Comments:**

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