

## Unit 6 – Lesson 4

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

# Section 1 Making Connections

Refer to the notes you made as you read your chosen novel.

1. While reading the novel, what connections did you make to your life, to something you read or saw, and to events in the world?

Personal	Text	World
<ul style="list-style-type: none"> <li>• Reminder of an experience you had or person you know</li> <li>• Connection with your beliefs</li> <li>• Reflection about human nature</li> </ul> <p>( ) ( /4)</p>	<ul style="list-style-type: none"> <li>• Something you read or saw on TV or in a movie</li> <li>• Reflection about an issue</li> <li>• Prediction</li> </ul> <p>( ) ( /4)</p>	<ul style="list-style-type: none"> <li>• Events in other countries</li> </ul> <p>( ) ( /2)</p>

2. a) **Quote** a passage from the novel that made a significant impression on you. This could be a descriptive paragraph or some dialogue that caused you to feel a certain way.  
( ) ( /1)
- b) **Explain** why the passage affected you strongly. ( /2)  
( )
3. State the theme of this novel in one sentence. Then identify/quote specific details from the novel that support your choice of theme. ( /3)  
( )

4. Imagine a different ending to the story and provide a new theme to match the alternate story ending. ( /4)  
( )

**Total of Section 1: /20**

## Section 2 Alternative Theme Presentation

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Choose **one** of the following to express your understanding of theme.

### Option A

1. **Create a thirty-second musical composition** to represent the theme of your book.
  - Represent the character(s).
  - Represent the setting and mood or atmosphere of your book (tense, relaxed, spooky, conflicted, or calm).
  - Consider representing plot, symbols, and point of view.
  - Consider sound effects or appropriate voices.
2. Write a paragraph to justify your musical choices.

### Option B

**Create a cookbook of ten recipes** to represent the theme of your novel.

- Add an introduction to the mini cookbook with a dedication to a significant event, character, or symbol or to the theme.
- Add an introduction to each recipe to explain **why it has been included** and **how it relates to theme, plot, symbol, point of view, character, and/or setting**. For example, each character could contribute a recipe

and explain why it is important to the theme of the novel.

- Include the recipe ingredients and directions. Recipes may be abstract or symbolic – as well as *real*, of course!
- Include visuals that depict the theme of the novel.

**Option C** (all three parts must be completed)

1. Consider the cover art of the novel. Discuss the extent the theme of the story is expressed by the art.
2. **Design a new cover** that expresses the theme of the novel clearly. Write a paragraph to explain how your new cover design reveals the theme of the novel.
3. Identify **two** books (not in the same series) that might be shelved in the library on either side of this novel based on similar themes.

**Option D** Choose one:

1. Develop a storyboard of **at least ten** panels for a **children's adaptation** of the novel choosing key elements to depict the **theme** of the novel.
2. Develop a storyboard of **at least ten** panels for a **graphic novel adaptation** of the novel choosing key elements to depict the **theme** of the novel.

Be sure to review Lesson 5-1 Reading Graphic Stories to help you complete this option.

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**Alternative Theme Presentation rubric**

	Excellent	Proficient	Satisfactory	Limited	Poor
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	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 is enhanced because it is essentially error-	The quality of the writing is sustained because it contains only	The quality of the writing is sustained through generally correct use of	The quality of the writing is weakened by the frequently incorrect use of	The quality of the writing is impaired by the consistently incorrect use of

	free.	minor convention errors.	conventions.	conventions.	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>		

**Total of Section 2: /35**

**Student Comments:**

( )

- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 6-4 Submission Box: (YOURNAME)la9-6-4
- **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: ( /55) = Percent: ( %)**

**Teacher Comments:**

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