

Welcome to English Language 20-2



Module 3

CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2
Instruction Workbook 6
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<http://www.adlc.ca>

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English Language Arts 20-2

ADLC

Alberta Distance
Learning Centre

Module 3 Instruction Workbook 6

My Place in the World

Module 1

Module 2

Module 3

Module 4

Instructions for Submitting Instruction Workbooks

1. Submit Instruction Workbooks **regularly** for assessment.
2. Submit only one Instruction Workbook at a time. This allows your marker to provide helpful comments that you can apply to subsequent course work and exams (if applicable).
3. **Check the following** before submitting each Instruction Workbook:
 - Are all assignments complete? Use the Assignment List near the back of the workbook to record your progress as you finish each assignment.
 - Have you edited your work to ensure accuracy of information and details?
 - Have you proofread your work to ensure correct grammar, spelling, and punctuation?
 - Did you complete the Instruction Workbook back cover and attach the correct label?

Postal Mail

Determine sufficient postage by having the envelope weighed at a post office. (Envelopes less than two centimetres thick receive the most economical rate.)

Online Submissions

If you intend to submit your workbook electronically, please submit your assignments in the appropriate dropboxes in Moodle and indicate on the back cover of this workbook that you have done so.

Word-processed Submissions

If you intend to attach word-processed pages, use 12 pt. Times New Roman font and double space. Please staple the pages into the workbook where the assignment would have been written. Do not attach them at the end of the workbook. Ensure your name appears on each attached page.

Quick Response (QR) Codes

Throughout the Instruction Workbooks, QR codes allow you to visit related websites and tutorials using a mobile device if you wish.



Tutorials

Throughout the Instruction Workbooks, you will be instructed to view tutorials on the online course. To access your course is easy!

1. Go to adlc.ca and click on the login link at the top of the page.
2. You will be taken to the login page. Select the SIS tab.
3. Enter the username and password you received in your registration e-mail. Contact your lead teacher if you have lost this e-mail.
4. Select English 20-2 from the list of courses on your Dashboard.
5. Go to the Course Introduction for access to the Online Course Tools.

English Language Arts 20-2

Module 3, Instruction Workbook 6

Advice

Your success in this course is determined by your proficiency in the assignments of each workbook. Your responses to assignments indicate the extent of your attainment of outcomes established by Alberta Education.

- Before responding to the assignments, read all relevant directions in the course materials, including the appropriate Instruction Workbook, textbooks, and other resources.
- When you encounter difficulties, reread the directions and review assignment exemplars provided in the Instruction Workbook.
- If you require further clarification, contact your Alberta Distance Learning Centre teacher for assistance by phone, e-mail, video-conference, or instant message.

What is Plagiarism?

Plagiarism is presenting someone else's ideas as one's own. Plagiarism occurs when information is inserted into an assignment without proper credit to the person who wrote it. Students who plagiarize might use phrases, sentences, paragraphs, or writings of others without proper citation, or they might state as their own some ideas or theories that others have created.

Students plagiarize for various reasons. Sometimes students plagiarize because they do not know how to give credit properly. Stress is also a common reason. Students may struggle with assignments, feeling the pressure to succeed. Many students are challenged by busy schedules, as they juggle among commitments to family, friends, work, sports, and other extracurricular activities. Academic integrity, a strong work ethic, and time management skills help students succeed.

Plagiarism is a criminal offence under copyright laws.

Regardless of the reason for it, plagiarism carries serious consequences. Students caught plagiarizing may receive a mark of zero on the assignment or they may be removed from the course.

How Do I Avoid Plagiarism?

- Manage your time effectively. Your teacher can help you set a schedule that will help you meet your individual goals for the course.
- Acknowledge your sources. Use the techniques provided in the course to help you collect information appropriately, including bibliography and in-text notation or footnotes.

Ask for help early!

Avoid plagiarism by acknowledging all sources you use. Contact your teacher if you are uncertain of how to document sources.

Although you are encouraged to work collaboratively and discuss various aspects of this course with others, **all submitted work must be your own.**

Our Pledge to Students

Alberta Distance Learning Centre is committed to helping students achieve their educational goals. We look forward to assisting students who are sincere in their desire to learn. Students may contact their course teacher(s) by phone, e-mail, fax, postal mail, or in person at an Alberta Distance Learning Centre office. Methods of communication such as SMS, videoconference, digital conference (Skype or FaceTime), or instant messaging must be discussed with teachers independently.

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Essential Information

Each Instruction Workbook contains both instructions and the space you need to submit your assignments. Complete each task in order, reading and following instructions carefully. When you have completed the entire workbook, submit it for assessment.

English 20-2 has eight Instruction Workbooks in four modules. This course is worth five Alberta high school credits and should take you approximately 125 hours to complete. Contact your teacher to assist you to set a timeline to suit your goals for course completion.

Self-Assessments occur throughout the course to help you review and to reinforce important course content. They are open book, which means you can use your course materials to help you answer the questions.

This course has two exams. Both require supervision. Contact your teacher to make arrangements to write these exams when you are ready to do so.

The Instruction Workbooks and exams are weighted as follows:

Instruction Workbook	Genres	Duration (weeks)	Weighting
Module 1: My Voice			
Instruction Workbook 1	Essays and Non-Fiction	1	3%
Instruction Workbook 2	Visuals and Poetry	2	5%
Module 2: Truth Uncovered			
Instruction Workbook 3	Visuals, Short Stories, and Poetry	2	7%
Instruction Workbook 4	Visuals and Non-Fiction	2	10%
Exam One (supervised)	Summative Assessment	2 hours	15%
Module 3: My Place in the World			
Instruction Workbook 5	Graphic Novel	2.5	5%
Instruction Workbook 6	Novel	2.5	10%
Module 4: The Distance from Here			
Instruction Workbook 7	Short Stories and Business Writing	2	10%
Instruction Workbook 8	Drama and Film Study	2	10%
Exam Two (supervised)	Summative Assessment	2.5 hours	25%
TOTAL		16 weeks	100%

Note: Exam 1 is a summative assessment of your work in Instruction Workbooks 1 to 4. **Exam 2** is a summative assessment of your work in Instruction Workbooks 5 to 8. Should you score less than 40% on either of these exams, you will be required to write an appeal exam. Should you score less than 40% on your appeal exam, the original exam mark will count as your mark for the half of the course assessed by that exam.

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Introducing the Novel

The novel for English study usually requires careful reading and attention to understand the following for later assignments:

- How does the author manipulate the characters? Who does what, and why?
- What events occur? What is the significance of each event?
- What elements does the author use to convince you, the reader, of a thematic message or purpose by the end of the novel?



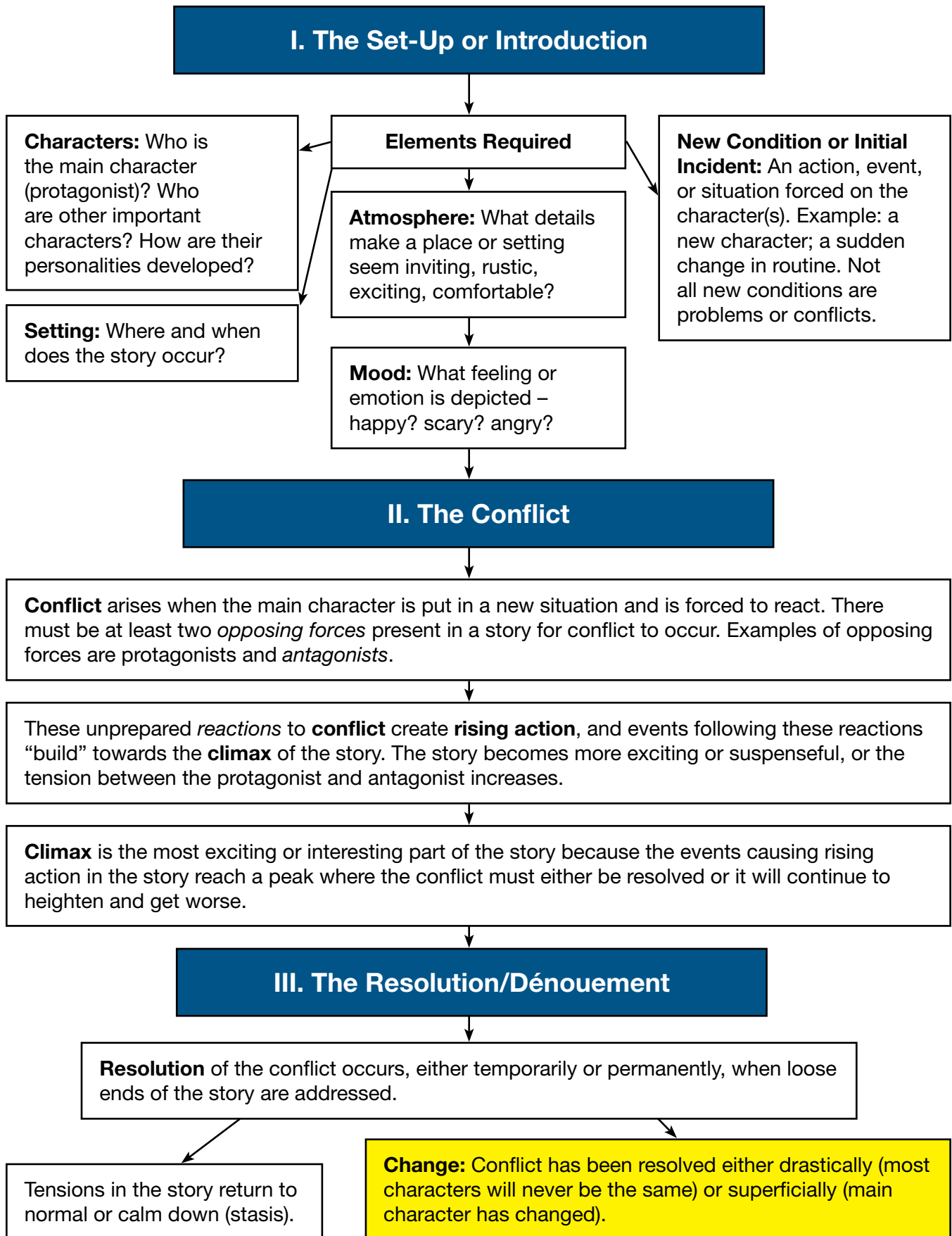
A novel is based on realistic experiences occurring over a period of time with other variables added (character, conflict, theme, etc.). A novel explores the effects of these experiences on characters in a more long-term or in-depth way than a short story does. Readers may be led to appreciate not only the fictional world of the novel but also the reality on which the fiction is based.

Time to Read

- **Study** the following tutorials in the **Online Course Tools** or **Course Resource book**:
 - **Simon's Guide to Understanding Graphic Novels**
 - **Figuring out Figurative Language**
- **Start** or **continue** reading the novel you selected from the reading list in Workbook 1. If you have not selected a novel, read the novel summaries on the **Online Course Tools** or **Course Resource book**. Choose and order one from your school or library.



Review of Story Structure



6.1 Elements of a Short Story

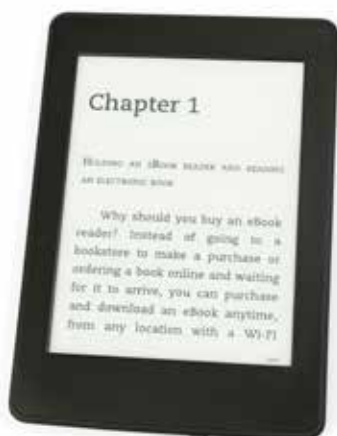
Assignment Instructions

1. **Review** elements and structure of a story. Terms for a short story are similar to those in the **Graphic Novel** unit, but the focus is on written text instead of visual elements.
2. **Read** “Bus Ride” by Ligaya Victorio Fruto, *Between the Lines 11*, pages 7 to 11 to answer the questions on the following pages about short story elements and structure.



Self-Assessment: Check your answers with those in the key on page 54 in the Appendix.

- Review areas of difficulty by checking your answers with the key.
- Revisit course resources to clarify your knowledge of difficult concepts.
- Contact your teacher if you need further clarification before moving to the next lesson.



6.1 Elements of a Short Story Quiz

Choose the correct answer to the following multiple-choice and matching items. Provide paragraph responses to items 8 and 10.

- _____ 1. Which of the following **best** describes a protagonist?
- A. The least important character involved in a conflict
 - B. The main character facing a conflict in a story
 - C. The best friend or partner of the main character
 - D. A non-dynamic character in an unimportant role
- _____ 2. Which of the following **best** describes the initial incident in “Bus Ride”?
- A. Lyda makes the decision to board the bus to go home.
 - B. The man on the bus coughs, upsetting Lyda.
 - C. Lyda’s fiancée drives by with another girl in his car.
 - D. Lyda is angry with her fiancée.
- _____ 3. Which of the following **best** describes the setting of “Bus Ride?”
- A. A public bus in the city of Manila, Philippines, during World War II
 - B. A crowded and hot public bus in the middle of a dirty city
 - C. A bench on the side of a busy road
 - D. A maze of city streets on a rainy day
- _____ 4. Which of the following **best** describes the conflict Lyda faces in “Bus Ride”?
- A. Her fiancée has left her for another woman and Lyda must take care of herself.
 - B. Lyda struggles with internal insecurities about love and external insecurities about her surroundings.
 - C. Lyda is afraid of being alone and unnoticed in her unpleasant surroundings.
 - D. Lyda struggles to treat people on the bus with kindness.
- _____ 5. Which of the following is described in the simile, “the ghost of a girl’s gay laughter was like a clean thrust of sound in the bus’s stifling air” (page 8)?
- A. Conflict and setting
 - B. Atmosphere and mood
 - C. Character and setting
 - D. Purpose and theme

- _____ 6. What does the **oxymoron** “exquisite torture” (page 8) tell the reader about Lyda?
- A. She does not become angry very often.
 - B. She is self-pitying in her unhappiness and lacks worldly perspective.
 - C. She attaches great importance to attention she receives.
 - D. She enjoys torturing others.
- _____ 7. Which of the following figures of speech is the phrase, “a fresh flood of self-pity swept over her” (page 9)?
- A. Onomatopoeia and rhyme
 - B. Simile and alliteration
 - C. Metaphor and alliteration
 - D. Hyperbole and metaphor
8. Remember that **irony** is the result of a sequence of events not normally expected. Describe events in one part of the story that involve an ironic moment. Explain what was expected to happen as well as what happened instead.

Oxymoron is a fun word. It is another rebel form of figurative speech that combines contradictory words for an interesting effect. Oxymorons change with the times. How they are understood is often a matter of opinion or personal interpretation. Some examples are a just war, dark light, fast idle, and a human robot.

9. Match each quotation with the character trait demonstrated by the protagonist in “Bus Ride”. If you are unsure of the meaning of a word, refer to a dictionary.

_____ insensitive	A. “What unions, she wondered in irritation. Weddings?” p. 9
_____ judgemental	B. “Never allow your nose to get shiny . . . if you intend to hold your man.” p. 7
_____ spoiled	C. “She was too stupidly intent on setting her frock to rights and freeing her frame of disgusted shivers.” p. 11
_____ distrustful	D. “Through a car window, one could regard it with impersonal disdain.” p. 8
_____ insecure	E. “The hurt she had suffered moments before intensified in a fresh pain.” p. 8
_____ innocent	F. “She stood in a small pool of daintiness which the slightly awed passengers conceded her.” p. 7
_____ self-righteous	G. “Perhaps he had shown her those.” p. 9
_____ ignorant	H. “I won’t give him the satisfaction of lying to me. Not just yet.” p. 7
_____ heartbroken	I. “Lyda was shocked speechless. The things people said in buses.” p. 8
_____ impulsive	J. “Why don’t people leave their miseries at home? Tie them to a post like dogs.” p. 9
_____ unhappy	K. “She had not known real misery until she had glimpsed that laughing face and heard that airy sound as his car swept by.” p. 9
_____ bitter	L. “She thought of him and of the girl and of the love like a wounded bird within her.” p. 11
_____ selfish	M. “She was beginning to regret having boarded the bus. Quite the experience, but she could have done without it.” p. 8
_____ apathetic	N. “Her only resentment was that now her veil must come from New York instead of direct from Paris . . .” p. 9
_____ upper class	O. “Cattle, she thought with disdain. Creatures of instinct.” p. 7
_____ young	P. ““Somebody,” she gasped faintly, “somebody, help.” p. 11
_____ fragile	Q. “No one at all, more miserable than I . . .” p. 11

10. **Explain** the author's message, or theme, communicated by Lyda's actions, character traits, and inner dialogue.





Time to Read

Read “Reading Novels” in *Communicate!* on [pages 17 to 18](#).



The Novel: What to Expect

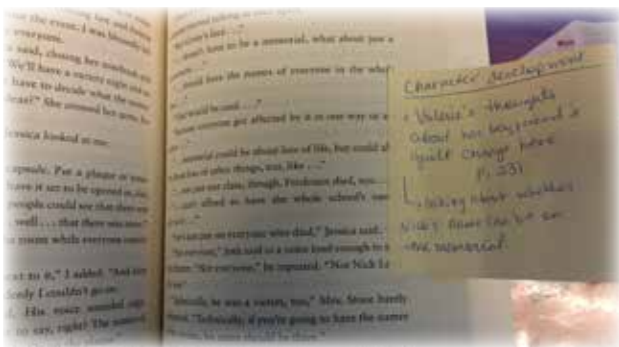
Because novels are long and sometimes complicated, having effective reading strategies is important when tackling their twists, turns, and sharp corners.

Thoughtfully interacting with the novel ensures you think while you read. Being deliberate in your attack will help you remember details of the novel exploration and make applying the “What? So What? Now What?” chart to the novel study easier later in the unit.



As you read, become familiar with the **characters**, especially the protagonist, or main character. Formulate a clear idea of him or her by listing **character traits** as events are encountered. Note the character's reactions to conflicts. Determining why the character reacts as he or she does will deepen your understanding of **motivation** and characterization. Also, note details about **setting, mood, figurative language, and atmosphere**.

These clues will help you “decode” the theme of the novel. What does the novel communicate about human nature or the effect of humans on the world?



Notice that most elements in the novel are *nearly identical* to those you learned for the graphic novel. Both novel types use these elements to build complex stories. *How* they achieve this is the key difference. **What is this difference?***

Character traits are qualities of a character. Is the character mischievous? Honest? Practical? Imaginative or kind? When noting traits, write the page number where the trait is demonstrated.

When looking at **motivation** of characters, consider the reasoning behind a character's actions, reactions, or decisions. *Why* do they do the things they do? *What* makes them act or think this way?

Always place page numbers on post-its. If they fall out, you will know the right order.

*One text achieves its purpose through images, and the other through words!

Tips for Ultimate Novel Unit Happiness

Novel studies can be tricky. Common complaints are “There is too much to keep track of,” “I’m lost,” or “I forget where this event happened”. Reading does not have to be torture! Consider these tips to stay focused and do well while completing your novel study:

- Arrange a comfortable and relaxing experience.
 - If you are working at home, choose a quiet location with a comfortable chair, a quiet atmosphere, good lighting, and time to be alone with your novel.
 - If you are working in school, choose a quiet corner or *tune out* interruptive sounds, become as comfortable as the chairs will permit, and focus on your novel.
 - If you are working outside of school, perhaps find a coffee shop or other location such as a public library with comfortable chairs, a quiet atmosphere, and good lighting.
 - Whatever your choice, focus yourself to concentrate.
- Observe how the novel is **organized**.
 - Is it in chapters? “Parts”? **Both?** Are sections numbered or organized by dates like a diary?
 - Establish reading goals by flagging chapters or parts with post-it notes before reading.
 - Knowing how the novel is divided into chunks is helpful when planning what to read in one sitting and when trying to organize notes or thoughts for assignments.
 - Use post-it notes, a duo-tang with loose-leaf, or a binder section specifically for chapter summaries and notes.
- Write a small summary on a post-it note or in your notebook about what happened in sections as you finish reading each one. Restrict the summary to 3 to 5 sentences.
 - Summaries act as reminders, and they mark where to backtrack for key information when necessary. These help to keep the sequence of events straight.
- After writing each summary, guess or predict what might happen next in the novel.
 - This helps focus thinking and understanding and/or connecting to the novel.
 - What if your predictions are wrong? What if the author throws in a twist? Predictions are a good way to interact with and connect to the novel.

If you are hesitant about an effective approach to the novel study, contact your teacher to discuss other strategies to suit your needs.

The Hate List by Jennifer Brown uses both chapters and parts to break up the story. This novel is complicated by having the chapters alternate between flashbacks and the present. Hint: Notice the colour of the tear drop symbols indicating the chapter number. Chapters written in the past have symbols coloured differently than those written in the present.

- Try to locate audio or spoken versions of the novel.
 - E-book versions have text-to-speech that allow you to hear the story as you follow in your novel. Text-to-speech apps sometimes accompany e-books.
 - Talk to your teacher for suggestions of a text-to-speech approach that might work for you!
 - If you are unable to find an audio equivalent, find a friend to read parts with, or read the novel aloud.
- Take short breaks to make notes about the text, to relax, or to reflect and consider the content. Do not try to speed-read your novel—you might miss much of the plot and most of the theme!
- If you listen to music while you read, ensure it is not intrusive or distracting. Music can produce a pleasant personal quiet “environment” but not if it affects your concentration or focus.

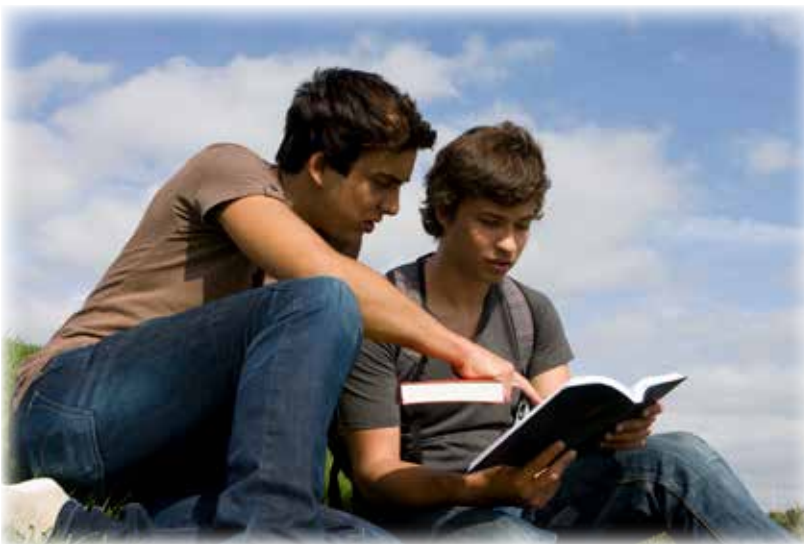
Text-to-Speech requires a computer, smart phone, or tablet, and perhaps an e-book. Always read in your novel when using text-to-speech.

A note from Simon: Don't be surprised if certain "reading music" triggers memories of the novel later in life! I read the Never-Ending Story by Michael Ende, while listening to Franz Ferdinand's first album for the whole time I was reading it. Now, the whole album reminds me of the novel and its various parts . . . It is strangely fitting!

Time to Read



- By now, you should have read the following parts of your chosen novel:
 - *Hate List*: Part 1
 - *Of Mice and Men*: Chapters 1 and 2
 - *Forbidden City*: up to May 20th entry
 - *Hole in My Life*: Chapter 3
- **View** the **Social Networking** tutorial on the **Online Course Tools** or in the **Course Resource book** in preparation for the next assignment.



Character Development and Attitudes

“Those around you whom you may regard as unusual, or those who do not fit with any group, may be different because of their backgrounds. Getting to know them may require hearing them tell of their experiences and environments. The result may be new understandings of them and acceptance of their uniqueness.”

-Pat Jackson, ELA Teacher, Alberta



Novels provide rich opportunities to get to know various types of characters because authors provide intimate insight through written text into the actions, thoughts, and perceptions of the character(s) they create. Discussing differing perspectives or viewpoints of characters or people involves **attitude**. Through carefully created characters, authors have opportunities to expose, entertain, or educate the reader with various perspectives or viewpoints about issues, themes, or conflicts centring on endless topics.

The word **attitude** often has a negative connotation, but in literature, it is how a person views everything from a single issue or situation to the whole world. Consider optimism vs. pessimism. If you are an optimist, your attitude may be that a glass is half full. A pessimist has the attitude that a glass is half-empty. However, realize that a character or person may have many attitudes about many subjects.



The created perspective of a character gives readers a chance to see differences in humour, emotions, events, speech, thinking, reacting, and interactions with others. The opportunities authors can create or that already exist to entertain or educate readers through character development are endless. The created character's viewpoint, attitude, choices, and experiences act as the unique “trail” a reader follows through a novel.



Assignment Instructions

Consider the following essential question when you begin this assignment:

How can I demonstrate my understanding of the meaning in texts I read or view?

Interpreting texts means understanding the many traits of characters involved. The author's message is communicated through character action and reaction to conflict, just as your personality is the result of your reaction to conflict in your life.

Step 1: Make a detailed list of the protagonist's traits to this point in the novel.

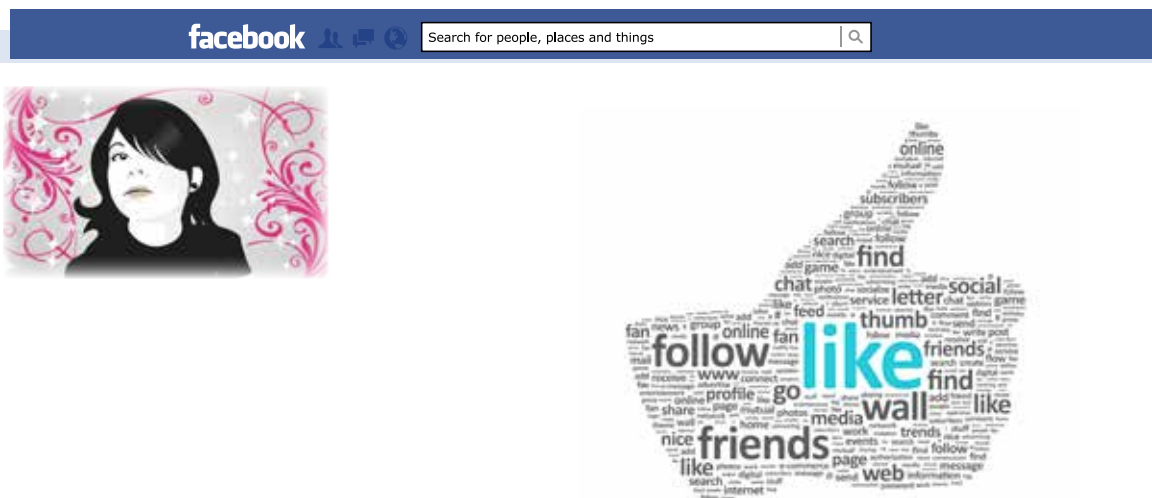
Construct a detailed “profile” of the main protagonist in the novel. Ensure you are using quotations from the text in your response. Consider the following options:

- Complete a social networking profile for your chosen character with information from your list. Use the template on [pages 16 and 17](#).
- Write a character reference letter that illustrates your chosen protagonist's character traits (positive and negative). The letter should have your character seem appealing to a potential employer.
- Draw or create a text you feel is symbolic of your character. Annotate it with details about his/her personality and characteristics, considering how he/she evolves from the beginning of the novel to the end.

Submit your polished work in this workbook or in the **6.2 Character Profile** dropbox.



Assessment: Review the rubric on [page 20](#) to see how your work will be assessed.



EXTRA HELP

View Hailey's 6.2 Character Profile in the [Appendix, page 57](#).

EXTRA CHALLENGE

1. In addition to completing the profile, provide a “missing” component of the Facebook page, such as a photo album, personal messages or chat conversation with another character in the novel, timeline, or a complete “wall” of comment or social interactions for your chosen character. Label your additions to the assignment “Extra Challenge”.
2. Construct a new fake “profile” for the chosen character in a different format of social media. How would it look? What information would be reflected there? What kinds of connections would the character have that would be different from what you know of his or her character traits and interactions in the novel? Other examples of social media are LinkedIn, MySpace, Bebo, Blogster, FourSquare, Twitter, or Google+.



6.2 Character Profile: Planning

Use the **Wordle** below as a prompt for ideas about character traits belonging to your novel's protagonist. Brainstorm significant background information (with evidence) about the character on this page to help you later complete the Facebook template.

A Wordle
is a graphic
composed of key
words. These
are useful when
emphasizing
key concepts or
ideas of a topic.
Wordles can be
used to promote
brainstorming.
You can make
these for free at
www.wordle.net.



Student Work: Planning

6.2 Character Profile

facebook

Search for people, places and things

Home Profile Friends Inbox Character Name:

Wall Info Photos Boxes +

Edit Information

Write something about the character.

Information

3 positive character traits are . . .

a.
b.
c.

Friends

Basic Character Information

Networks (City/School):

Sex: Birthday:

Hometown:

Current Residence:

Relationship(s)/Relationship Status:

Education:

Occupation/Employer:

Political Views:

Religious Views:

Personal Information

Activities:

Interests:

Favourite Movies/Books:

Favourite Quotations/Saying:

(Continued on next page)

6.2 Character Investigation Profile: (continued)

facebook

Search for people, places and things

News & Activities

HomeProfileFriendsInboxCharacter Name:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Information

3 negative character traits are . . .

a.

b.

c.

Relatives/More Friends

WallInfoPhotosBoxes+

Edit Information

1. Chapter/Part: _____

Update statusAdd Photos/Video

2. Chapter/Part: _____

Update statusAdd Photos/Video

3. Chapter/Part: _____

Update statusAdd Photos/Video

Edit Information

Basic Character Information

Favourite food: _____







How I Spend My Free Time:

About Me: _____

Profile Option B Workspace

[illegible]

6.2 Character Profile Assessment

Value	Descriptor
 Excellent	<input type="checkbox"/> You demonstrate <i>perceptive</i> understanding of the traits and motivations of characters. <input type="checkbox"/> You form <i>insightful</i> predictions about characters in relation to themes or events. <input type="checkbox"/> You provide <i>precise</i> details and/or quotations in support of your ideas.
 Proficient	<input type="checkbox"/> You demonstrate <i>thoughtful</i> understanding of the traits and motivations of characters. <input type="checkbox"/> You form <i>significant</i> predictions about character in relation to themes or events. <input type="checkbox"/> You provide <i>relevant</i> details and/or quotations in support of your ideas.
 Satisfactory	<input type="checkbox"/> You demonstrate <i>adequate</i> understanding of the traits and motivations of characters. <input type="checkbox"/> You form <i>appropriate</i> predictions about characters in relation to themes or events. <input type="checkbox"/> You provide <i>basic</i> details and/or quotations in support of your ideas.
 Limited	<input type="checkbox"/> You demonstrate <i>limited</i> or <i>confused</i> understanding of the traits and motivations of characters. <input type="checkbox"/> You form <i>superficial</i> or <i>implausible</i> predictions about character(s) in relation to themes or events. <input type="checkbox"/> You provide <i>insufficient</i> or <i>irrelevant</i> details or quotations in support of your ideas.
 Resubmission Needed	<p>Your attempt to respond is <i>insufficient</i>. Contact your teacher to discuss suggestions for improvement and resubmission of your work.</p>
TOTAL: /20 = %	
 Assessment	<p>Areas of strength:</p> <p>Might I suggest . . .</p>

Time to Read

By now, you should have read the following parts of your chosen novel:

- *Hate List*: Part 3
- *Of Mice and Men*: Chapter 6
- *Forbidden City*: up to June 8th entry
- *Hole in My Life*: Part 2

Remember that, to engage with the novel, use reading strategies, such as note-taking, summaries, or predictions.



Self-Assessment: Novel Reading Quizzes

After completing the required reading, quiz yourself on events, elements, and ideas in the novel by completing quizzes on the online course (Moodle) under "Self-Assessments", the **Online Course Tools** or the **Course Resource book**. These quizzes are valuable study aides to prepare you for the exam. Check your answers with the key in the **Online Course Tools** or **Course Resource book**. When doing the self-assessment quizzes online, you will be able to check your answers upon completing the quiz.



6.3 Novel Soundtrack

Assignment Instructions

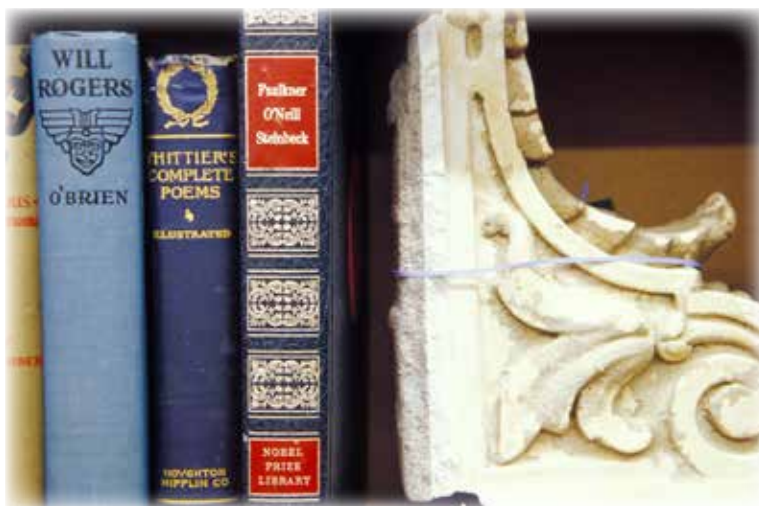
Demonstrate your understanding of the key events and the themes in your chosen novel by creating a soundtrack for it.

1. Create a CD cover with the title of your novel and an illustration that conveys one of its key themes.
2. Select six to ten songs that cover the main events in the novel. Provide a copy of the lyrics and their URL (if necessary).
3. Write a brief rationale (three to five sentences), explaining why you chose each song. Refer to specific lines from the lyrics and discuss how they connect to the events and characters in the novel. Identify the theme of each event and the accompanying song. Discuss any personal connections you have to either the song or the novel.

Submit your polished work in this workbook or in the **6.3 Novel Soundtrack** dropbox.



Assessment: Review the rubric on [page 31](#) to see how your work will be assessed.



EXTRA HELP

1. **View Simon's 6.3 Soundtrack** assignment in the **Appendix** on **page 61**, to see his approach to laying out the first song choice and rationale for the assignment.
2. To choose music or lyrics that fit novel elements, consider the following:
 - Song lyrics may “fit” with an event in the novel. Lyrics can be profound and reflect feelings a character experiences in certain parts of the novel.
 - Musical accompaniment may mimic your impression of the mood or atmosphere for particular parts or qualities in the novel. Consider rhythm, beat, sounds, and instrumental arrangement or composition when discussing these qualities.
 - You are writing for a high school audience. **Choose appropriate songs or edit inappropriate language to meet acceptable standards.**

Online Resources to consider:

- Lyrster: <http://www.lyrster.com/>
- Song Lyrics: <http://www.songlyrics.com/>
- Poems: <http://www.poetryinvoice.com/poems>



EXTRA CHALLENGE

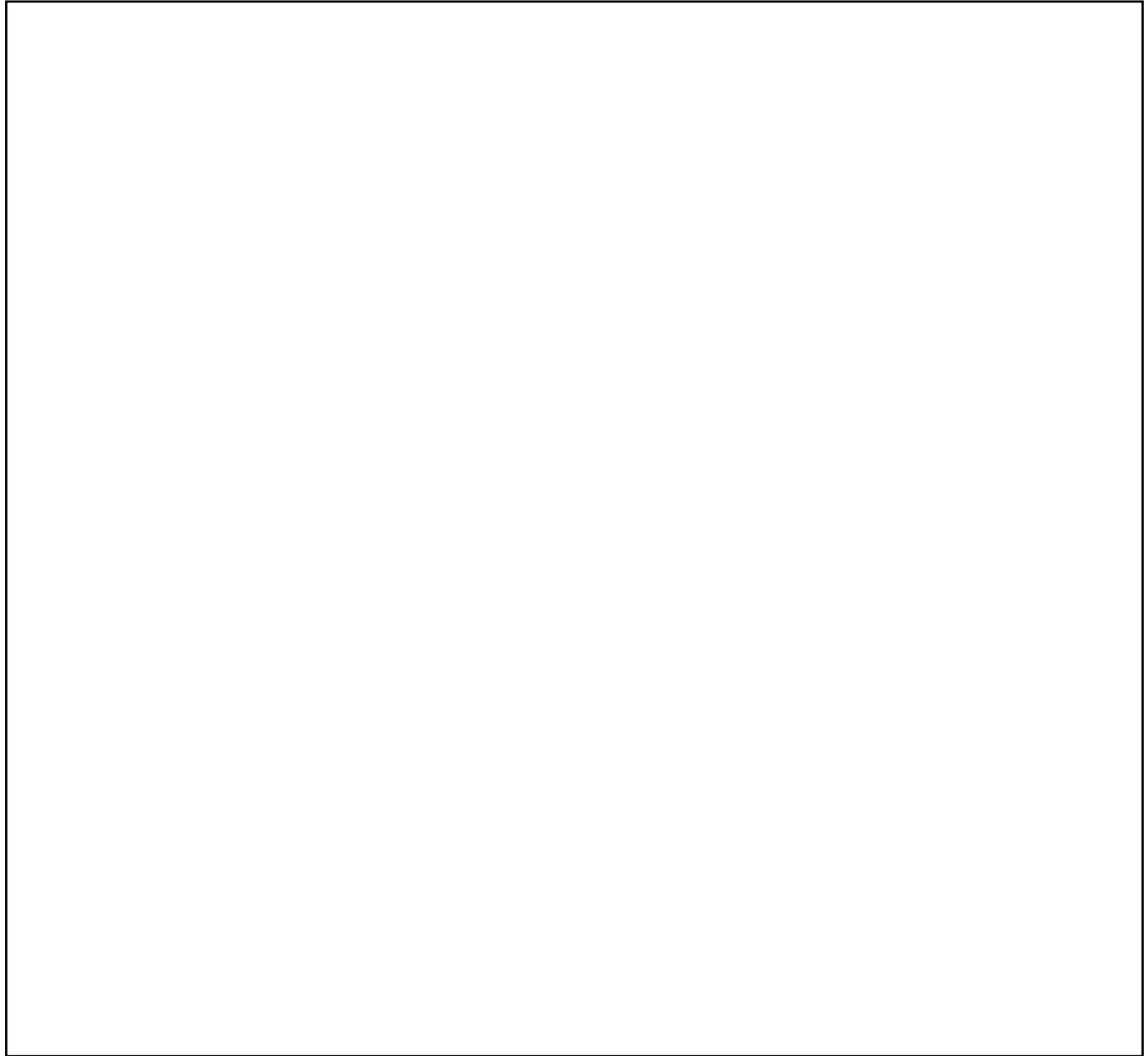
Add to your existing assignment with at least three verses and a chorus that examine any one or all elements of the assignment by writing unique song lyrics for your chosen novel: character, conflict, character growth or conflict resolution. Explain your choices of song composition in a paragraph.



6.3 Novel Soundtrack

CD Cover

Create a CD cover with the title of your novel and an illustration that conveys one of its key themes.

A large, empty rectangular box with a thin black border, intended for students to create a CD cover. The box is positioned on the right side of the page, below the instructions.

6.3 Novel Soundtrack (continued)

Song Choice #1: _____

Song Title: _____ Artist: _____

URL for this song: _____

(Please include a copy of the lyrics)

Song Choice #1 Rationale

Your rationale should explain why you chose this song and refer to specific lyrics. Consider how the song connects to the events, characters and themes in the novel. Discuss any personal connections you might have.

Song Choice #2: _____

Song Title: _____ Artist: _____

URL for this song: _____

(Please include a copy of the lyrics)

Song Choice #2 Rationale

Your rationale should explain why you chose this song and refer to specific lyrics. Consider how the song connects to the events, characters and themes in the novel. Discuss any personal connections you might have.

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6.3 Novel Soundtrack (continued)

Song Choice #3: _____

Song Title: _____ Artist: _____

URL for this song: _____

(Please include a copy of the lyrics)

Song Choice #3 Rationale

Your rationale should explain why you chose this song and refer to specific lyrics. Consider how the song connects to the events, characters and themes in the novel. Discuss any personal connections you might have.

Song Choice #4: _____

Song Title: _____ Artist: _____

URL for this song: _____

(Please include a copy of the lyrics)

Song Choice #4 Rationale

Your rationale should explain why you chose this song and refer to specific lyrics. Consider how the song connects to the events, characters and themes in the novel. Discuss any personal connections you might have.

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6.3 Novel Soundtrack (continued)

Song Choice #5: _____

Song Title: _____ Artist: _____

URL for this song: _____

(Please include a copy of the lyrics)

Song Choice #5 Rationale

Your rationale should explain why you chose this song and refer to specific lyrics. Consider how the song connects to the events, characters and themes in the novel. Discuss any personal connections you might have.

Song Choice #6: _____

Song Title: _____ Artist: _____

URL for this song: _____

(Please include a copy of the lyrics)

[illegible]







Song Choice #6 Rationale

Your rationale should explain why you chose this song and refer to specific lyrics. Consider how the song connects to the events, characters and themes in the novel. Discuss any personal connections you might have.

[illegible]

(You can have up to 10 songs in your soundtrack. Add pages to this assignment of your own to include additional submissions. See next page for the rubric where your work will be assessed)

6.3 Novel Soundtrack Assessment

Value	Songs	Themes
 Excellent	<input type="checkbox"/> Song selections demonstrate an insightful understanding of the novel's events, characters, and themes. <input type="checkbox"/> Rationales are thorough and impressive, and often make reference to specific lyrics for support.	<input type="checkbox"/> You arrange your ideas and details effectively. <input type="checkbox"/> Your tone is convincing. <input type="checkbox"/> Your word choice is confident. <input type="checkbox"/> Your CD cover is thoughtfully designed. It is eye-catching and effectively conveys a theme from the novel.
 Proficient	<input type="checkbox"/> Song selections demonstrate a thoughtful understanding of the novel's events, characters, and themes. <input type="checkbox"/> Rationales are detailed and meaningful, and occasionally make reference to specific lyrics for support.	<input type="checkbox"/> You arrange your ideas and details appropriately.. <input type="checkbox"/> Your tone is engaging. <input type="checkbox"/> Your word choice is considered. <input type="checkbox"/> Your CD cover is carefully designed. It conveys a theme from the novel.
 Satisfactory	<input type="checkbox"/> Song selections demonstrate a basic understanding of the novel's events, characters, and themes. <input type="checkbox"/> Rationales are clear but may be underdeveloped, and may make reference to specific lyrics for support.	<input type="checkbox"/> You arrange your ideas and details in a straightforward way. <input type="checkbox"/> Your tone is functional. <input type="checkbox"/> Your word choice is considered. <input type="checkbox"/> Your CD cover is appropriately designed.
 Limited	<input type="checkbox"/> Song selections demonstrate a limited understanding of the novel's events, characters, and themes. <input type="checkbox"/> Rationales are inaccurate and/or do not explain choices adequately.	<input type="checkbox"/> You arrange your ideas ineffectively. <input type="checkbox"/> Your tone is occasionally inappropriate. <input type="checkbox"/> Your word choice is confusing <input type="checkbox"/> Your CD cover is inappropriately designed or absent.
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: /50 = %	/30	/20
 Assessment	Areas of strength:	
	Might I suggest . . .	

6.4 Essential Question

Assignment Instructions

Demonstrate your understanding of novel themes by applying them to everyday life.

Choice 1: What is the significance of a text's themes to our everyday lives, personal knowledge, and experience?

Consider the following:

- When we watch movies, listen to songs, read short stories or poems, what messages do we carry away from these texts?
- How do these messages influence us in what we know and the experiences we set out to have?
- How are we shaped by text?

Choice 2: How are my views about myself and the world around me influenced by text?

Consider the following:

- How do various texts share perspectives (personal, cultural, moral)?
- How will understanding personal, moral, ethical, or cultural perspectives of characters or people in various texts benefit you?

Contact your teacher if you have questions about this assignment.

Submit your polished work in this workbook or in the **6.4 Essential Question** dropbox.



Assessment: Review the rubric on [page 35](#) to see how your work will be assessed.



EXTRA HELP

1. Respond to the essential question in paragraph format. Analyze key parts of the essential question and focus your response on one specific idea. Provide detailed support to strengthen your idea.

Consider the following:

- What texts do you interact with on a daily basis? How do they affect you?
- What themes, or ideas about life, have you learned through those texts? How are they significant to your life or personal knowledge?

2. **View Simon's 6.4 Essential Question** in the [Appendix](#) on [page 66](#).









EXTRA CHALLENGE

Answer the question in an original **video production**. You may choose to film a specific subject matter with narrative or talk on camera to answer the question.

Instruction Workbook 6: Novel

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6.4 Essential Question Assessment

Value	Ideas	Impressions
 Excellent	<input type="checkbox"/> Your discussion of the essential question is <i>insightful</i> and <i>discerning</i> . <input type="checkbox"/> You provide <i>precise</i> support that <i>aptly reinforces</i> your ideas and impressions.	<input type="checkbox"/> You create a <i>distinct</i> voice . <input type="checkbox"/> Your stylistic choices are <i>precise</i> . <input type="checkbox"/> You <i>skillfully</i> develop a unifying effect .
 Proficient	<input type="checkbox"/> Your discussion of the essential question is <i>purposeful</i> and <i>considered</i> . <input type="checkbox"/> You provide <i>specific</i> support that <i>strengthens</i> your ideas and impressions.	<input type="checkbox"/> You create a <i>convincing</i> voice . <input type="checkbox"/> Your stylistic choices are <i>specific</i> . <input type="checkbox"/> You <i>capably</i> develop a unifying effect .
 Satisfactory	<input type="checkbox"/> Your discussion of the essential question is <i>generalized</i> but <i>relevant</i> . <input type="checkbox"/> You provide <i>adequate</i> support that <i>clarifies</i> your ideas and impressions.	<input type="checkbox"/> You create an <i>ordinary</i> voice . <input type="checkbox"/> Your stylistic choices are <i>adequate</i> . <input type="checkbox"/> You <i>adequately</i> develop a unifying effect .
 Limited	<input type="checkbox"/> Your discussion of the essential question is <i>vague</i> and/or <i>superficial</i> . <input type="checkbox"/> You provide <i>imprecise</i> and/or <i>ineffectively</i> related support for your ideas and impressions.	<input type="checkbox"/> You create an <i>inappropriate</i> voice . <input type="checkbox"/> Your stylistic choices are <i>imprecise</i> . <input type="checkbox"/> You <i>inadequately</i> develop a unifying effect .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: /15 = %	/10	/5
 Assessment	Areas of strength:	
	Might I suggest . . .	

6.5 Reviewing Personal Responses

In Workbook 5 of Module 3, you learned that a Personal Response is designed to give you opportunity to discuss a personal reaction to a text or a certain topic.

***Prose** is a fancy way of saying “not poetry”. Prose can be anything from an essay to a short story, a blog entry, or a letter.*

Personal responses require an essay format, which is a form of **prose**, a term common in English Language Arts. Prose is writing that uses sentences and paragraphs, such as an essay, short story, blog entry, or letter.



Time to Read

Read the following tutorials in the **Online Course Tools** or **Course Resource book** in preparation for the next assignment:

- **The Personal Response Process**
- **Introductions and Conclusions**

Personal Connection to Theme

Preparing for a Personal Response Assignment

Have you ever really connected to a key idea or message in a book, blog, a movie? Have you ever thought a song was written for exactly what you experienced?

Themes in all created texts communicate ideas about life experience. Speaking or writing about a theme helps us make connections with that idea because suddenly, internal thoughts are made external—we put them on paper!



Personal response assignments give us opportunities to examine how our personal experiences and knowledge connect with themes.

You have been exposed to valuable experiences and have a tremendous amount of knowledge about life, living, and learning. A personal response assignment gives you a unique opportunity to present a snippet of your most valuable learning.

6.5 Personal Response Prompts



Read the Essential Question and writing prompts, or topics, for your Personal Response assignment.

Essential Question:

How can one begin to understand and respect the viewpoints, perspectives, or morals of someone termed an *outsider*?

Personal Response: Prompts

1. Why is understanding and respecting the viewpoints, perspectives, and morals of someone termed an *outsider* necessary?
2. How *can* understanding and respecting the perspectives of an *outsider* be difficult?
3. How *might* understanding and respecting the morals of an *outsider* be difficult?
4. How might being termed an *outsider* result in difficulties in life?
5. How can choices about identity be complicated?
6. Why is staying true to one's identity not easy?
7. How can not knowing oneself result in issues?

Personal Response: Main Idea

Prompts such as those on the previous page give direction about where to start working on a response. Consider these directions when first reading a prompt:

1. Focus on key words to understand the question and to find ideas or hints about how to focus the discussion.

- Examples of key words and phrases in this prompt are *understand*, *respect*, *viewpoints*, *perspectives*, *morals*, and *termed an outsider*. Consider your understanding of these words based on your knowledge and personal experience. Knowledge of these words will shape an answer to the question. The dictionary definition of a word often introduces new ideas about the prompt.



2. Consider your personal position on the question. Explore what you know or think the answer could or should be based on your own thoughts, opinions, or experiences.

- The answer to this question is the main idea, or topic, that directs your discussion. Developing details of this idea is the goal of the assignment. Focussing on a specific idea to start with requires some brainstorming.



3. Consider texts you studied in the course that may provide support for your opinion. Such details may strengthen and enhance your discussion about your main idea.

- Consider what you learned from the graphic novel. What events, conflicts, or ideas from the graphic novel could support your main idea, or answer, to the question? What support from the graphic novel, whether you agree or disagree with it, could help you explain your idea in further detail?



A Tip about Thesis Statements

Think about **thesis statements** as a set of directions. We establish the direction of every discussion right away so people understand how to follow ideas and respond. We can do this in a very specific way (some theses are quite complex and detailed) or in a general way.

A thesis statement always identifies the subject or topic and how it will be discussed.

1. **What** is your subject or topic? What statement did you develop to answer the essay prompt?

2. **How** will you arrange your ideas? What **vehicle** will you use to discuss your topic? What references will you use? In your personal response, you will use your chosen graphic novel as well as personal experience. When writing your thesis, you will name the text and its author, and you will identify your personal experiences in a general way when talking about how you will speak about your topic.

This sounds more complicated than it is. If you have to make a highway journey, will you use an all-terrain vehicle to make the trip? Will you use a bicycle? Or will you use a car? When you are talking about the vehicle to discuss your topic, you are talking about information you will refer to or use to discuss your topic.



- **Sample General Thesis Statement:**

“People do not benefit from our help if they have not asked for our involvement.”

References or Supporting Details:

Personal experience: “The Wedding Guest” by Lois Simmie

I will explore the idea in my thesis statement through my personal experiences of helping others, as well as the text “The Wedding Guest” by Lois Simmie.

- **Sample Specific Thesis Statement:**

People may not immediately realize the benefit of our help, especially if they have not asked for our involvement; however, the future generally provides a different, appreciative perspective.

References or Supporting Details:

Personal experience: “The Wedding Guest” by Lois Simmie

I will explore my thesis through personal experience with a stubborn child, as well as the text “The Wedding Guest”, by Lois Simmie.

Preparing for a Personal Response Assignment

Your main idea is a corner stone for your personal response. It is the basis or starting point of other ideas, such as why you believe what you do about the subject.

To examine your main idea or statement further . . .

1. Brainstorm reasons for believing your main statement is accurate.
2. Think of at least three appropriate explanations that you can explore further. You can explore these three ideas in your discussion.
3. Find evidence from your own experiences and evidence from a text in the course to support these ideas and your discussion.

A good way to plan your personal response is to make a visual mind map.



Time to Read

Read the **Organizers and Mind Mapping** tutorial in your **Online Course Tools** or **Course Resource book**.



6.5 Personal Response Plan

Assignment Instructions

1. Review the essential question and prompts on [page 38](#), and think about how they connect to the graphic novel or the traditional novel you studied. Choose **one** of these prompts to use to guide your personal response.
2. Create an outline for your Personal Response, expressing your key ideas and supporting details as an outline for discussion. You can choose to use a visual outline (graphic organizer) **or** a linear outline (choose either the 'segregated' or 'integrated' outline to use).
 - Write a thesis statement, or main idea statement, to guide your discussion.
 - Present two to three aspects (sub-ideas) of your main idea to address in the body paragraphs. In each body paragraph, provide two to three details from the graphic novel or traditional novel (e.g. significant quotations or references to visuals in the graphic novel).
 - You should also include some personal reflection on the essential question. You can include this in each body paragraph (integrated outline) or in a separate paragraph (segregated outline)
 - Include observations for a concluding paragraph.

Submit your **5.4 Personal Response Outline** to the dropbox.



Assessment: Review the rubric on [page 49](#) to see how your work will be assessed.

EXTRA HELP

View two different forms of how to complete this assignment in the [Appendix](#):

1. **Hassan's Linear Outline** on [page 73](#).
2. **Hassan's Graphic Outline** on [page 68](#).

6.5 Personal Response (Planning)

Brainstorm ideas for your personal response in the space below.

Personal Response Outline:

FORMAT 1 — INTEGRATED EVIDENCE

Introductory Paragraph

General statement about life

Brief mention of how the topic applies to your chosen text and personal experience

Thesis statement (one sentence that states your answer to the question; subject + opinion)

Body Paragraph 1

Topic sentence: first idea to support your thesis statement

Supporting Detail #1: specific support from text (graphic novel or novel); provide context for your quotation or detail and explain why it is significant to the thesis

Supporting Detail #2: specific support from your personal experience or observation; provide context for your evidence and explain why it is significant to the thesis

Supporting Detail #3 (optional):

Concluding sentence: summarize idea in this paragraph and mention topic of next paragraph

Body Paragraph 2

Topic sentence: first idea to support your thesis statement

Supporting Detail #1: specific support from text (graphic novel or novel); provide context for your quotation or detail and explain why it is significant to the thesis

Supporting Detail #2: specific support from your personal experience or observation; provide context for your evidence and explain why it is significant to the thesis

Supporting Detail #3 (optional):

Concluding sentence: summarize idea in this paragraph and mention topic of next paragraph

Body Paragraph 3

Topic sentence: first idea to support your thesis statement

Supporting Detail #1: specific support from text (graphic novel or novel); provide context for your quotation or detail and explain why it is significant to the thesis

Supporting Detail #2: specific support from your personal experience or observation; provide context for your evidence and explain why it is significant to the thesis

Supporting Detail #3 (optional):

Concluding sentence: summarize idea in this paragraph and mention topic of next paragraph

Concluding Paragraph

Re-state your thesis in different words

Summarize main ideas in body paragraphs in one sentence

Conclude with statement about how the topic applied to your chosen text and personal experience

Comment on the significance of your thesis to society

Personal Response Outline:

FORMAT 2—SEGREGATED EVIDENCE

Introductory Paragraph

General statement about life

Brief mention of how the topic applies to your chosen text and personal experience

Thesis statement (one sentence that states your answer to the question;
subject + opinion)

Body Paragraph #1 on the text (graphic novel or traditional novel)

Topic sentence: your thesis statement

Supporting Detail #1 from text: Initial belief -what does the character believe at first
about the topic?

Supporting Detail #2 from text: Problem - how is that belief or viewpoint tested?

Supporting Detail #3 from the text: Decision & Result - what does the character
decide and what are the effects of the decision? Be sure to connect this back to the
topic.

Concluding sentence: summarize idea in this paragraph and mention topic of next
paragraph

Body Paragraph #2 on your personal experience or observation

Topic sentence: main idea from text support your thesis statement

Supporting Detail #1 from personal experience: Initial belief - what did you believe at first about the topic?

Supporting Detail #2 from personal experience: Problem - how was that belief or viewpoint tested?

Supporting Detail #3 from personal experience: Decision & Result - what did you decide and what were the effects of the decision? Be sure to connect this back to the topic.

Concluding sentence: summarize idea in this paragraph and mention topic of next paragraph

Concluding Paragraph







Re-state your thesis in different words

Summarize main ideas in body paragraphs in one sentence

Conclude with statement about how the topic applied to your chosen text and personal experience

Comment on the significance of your thesis to society

6.5 Personal Response Plan Assessment

Value	Thought and Detail	Planning
 Excellent	<input type="checkbox"/> Your statement of a main idea is <i>insightful</i> . <input type="checkbox"/> You provide a <i>thorough</i> analysis of your main idea, with <i>precise</i> support from the graphic novel and personal experience. <input type="checkbox"/> Your design <i>skillfully</i> demonstrates connections among ideas and details.	<input type="checkbox"/> Your thesis provides <i>skillfully focused</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>insightful</i> . <input type="checkbox"/> You provide <i>perceptive</i> support for ideas through images and quotations. <input type="checkbox"/> You provide <i>significant</i> notes towards a conclusion of your discussion.
 Proficient	<input type="checkbox"/> Your statement of a main idea is <i>thoughtful</i> . <input type="checkbox"/> You provide an <i>effective</i> analysis of your main idea, with <i>detailed</i> support from the graphic novel and personal experience. <input type="checkbox"/> Your design <i>effectively</i> demonstrates connections among ideas and details.	<input type="checkbox"/> Your thesis provides <i>appropriate</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>effective</i> . <input type="checkbox"/> You provide <i>detailed</i> support for ideas through images and quotations. <input type="checkbox"/> You provide <i>relevant</i> notes towards a conclusion of your discussion.
 Satisfactory	<input type="checkbox"/> Your statement of a main idea is <i>straightforward</i> . <input type="checkbox"/> You provide a <i>basic</i> analysis of your main idea, with <i>sufficient</i> support from the graphic novel and personal experience. <input type="checkbox"/> Your design <i>adequately</i> demonstrates connections among ideas and details.	<input type="checkbox"/> Your thesis provides <i>basic</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>general</i> . <input type="checkbox"/> You provide <i>adequate</i> support for ideas through images and quotations. <input type="checkbox"/> You provide <i>basic</i> notes towards a conclusion of your discussion.
 Limited	<input type="checkbox"/> Your statement of a main idea is <i>undeveloped</i> or <i>confusing</i> . <input type="checkbox"/> You provide an <i>incomplete</i> analysis of your main idea, with <i>little</i> support from the graphic novel and personal experience. <input type="checkbox"/> Your design <i>does not</i> demonstrate connections among ideas and details.	<input type="checkbox"/> Your thesis provides <i>inadequate</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>ineffective</i> . <input type="checkbox"/> You provide <i>unclear</i> or <i>inadequate</i> support for ideas through images and quotations. <input type="checkbox"/> You provide <i>incomplete</i> or <i>irrelevant</i> notes towards a conclusion of your discussion.
 Resubmission Needed	Your attempt to respond is insufficient. Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: /35 = %	/15	/20
 Assessment	Areas of strength:	
	Might I suggest . . .	

A Final Check Before Submitting Your Workbook

Check your **progress** to this point in the course. Have you . . .



- ☐ finished reading your novel?
- ☐ completed all novel quizzes on the **Online Course Tools** or in the **Course Resource book**?

To ensure this workbook is complete, have you submitted . . .

- ☐ **6.2 Character Profile?**
- ☐ **all** song lyrics for **6.3 Novel Soundtrack**
- ☐ a response for **6.3 Novel Response: Essential Question?**
- ☐ **6.5 Personal Response Plan?**

****If you have not submitted all required assignments for marking, complete these so your workbook will not be returned to you unmarked.***

When you have completed the checklist above, turn to the next page!

CONGRATULATIONS!

You have completed Workbook 6!

Use this time to applaud your stupendous self, and double-check to ensure you have submitted all required assignments for this module.

Do you have any questions, comments, concerns, or thoughts to share about this Workbook, or life in general? To leave your teacher a question, a rant, a picture, a random thought or comment, take advantage of the tag space below! Remember that if you are missing any sections of an assignment, you will be asked to resubmit the assignment in order for it to be graded.



Appendix

Targeted Course Learning Outcomes

1. You will explain how choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others.
2. You will assess the significance of a text's theme or controlling idea and the effectiveness of the content in terms of adequate and relevant supporting details, examples, or illustrations.
3. You will form generalizations by integrating new information with prior knowledge.
4. You will reflect on the purpose for text creation and on your own motives for selecting strategies to engage an audience and consider potential consequences of choices regarding text creation.
5. You will understand the concept of convention, and you will apply it to oral, print, visual, and multimedia text forms when appropriate.
6. You will develop content to support a controlling idea or produce a unifying effect.
7. You will review the accuracy, specificity, and precision of details, events, images, facts, or other data intended to support a controlling idea or to develop a unifying effect; you will add to details, events, images, facts, or other data as needed to provide sufficient support or development.
8. You will assess relationships among controlling idea, supporting ideas, and supporting details, and you will strengthen relationships as needed to enhance the unity of texts.

6.1 Elements of a Short Story Quiz Key (Self-Assessment)

- B** 1. Which of the following **best** describes protagonists?
- A. The least important character involved in a conflict
 - B. The main character facing a conflict in a story
 - C. The best friend or partner of the main character
 - D. A non-dynamic character in an unimportant role
- C** 2. Which of the following **best** describes the initial incident in “Bus Ride”?
- A. Lyda makes the decision to board the bus to go home.
 - B. The man on the bus coughs, upsetting Lyda.
 - C. Lyda’s fiancée drives by with another girl in his car.
 - D. Lyda is angry with her fiancée.
- A** 3. Which of the following **best** describes the setting of “Bus Ride”?
- A. A public bus in the city of Manila, Philippines, during World War II
 - B. A crowded and hot day in the middle of a dirty city
 - C. A bench on the side of a busy road
 - D. A maze of city streets on a rainy day
- B** 4. Which of the following **best** describes the conflict Lyda faces in “Bus Ride”?
- A. Lyda's fiancée has left her for another woman and she must take care of herself.
 - B. Lyda struggles with internal insecurities about love and external insecurities about her surroundings.
 - C. Lyda is afraid of being alone and unnoticed in her unpleasant surroundings.
 - D. Lyda struggles to treat people on the bus with kindness.
- B** 5. Which of the following is described in the simile, “the ghost of a girl’s gay laughter was like a clean thrust of sound in the bus’s stifling air” (page 8)?
- A. Conflict and setting
 - B. Atmosphere and mood
 - C. Character and setting
 - D. Purpose and theme

B 6. What does the **oxymoron** “exquisite torture” (page 8) tell the reader about Lyda?

- A. She seldom becomes angry.
- B. She is self-pitying in her unhappiness and lacks worldly perspective.
- C. She attaches great importance to attention she receives.
- D. She enjoys torturing others.

C 7. Which of the following figures of speech is the phrase “a fresh flood of self-pity swept over her” (page 9)?

- A. Onomatopoeia and rhyme
- B. Simile and alliteration
- C. Metaphor and alliteration
- D. Hyperbole and metaphor

8. Remember that **irony** is the result of a sequence of events not normally expected. Describe events in one part of the story that involve an ironic moment. Explain what was expected to happen and what happened instead.

Example 1: The best example of irony occurs when Lyda thinks of all her blessings right at the end, wishing to be in her nice home and her nice garden. Yet, when a man falls into her lap a few moments later and either vomits or dies, she immediately thinks to herself she is truly the most miserable person in the world—totally unaware or oblivious to the true misery of the man or anyone else around her. The added irony here is that she is a miserable person but not in the way she thinks she is.

Example 2: Lyda listens to the people on the bus talk about the problems or real-world issues they contend with, and she thinks that people should leave these issues at home because they are annoying, even as she dwells on an issue she is having with her fiancée. This is ironic in that her troubles pale in comparison to the issues held by the people around her and off the bus, but she does not realize this at all. Lyda continues to feel pain about her situation, but she is completely unaware of the real pain around her on the bus.

Example 3: Lyda is concerned about losing her fiancée, but she cannot wait to be angry with him and make him suffer, although she is jumping to assumptions about something she could have solved immediately.

Example 4: The actions of other people on the bus that Lyda hears or views are primarily selfless as they talk to one another (sympathizing, storytelling, etc.) or help one another (the sick man giving the woman his seat). Despite this, Lyda criticizes and judges all the people around her although she has not spoken to anyone or been kind to anyone (rather, she has done the opposite). She views those around as being selfish by doing these things, but she is being the most selfish.

Example 5: Lyda thinks about what she has to gain from the bus ride (p. 9), and she decides that she has nothing to gain from it, wishing instead that she could have been at home long ago to make her fiancée suffer from her anger. She has nothing to gain from either scenario, but she does not see this.

Example 6: The conversation about the union on the bus is ironic because in her own pre-marital union, Lyda is acting like the worker’s enemy acts, the “non-union”, not investigating the situation arising between her and her fiancée, choosing to condemn him immediately, like a non-union organization that fires a man on the bus to provide a job for a relative of the boss.

Example 7: In the beginning, Lyda criticizes the people getting on the bus as “cattle” or “creatures of instinct”, although she decides impulsively to get on the bus, which would include her in her own judgement.

Oxymoron is a fun figure of speech. It combines contradictory words for an interesting effect on description. Oxymorons change with the times. How they are understood is often a matter of opinion or personal interpretation. Some examples are a just war, dark light, fast idle, or human robot.

9. Match each character trait demonstrated by the protagonist to the quotation that **BEST** supports these from “Bus Ride”. If you are unsure of the meaning of a word, refer to a dictionary.

<u> C </u> insensitive	A. “What unions, she wondered in irritation. Weddings?” p. 9
<u> O </u> judgemental	B. “Never allow your nose to get shiny . . . if you intend to hold your man.” p. 7
<u> N </u> spoiled	C. “She was too stupidly intent on setting her frock to rights and freeing her frame of disgusted shivers.” p. 11
<u> H </u> distrustful	D. “Through a car window, one could regard it with impersonal disdain.” p. 8
<u> B </u> insecure	E. “The hurt she had suffered moments before intensified in a fresh pain.” p. 8
<u> I </u> innocent	F. “She stood in a small pool of daintiness which the slightly awed passengers conceded her.” p. 7
<u> J </u> self-righteous	G. “Perhaps he had shown her those.” p. 9
<u> A </u> ignorant	H. “I won’t give him the satisfaction of lying to me. Not just yet.” p. 7
<u> L </u> heartbroken	I. “Lyda was shocked speechless. The things people said in buses.” p. 8
<u> M </u> impulsive	J. “Why don’t people leave their miseries at home? Tie them to a post like dogs.” p. 9
<u> E </u> unhappy	K. “She had not known real misery until she had glimpsed that laughing face and heard that airy sound as his car swept by.” p. 9
<u> G </u> bitter	L. “She thought of him and of the girl and of the love like a wounded bird within her.” p. 11
<u> Q </u> selfish	M. “She was beginning to regret having boarded the bus. Quite the experience, but she could have done without it.” p. 8
<u> D </u> apathetic	N. “Her only resentment was that now her veil must come from New York instead of direct from Paris . . .” p. 9
<u> F </u> upper class	O. “Cattle, she thought with disdain. Creatures of instinct.” p. 7
<u> K </u> young	P. “‘Somebody,’ she gasped faintly, ‘somebody, help.’” p. 11
<u> P </u> fragile	Q. “No one at all, more miserable than I . . .” p. 11

10. **Explain** the author’s message, or theme, communicated by Lyda’s actions, character traits, and inner dialogue:

Idea 1: People have problems of various kinds, but talking about them or entertaining

new perspectives can give new perspective to an issue [Quite general]

Idea 2: Humans have much more control over their happiness than they think they do.

People can control the outcomes of events. Being happy or unhappy depends on the choices a person makes.

Idea 3: Being personally happy or unhappy depends on the choices a person makes about conflict or discomfort.

Hailey's 6.2 Character Profile

Hailey used the **Wordle** template after she gathered and organized her notes and information about Valerie from *The Hate List* by Jennifer Brown.



A **Wordle** is a graphic composed of key words. These are useful when emphasizing key concepts or ideas of a topic. Wordles can be used to promote brainstorming. You can make these free at www.wordle.net.

Valerie, from The Hate List by Jennifer Brown

- Valerie is complicated- not part of an "in" crowd
- Girlfriend of a guy who brings a gun to school and shoots several people-she is shot in the leg saving another girl
- Guilty by association—people think she's in on it, when she actually saved lives
- actually a hero (little bro—Frankie, Mom(Jennie) and Dad (Ted)
- She feels tremendous guilt
- Wants to get her life back on track (motivated)
- Scared about returning to school the summer after the shooting happened—scared about how people will treat her, how they might react to seeing her, that she'll get hurt or bullied
- Angry that her boyfriend did this—that he destroyed so many lives
- Insecure about who she is
- but still brave, strong and courageous—stepped up and kept her head during the shooting, to try and stop Nick
- Observant/perceptive about others—makes very accurate observations about the people around her
- Artistic- draws what she feels about what she is seeing at school when she has to come back
- Loves music, punk clothes,
- defensive—used to being picked on or bullied—used to needing to defend herself from others
- Intelligent (gets good grades)
- In love with Nick, even after he did such a terrible thing
- Garvin County, somewhere in the Midwest of the USA
- Garvin Highschool, Grade 12

Hailey's 6.2 Character Profile

facebook

Search for people, places and things

Home Profile Friends Inbox Character Name: Valerie Leftman

Wall

Info

Photos

Boxes

+

Edit Information

Can you find or create a picture or an image to represent the character?

Write something about the character.
I am not guilty, but guilt-ridden.

Information

3 positive character traits are . . .

a. Sensitive to others

b. Artistic streak

c. Mentally strong

Friends

Name and describe some 'friends' this character would choose if he or she could.

Dr. Hieler Psychologist

Nick Levil Boyfriend

Frankie (brother)-left out, con-fused, angry

Mom (Jennie)-protective, feels guilty

Jessica Campbell-Popular girl at school, old bully

Bea (the art teacher) - sees Val's talent and skill

Basic Character Information

Networks (City/School): Garvin County, Garvin High School

Sex: F Birthday: Unknown

Hometown: Garvin County

Current Residence: Mom and Dad's House

Relationship(s)/Relationship Status: teen, daughter and older sister

Education: Right now in Grade 12

Occupation/Employer: none

Political Views: none—she's just a teenager

Religious Views: not religious

The information on this page shows you have given careful attention to your text!

Personal Information

Activities: thinking about the shooting and Nick's death, thinking about future, ignoring people, losing friends, changing, being angry, avoiding bullies, being Nick's girlfriend (before the shooting), staying away from bickering parents, watching news, seeing psychologist, coping with school

Interests: art (drawing and painting), "seeing what is really right in front of you," (p. 75), listening to music, video games, being normal, having friends, getting better (mentally and physically), getting understood by other people, building broken relationships with mom and brother

Favourite Movies/Books: One Flew Over the Cuckoo's Nest, Edward Scissorhands, How I Made it to Eighteen by Tracy White

Favourite Quotations/Saying: "One's my favourite number. The word won being the past tense of win, and we can all say at the end of the day that we've won once again, can't we? Some days making it to the end of the day is quite the victory." (p. 272)

(Continued on next page)

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Instruction Workbook 6: Novel

ELA 20-2: Module 3

6.2 Character Profile (continued)

facebook

Search for people, places and things

News & Activities

Home Profile Friends Inbox Character Name: Valerie Leftman

Track significant events occurring to this point in the novel.

- Remembers shooting and what happens before it
- First day of school 4 months after the shooting
- First class after 4 months starts a big fight with students
- Memories of meeting Nick

Wall Info Photos Boxes +

1. Chapter/Part: 1 (present)

It's my first day of school since the shooting. I miss Nick. My mom thinks I'm crazy—has the shrink on speed dial. I don't know if I can face all those people at school. They probably hate me. I've been saying "83 days and counting" all morning, because if Garvin flops, I can switch schools then.

Update status Add Photos/Video

2. Chapter/Part: 2 (past)

Christy Bruter broke my mp3 player on the bus! I'm so annoyed! Nick still cares about me though, yay, because he said he'd take care of it! He was acting a little strange this morning, but I'm sure everything's fine. I'm so sick and tired of being bothered by Christy!

Update status Add Photos/Video

3. Chapter/Part: 3 (present)

I sat through Mrs. Tenille's class today and felt like a total slime. No one wants me here—Ginny even left the room crying. They do all hate me and I can understand why. It's weird though, because they argued about me being there so much, they forgot I was even there. Mrs. Tenille is going to hate having me in her class.

Update status Add Photos/Video

What would this person say in a status update? For each of any three chapters of your novel, provide one status update (details reporting change in events in personal situations) for each chapter.

Great status updates! You have paraphrased very well the important parts of Val's life in these chapters very well.

I think these do not describe Val's personality specifically. A and B were things out of Val's control and do not involve character qualities. What specifically about starting The Hate List describes a quality of Val?

Instead of using this as a place to summarize the novel, use it to explain to the world or a stranger who the character is. What are the most important aspects about the character for others to know? Is it these issues, or is it a paragraph describing the person or his or her traits?

Information

3 negative character traits are . . .

- Didn't think Nick was serious
- Couldn't stop the shooting
- Starting the Hate List

Relatives/More Friends

Name and describe some 'friends' this character would choose if he or she could.







Mrs. Tate school counselor	Duce (Nick's old friend)
Stacey (Val's old best friend)	Ginny Baker (a survivor of the shooting)
Dad (Ted)-still loves Val, but having a hard time forgiving.	Mrs. Stone (a teacher at Garvin High)

Basic Character Information

Favourite food: Vanilla Ice Cream

How I Spend My Free Time: Trying not to give up on getting better, or doing better, being alone, drawing, sleeping, avoiding people, trying to cope.

About Me: In grade 11, my boyfriend Nick and I were constantly bullied. I am a bit of a misfit, and so was he. I thought Nick thought the same about everything, but I was wrong. Nick had problems that were way more bad than mine were (my parents fought all the time). I am the person who is left to deal with Nick's mistakes after he brought a gun to school, ending the lives of several people, and his own. I feel horribly guilty about being connected to him, but now I'm just trying to be normal.

Hailey's 6.2 Character Profile	
Value	Descriptor
 Excellent	<input type="checkbox"/> You demonstrate a <i>perceptive</i> understanding of the traits and motivations of characters. <input type="checkbox"/> You form <i>insightful</i> predictions about characters in relation to themes or events. <input type="checkbox"/> You provide <i>precise</i> detail and/or quotations in support of your ideas.
 Proficient	<input checked="" type="checkbox"/> You demonstrate a <i>thoughtful</i> understanding of the traits and motivations of characters. <input checked="" type="checkbox"/> You form <i>significant</i> predictions about character in relation to themes or events. <input checked="" type="checkbox"/> You provide <i>relevant</i> detail and/or quotations in support of your ideas.
 Satisfactory	<input type="checkbox"/> You demonstrate an <i>adequate</i> understanding of the traits and motivations of characters. <input type="checkbox"/> You form <i>appropriate</i> predictions about characters in relation to themes or events. <input type="checkbox"/> You provide <i>basic</i> detail and/or quotations in support of your ideas.
 Limited	<input type="checkbox"/> You demonstrate a <i>limited</i> or <i>confused</i> understanding of the traits and motivations of characters. <input type="checkbox"/> You form <i>superficial</i> or <i>implausible</i> predictions about character(s) in relation to themes or events. <input type="checkbox"/> You provide <i>insufficient</i> or <i>irrelevant</i> detail or quotations in support of your ideas.
 Resubmission Needed	<p>Your attempt to respond is <i>insufficient</i>. Contact your teacher to discuss suggestions for improvement and re-submission of your work.</p>
TOTAL: 16/20 = 80%	
 Assessment	<p>Areas of strength: Hailey, you introduce your character and her situation well with a good deal of understanding about the events and details of the novel. Nice work on presenting a convincing point of view for Valerie's Facebook page!</p> <p>Might I suggest . . . You did not focus on Val's character traits in a few areas here. I think you may have misunderstood how to clarify qualities describing Val instead of her situation. In novels, you are always given hints about character traits, but often you have to put the pieces together to discover what they are.</p>

6.3 Simon's Novel Soundtrack

Here are three examples of how Simon has arranged the songs and rationales for his assignment. Remember you must have at least 6 songs in your soundtrack.

Song Choice #1

Song Title: "The Cave" Artist: Mumford and Sons
URL for this song: <http://tinyurl.com/yaks4o2>
(Please include a copy of the lyrics)

*It's empty in the valley of your heart
The sun, it rises slowly as you walk
Away from all the fears
And all the faults you've left behind*

*The harvest left no food for you to eat
You cannibal, you meat-eater, you see
But I have seen the same
I know the shame in your defeat*

*But I will hold on hope
And I won't let you choke
On the noose around your neck*

*And I'll find strength in pain
And I will change my ways
I'll know my name as it's called again*

*'Cause I have other things to fill my time
You take what is yours and I'll take mine
Now let me at the truth
Which will refresh my broken mind*

*So tie me to a post and block my ears
I can see widows and orphans through my tears
I know my call despite my faults
And despite my growing fears*

*But I will hold on hope
And I won't let you choke
On the noose around your neck*

*And I'll find strength in pain
And I will change my ways
I'll know my name as it's called again*

*So come out of your cave walking on your hands
And see the world hanging upside down
You can understand dependence
When you know the maker's land*

*So make your siren's call
And sing all you want
I will not hear what you have to say*

*'Cause I need freedom now
And I need to know how
To live my life as it's meant to be*

*And I will hold on hope
And I won't let you choke
On the noose around your neck*

*And I'll find strength in pain
And I will change my ways
I'll know my name as it's called again*

Song Choice #1 Rationale

I chose this song for the part in A Hole in My Life when Jack is getting ready to leave prison. He is going to school to be a writer. Writing and reading kept him happy or hopeful in jail. After jail, he is happy for freedom and the opportunity to pursue his dream (“‘Cause I need freedom now/And I need to know how/To live my life as it's meant to be”). He decides to have more control over his choices and behaviour.

“The Cave” is about a guy thinking about the future after a hardship and what people go through as they leave the past behind them.

In jail, Jack has similar feelings to the guy in the song. He wants to change his ways (“And I will change my ways/I'll know my name as it's called again”) and is hopeful for the future (“The sun, it rises slowly as you walk/Away from all the fears/And all the faults you've left behind”).

He has confidence in himself (“I know my call despite my faults/And despite my growing fears”), all while not forgetting that he is the one to blame for the hard times.

Song Choice #2

Song Title: “About As Helpful as You Can Be”
URL for this song: <http://tinyurl.com/d6ga48a>
(Please include a copy of the lyrics)

Artist: Dan Mangan

*Both feet together
Slowly progressing
Always in time
Don't count the feathers
Just count the wings
Everyday counting
Everything's changing
I almost forgot it
But then I remembered*

*I was thrown in the boat
Cast out to sea
Friendly with waves
There were sharks below
Hungry for me
So I dangled my leg*

*I lit up like a match
Because i bled gasoline
Made a torch of myself
Until the moon was mine
Stars made of me
How I lit up that sky*

*Both feet together
Slowly progressing
Always in time
Don't count the feathers
Just count the wings
Everyday counting
Everything's changing
I almost forgot it
But then I remembered*

Song Choice #2 Rationale

The song is about being wild and careless, as well as paying the price for not being careful. Talks about being “thrown in a boat”, which is like Jack being “thrown” onto the boat to smuggle hash with. In the song it’s talked about like it is a bad decision or a last minute choice. The part about hungry sharks swimming below the waves in the song made me think about Jack and **how he’s** kind of young and alone in a dangerous world. Jack is independent and free, but he’s around some really bad guys--the “hungry sharks” (smugglers, drugs, and bad friends). There’s no one around to help him make smarter decisions. In the song, the singer puts his legs in the water even though there are sharks. He chooses to take a dumb risk and no one tells him it is a bad idea. In the last part of the song, the speaker “made a torch” of themselves, which is a metaphor for a bad decision going really wrong (a flaming torch is like a mistake and the burning is the consequence). It made me think of that phrase “crash and burn”, which is what Jack did because he was so careless.

The person the song is featuring is not always the singer. Sometimes songs contain made-up characters, as do novels, to deliver specific messages. Similar to poetry, the main “voice” in a song can be referred to as “the speaker”.

Song Choice #3

Song Title: "I Fought the Law (and the Law Won)"

Artist: The Clash

URL for this song: <http://tinyurl.com/cdokqv5>

(Please include a copy of the lyrics)

*Breakin' rocks in the hot sun
I fought the law and the law won
I fought the law and the law won
I needed money 'cause I had none
I fought the law and the law won
I fought the law and the law won*

*I left my baby and it feels so bad
Guess my race is run
She's the best girl that I ever had
I fought the law and the law won
I fought the law and the*

*Robbin' people with a six-gun
I fought the law and the law won
I fought the law and the law won
I lost my girl and I lost my fun
I fought the law and the law won
I fought the law and the law won*

*I left my baby and it feels so bad
Guess my race is run
She's the best girl that I ever had
I fought the law and the law won
I fought the law and the*

*I fought the law and the law won
I fought the law and the law won
I fought the law and the law won
I fought the law and the law won
I fought the law and the law won
I fought the law and the law won
I fought the law and the law won
I fought the law and the*

Song Choice #3 Rationale

In the climax, Hamilton and Jack are confronted by the FBI in the lobby of the Chelsea hotel. Hamilton is arrested and Jack escapes the city, back to the King's Court Hotel. He hides in his old room before his dad tells him to go back. These parts of the story where he is hiding out, as well as the parts before the court sentencing are the most intense parts of the novel. Jack realizes he's really screwed up his life. He is very anxious and upset. The song is kind of repetitive and I thought it suited Jack's headspace at this time. He can't stop thinking about going to jail and why he has to go, or how he could avoid it. The events at this point in the novel are all very fast-paced and closely linked together, and I think this matches the intensity and the pace of the Clash song. It fits the mood of Jack running away from the authorities and getting on the train to flee. As well, Jack literally "fought the law" with his choices to smuggle hash in the first place, and later, when he tries to evade the police. He definitely doesn't win in the end (the law does). Right before Jack is busted, he is incredibly happy. He had just gotten his cut of the money and everything was looking great-- but it all comes crashing down when the law "wins". It turns out that the FBI knew they were smuggling the drugs even as the boat left St. Croix.

Simon's Words

ABOUT HOME

Essential Question: What is the significance of a text's themes to our everyday lives, personal knowledge, and experience?**Blogged about by Simon on January 22, 2012**

When I was a kid, my Grandpa used to read the newspaper every morning. We lived in Lethbridge where he got the Globe and Mail. He read it out loud at breakfast. **I remember when I would hear him read all the things that were going on in the world that it was like I was being given tips and advice about how to live my own life by listening to the stories and learning the most significant or useful messages from them.** My Grandpa had the habit of saying the theme as he read, because my grandma would nag him to **teach me how to read better.**

vague

The crime stories were **the best way**, not because I thought crime was cool, but because **you** could always see how the criminal had messed up and got caught. A good example of a them from a story where the criminal gets caught is, "parking your getaway car for a bank robbery in a disability stall will often result in being caught by the law."

Another article that had good information was hearing about fires or natural disasters of any kind. You always learned what to watch for, where to seek shelter, and what it was like to live through **a** environment even. And the themes of these articles were always important for surviving the elements. For example, around "Tornado Alley" in U.S.A., it **is** like trailer parks were Tornado-magnets. A whole town of houses would be left alone by tornados, but the trailer parks always got demolished. Here is where the themes of these articles become significant. Theme. Owning a trailer in a region where tornadoes happen may result in you enjoying a flying toilet ride in the middle of the night.

There are useful themes like this in everything I read and see. TV, the Internet, newspapers, and even video games all deliver themes in one way or another. The examples about the criminals and the tornadoes are not themes that I would necessarily need for anything, but these themes, and the other themes I see everyday are still important knowledge that sometimes will help me make decisions or judgements about my own life.

★ Like Be the first to like this.

LEAVE A COMMENT EDIT

Use past tense (was) when referring to a memory.

This is a good observation, Simon. I enjoyed reading your thoughts on this.







Simon, this is a run-on sentence. You have several good ideas here that would be emphasized more strongly if you separate and reword this as two sentences.

Do you think hearing the theme helped you read or understand more effectively?

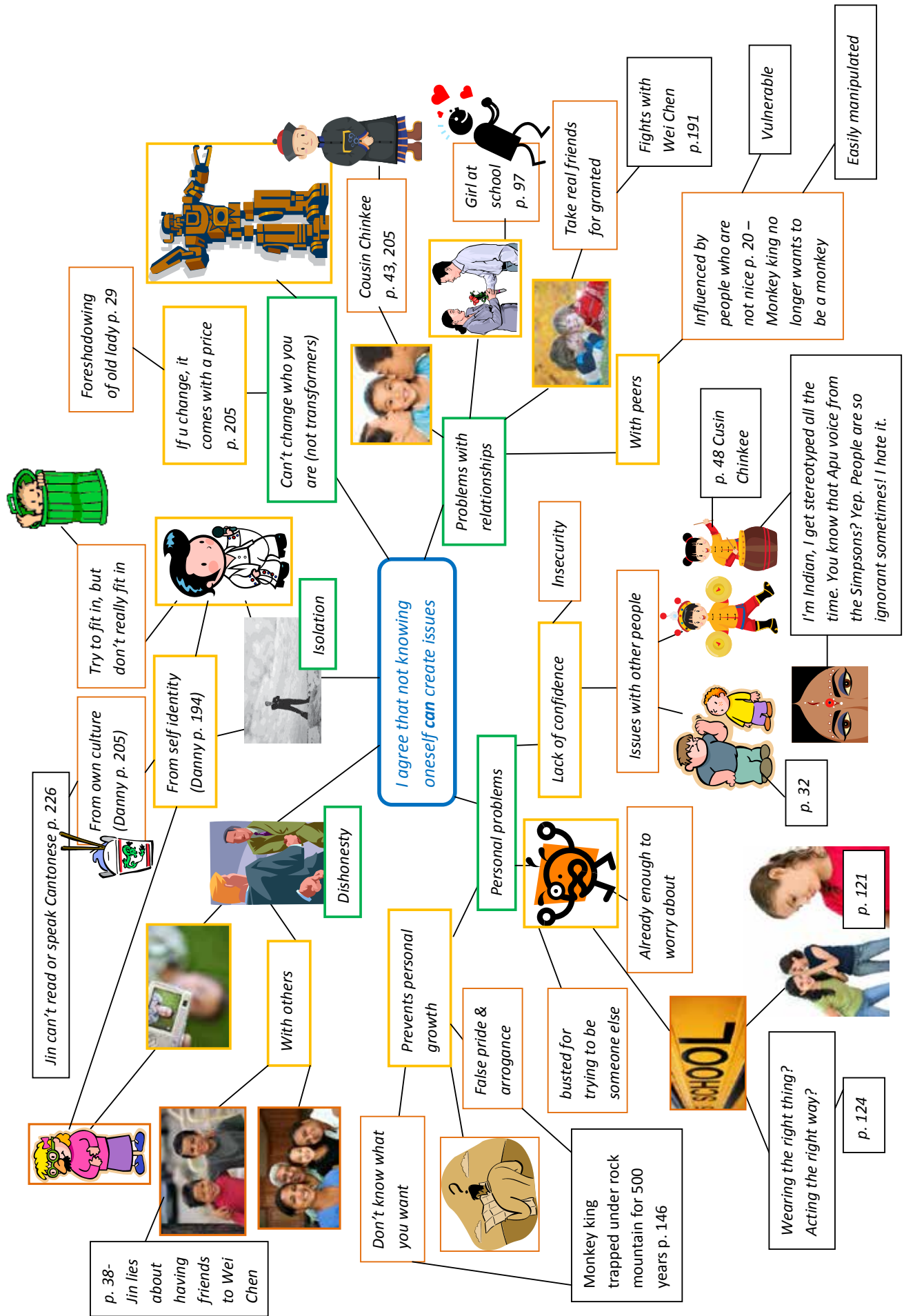
Try to avoid using "you" in your writing. You are assuming the reader understands your perceptions, which is not always the case.

"Article" must be plural here because you are talking about more than one. As well, "was" is singular (referring to one object), so you may wish to use "were" when talking about more than one type of weather.

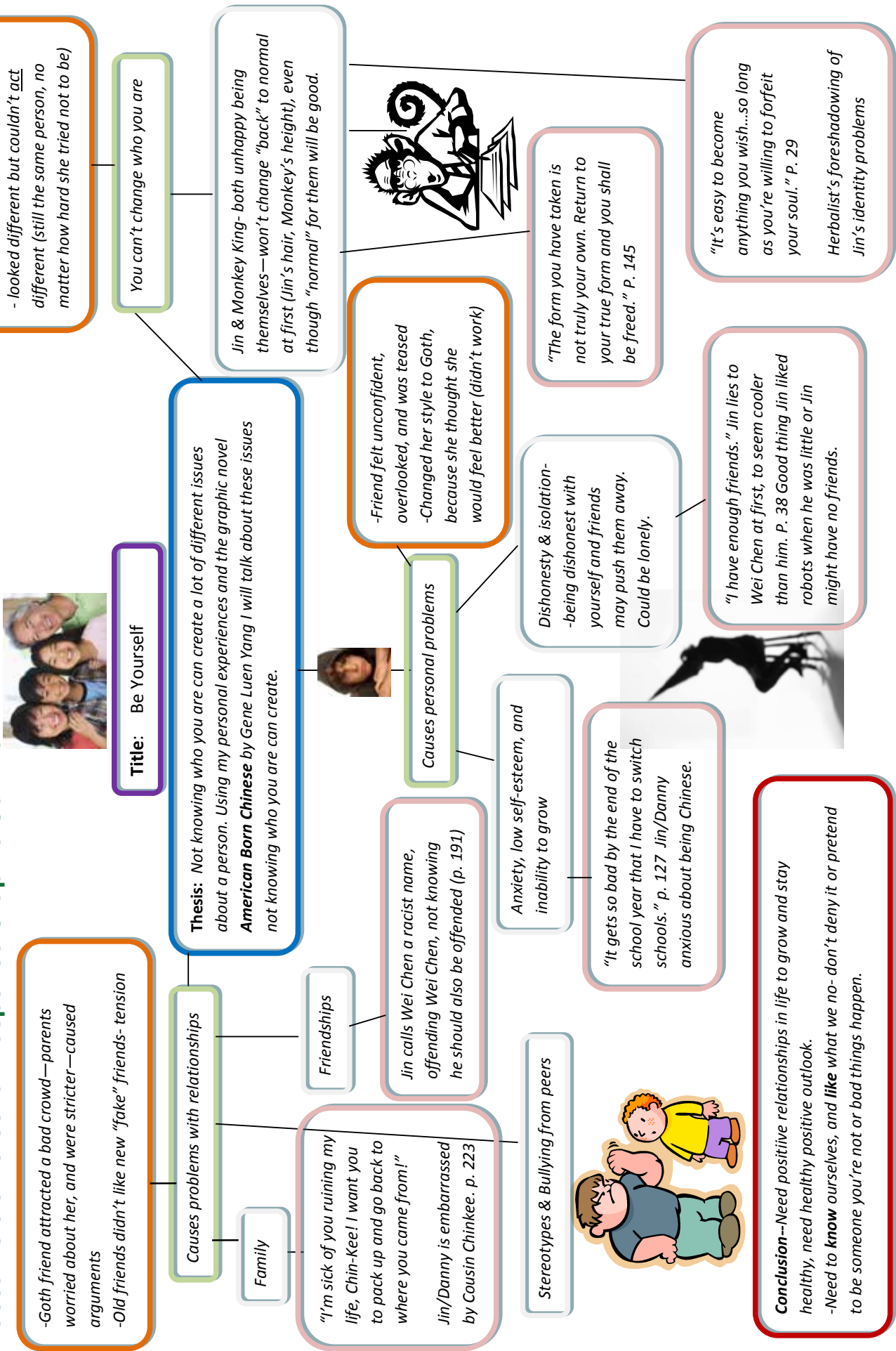
Use "an" before words beginning with a vowels.

6.4 Essential Question Assessment		
Value	Ideas	Impressions
 Excellent	<input type="checkbox"/> Your discussion of the essential question is <i>insightful</i> and <i>discerning</i> . <input type="checkbox"/> You provide <i>precise support</i> that <i>aptly reinforces</i> your ideas and impressions.	<input type="checkbox"/> You create a <i>distinct</i> voice. <input type="checkbox"/> Your stylistic choices are <i>precise</i> . <input type="checkbox"/> You <i>skilfully</i> develop a unifying effect.
 Proficient	<input checked="" type="checkbox"/> Your discussion of the essential question is <i>purposeful</i> and <i>considered</i> . <input checked="" type="checkbox"/> You provide <i>specific support</i> that <i>strengthens</i> your ideas and impressions.	<input checked="" type="checkbox"/> You create a <i>convincing</i> voice. <input checked="" type="checkbox"/> Your stylistic choices are <i>specific</i> . <input checked="" type="checkbox"/> You <i>capably</i> develop a unifying effect.
 Satisfactory	<input type="checkbox"/> Your discussion of the essential question is <i>generalized</i> but <i>relevant</i> . <input type="checkbox"/> You provide <i>adequate support</i> that clarifies your ideas and impressions.	<input type="checkbox"/> You create an <i>ordinary</i> voice <input type="checkbox"/> Your stylistic choices are <i>adequate</i> . <input type="checkbox"/> You <i>adequately</i> develop a unifying effect.
 Limited	<input type="checkbox"/> Your discussion of the essential question is <i>vague</i> and/or <i>superficial</i> . <input type="checkbox"/> You provide <i>imprecise</i> and/or <i>ineffectively</i> related support for your ideas and impressions.	<input type="checkbox"/> You create an <i>inappropriate</i> voice. <input type="checkbox"/> Your stylistic choices are <i>imprecise</i> . <input type="checkbox"/> You <i>inadequately</i> develop a unifying effect.
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: 12/15 = 80%	8/10	4/5
 Assessment	<p>Areas of strength: <i>Simon, your essential question response is well done! Your dry humour is attractive! Be careful with humour. Because it can offend some readers, better to be cautious.</i></p> <p>Might I suggest . . . <i>Be specific with your discussion topic when answering Essential Questions. Explore parts of the question with your own specific ideas. Giving a more specific example of one text in your concluding paragraph would have made your last paragraph less general.</i></p>	

Hassan's 6.5 Personal Response Mind Map

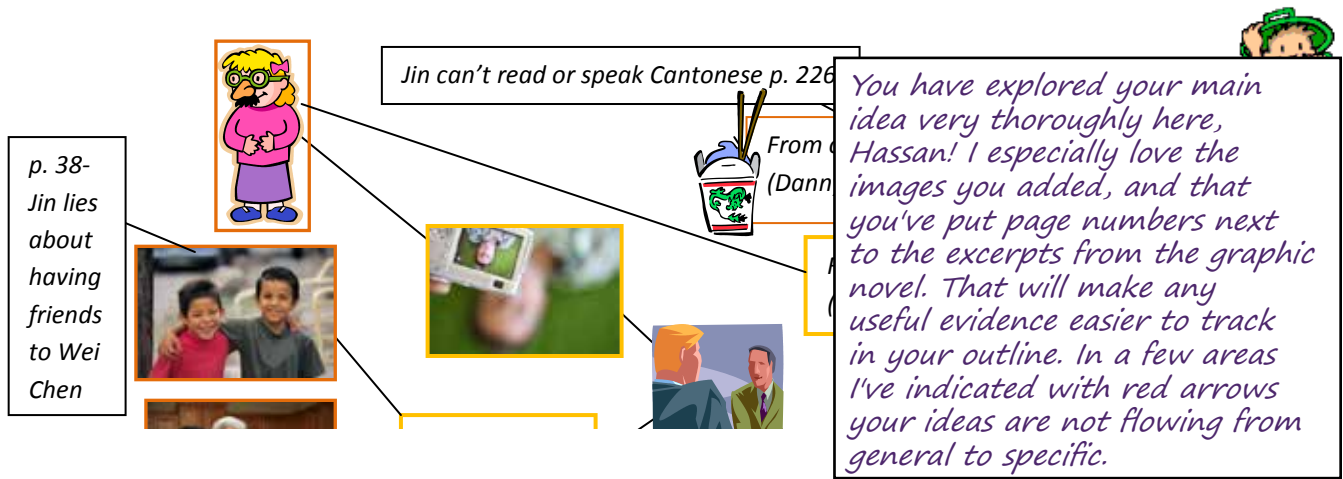


Hassan's 6.5 Personal Response Graphic Outline

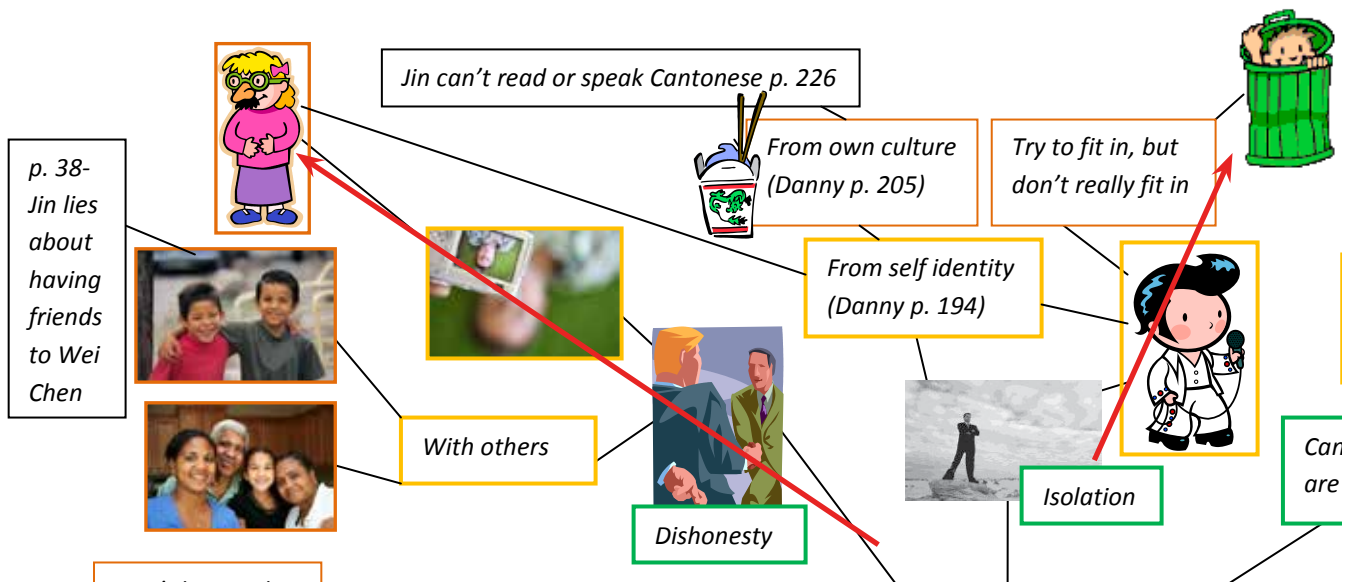


Hassan's 6.5 Personal Response: Graphic Plan – Marker Feedback

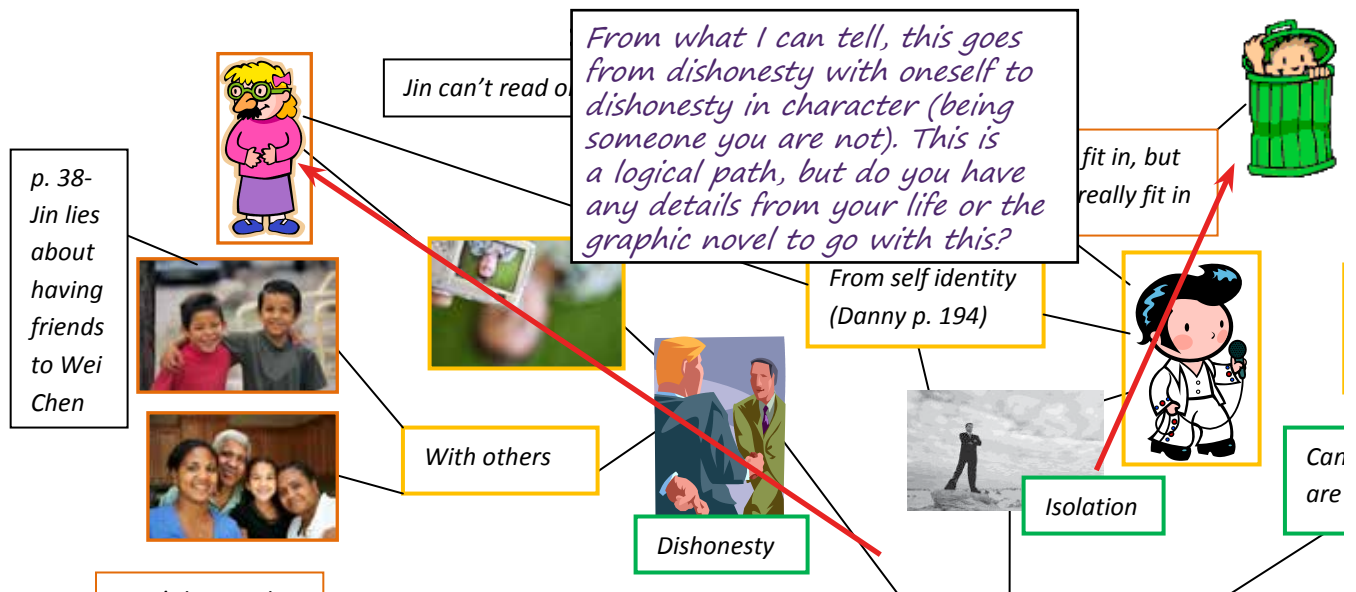
1. General Comment:



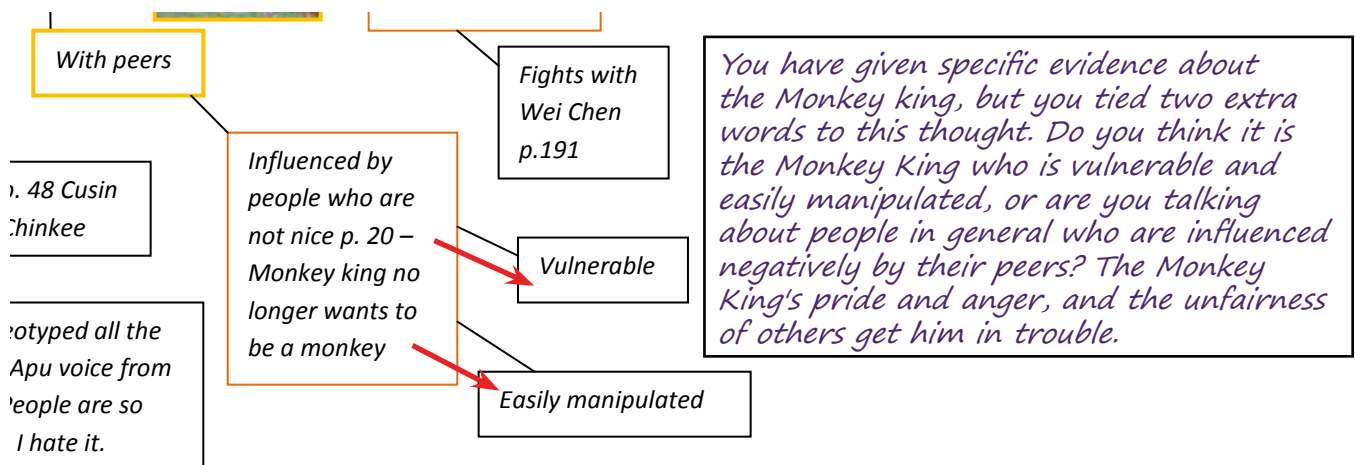
2. Notice red arrows



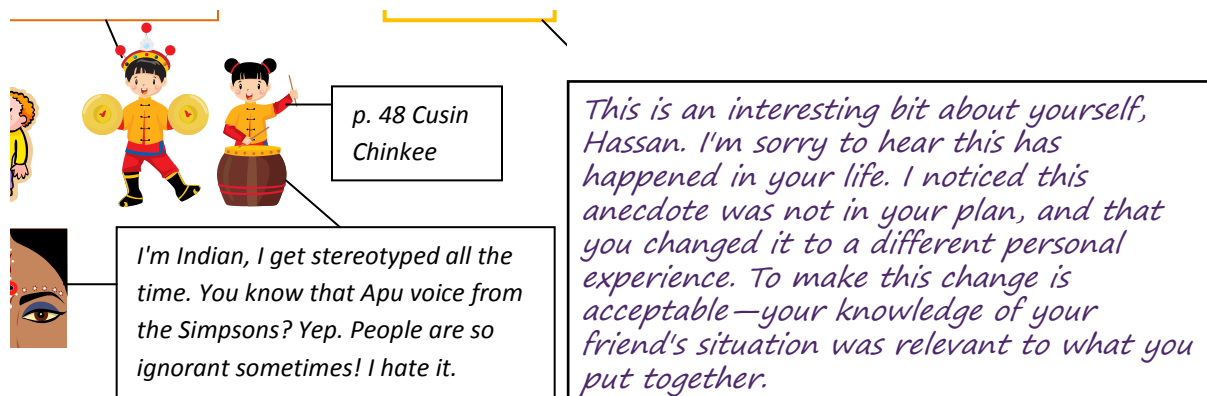
3. Specific support required



4. Clarification needed



5. Comment about revisions to Plan



6. General Comment about Graphic Essay

Outline



Title: Be Yourself

This is an effective graphic outline for your graphic essay, Hassan. You did not need as much text, but I understand your concentrated thought about your main idea and reasoning behind your thoughts. You have provided specific evidence to support your ideas, and could write a personal response easily based on this work.

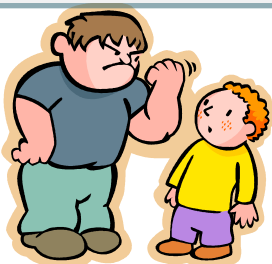
7. Help with Interpretation

"I'm sick of you ruining my life, Chin-Kee! I want you to pack up and go back to where you came from!"

Jin/Danny is embarrassed by Cousin Chinkee. p. 223

Cousin Chin-Kee is actually a metaphor for Jin's idea of the meaning of being Chinese. When he was little, he realized that he was different because of his teacher's introduction of him to the class. The reaction of some of his classmates was very negative, but Jin assumes it is true, and no one tells him otherwise. As Jin grows up, Chin-Kee becomes a character composed of all the negative stereotypes Jin has ever heard about Chinese people. He avoids being recognized as Chinese, believing his life will be easier.

8. Suggestion for Conclusion



This is a good summary of your main points, Hassan. Now, finish your conclusion by stating the reason this discussion is significant. To say, "Bad things happen" may not be sufficient. Can you phrase this more specifically? Individuals need to know themselves, but why is this a good thing? How are people rewarded?

Conclusion--Need positive relationships in life to grow and stay healthy, need healthy positive outlook.

-Need to **know** ourselves, and **like** what we no- don't deny it or pretend to be someone you're not or bad things happen.

Hassan's 6.5 Personal Response Outline

Hassan's 6.5 Personal Response (Planning)

Thesis: Not knowing who you are can create a lot of different issues about a person. Using my personal experiences and the graphic novel American Born Chinese by Gene Luen Yang I will talk about these issues not knowing who you are can create.

Topic 1: Causes problems with relationships — Personal experience about my friend trying to be Goth

- *attracted a bad crowd- worried parents and friends, caused arguments and tension*

Topic 2: Causes personal problems — Graphic Novel (American Born Chinese)

- *Causes Jin to be dishonest, and end up isolating himself (pushes away friends and family) and makes him anxious, with low self-esteem and inability to grow*

Topic 3: Can't change who you are — Jin and my friend

Conclusion: Need positive relationships in life to grow and stay healthy, need healthy positive outlook.







- *Need to know ourselves, and like what we no — don't deny it or pretend to be someone you're not or bad things happen. There is reward in being happy with oneself.*

A note from Hassan:

These are my plans from my graphic essay assignment plan. I just copied and pasted what I needed from the outline and put it here to refer to while writing my personal response. I also made sure I had the graphic mind map and outline in front of me as I wrote. It turns out I had more information than I need for the essay on the mind maps though, but that's not a bad thing—I really know my stuff now!



Hassan's 6.5 Personal Response Plan Assessment

Value	Thought and Detail	Planning
 Excellent	<input type="checkbox"/> Your statement of a main idea is <i>insightful</i> . <input checked="" type="checkbox"/> You provide a <i>thorough analysis</i> of your main idea, with <i>precise support</i> from the graphic novel and personal experience. <input checked="" type="checkbox"/> Your design <i>skillfully demonstrates connections</i> among ideas and details.	<input type="checkbox"/> Your thesis provides <i>skillfully focused</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>insightful</i> . <input checked="" type="checkbox"/> You provide <i>perceptive support</i> for ideas through images and quotations. <input type="checkbox"/> You provide <i>significant</i> notes towards a conclusion of your discussion.
 Proficient	<input type="checkbox"/> Your statement of a main idea is <i>thoughtful</i> . <input type="checkbox"/> You provide an <i>effective analysis</i> of your main idea, with <i>detailed support</i> from the graphic novel and personal experience. <input type="checkbox"/> Your design <i>effectively demonstrates connections</i> among ideas and details.	<input checked="" type="checkbox"/> Your thesis provides <i>appropriate</i> direction for your discussion. <input checked="" type="checkbox"/> Your three ideas exploring your thesis are <i>effective</i> . <input type="checkbox"/> You provide <i>detailed support</i> for ideas through images and quotations. <input checked="" type="checkbox"/> You provide <i>relevant</i> notes towards a conclusion of your discussion.
 Satisfactory	<input type="checkbox"/> Your statement of a main idea is <i>straightforward</i> . <input type="checkbox"/> You provide a <i>basic analysis</i> of your main idea, with <i>sufficient support</i> from the graphic novel and personal experience. <input type="checkbox"/> Your design <i>adequately demonstrates connections</i> among ideas and details.	<input type="checkbox"/> Your thesis provides <i>basic</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>general</i> . <input type="checkbox"/> You provide <i>adequate support</i> for ideas through images and quotations. <input type="checkbox"/> You provide <i>basic</i> notes towards a conclusion of your discussion.
 Limited	<input type="checkbox"/> Your statement of a main idea is <i>undeveloped or confusing</i> . <input type="checkbox"/> You provide an <i>incomplete analysis</i> of your main idea, with <i>little support</i> from the graphic novel and personal experience. <input type="checkbox"/> Your design <i>does not demonstrate connections</i> among ideas and details.	<input type="checkbox"/> Your thesis provides <i>inadequate</i> direction for your discussion. <input type="checkbox"/> Your three ideas exploring your thesis are <i>ineffective</i> . <input type="checkbox"/> You provide <i>unclear or inadequate support</i> for ideas through images and quotations. <input type="checkbox"/> You provide <i>incomplete or irrelevant</i> notes towards a conclusion of your discussion.
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and re-submission of your work.	
TOTAL: 29/35 = 83%	12.5/15	16.5/20
 Assessment	<p>Areas of strength: Hassan, you did quite well on this assignment, especially with the amount of detail you put into your written observations about your novel and the connections you made in your work. You clearly understand themes and characters of your graphic novel quite well, and you understand the effect of strong supporting details on your ideas in a plan.</p> <p>Might I suggest . . . Read my comments about your concluding notes for tips about how to approach this in the future. You did not lose marks for your approach, but this is an area that is important in the next workbook. As always, look for typos, and watch that your organizers stay neat and uncluttered. Try an online tool, if possible, to give you more space on the “page”. (The space is limitless, instead of 8.5” x 11”.)</p>	

Module 3: Instruction Workbook 6

Assignment List

Student Checklist ✓	Assignment Name	Score	Percentage %	Submitted to Moodle ✓
	6.1 Elements of a Short Story Quiz	Self-Assessment		
	6.2 Character Profile	/20		
	6.3 Novel Soundtrack	/50		
	6.4 Essential Question	/15		
	6.5 Personal Response Plan	/35		
	TOTAL	/120		

Formative Assessment

Student Work: Draft

Pages marked **Student Work: Draft** in the border are not assessed formally. Please provide feedback to the student based on his or her submission.

Student Work: Planning

Pages marked **Student Work: Planning** in the border are not assessed formally unless it is stated in the assignment. Please provide feedback to the student based on his or her submission.

Student Work: Self-Assessment

Pages marked **Student Work: Self-Assessment** in the border are not assessed formally. Please provide feedback to the student based on his or her submission and direct the student to the answer key in the Appendix when appropriate.

Summative Assessment

Student Work:

Pages marked **Student Work** in the border are assessed formally. Please use the descriptors in the rubric provided to assess the student's submission. These descriptors should be the focus of the comments you provide. Please indicate where the student has been successful, and identify an area of growth in the Assessment section of the rubric. Use the exemplar and accompanying rubric to guide your assessment.

Record the student's mark on the Assignment List and on back cover of the workbook.

