

Welcome to English Language 20-2



Module 2

CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2
Instruction Workbook 3
ISBN: 978-1-927090-44-2

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4601 - 63 Avenue
Barrhead, Alberta Canada T7N 1P4

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Alberta Distance Learning Centre website

<http://www.adlc.ca>

The Internet can be a valuable source of information. However, because publishing to the Internet is neither controlled nor censored, some content may be inaccurate or inappropriate. Students are encouraged to evaluate websites for validity and to consult multiple sources.

English Language Arts 20-2

ADLC

Alberta Distance
Learning Centre

Module 2 Instruction Workbook 3

Truth Uncovered

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 2, Instruction Workbook 3

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.

Barrhead

4601 - 63 Avenue
Barrhead, Alberta T7N 1P4
Phone: 780-674-5333
Toll-free: 1-866-774-5333
Fax: 1-866-674-6977

Edmonton

300 HSBC Building
10055 - 106 Street
Edmonton, Alberta T5J 2Y2
Phone: 780-452-4655
Toll-free: 1-866-774-5333, ext. 6100
Fax: 780-427-3850

Calgary

341 - 58 Avenue SE
Calgary, Alberta T2H 0P3
Phone: 403-290-0977
Toll-free: 1-866-774-5333, ext. 6200
Fax: 403-290-0978

Lethbridge

Professional Building
712 - 4th Avenue South
Lethbridge, Alberta T1J 0N8
Phone: 403-327-2160
Toll-free: 1-866-774-5333, ext. 6300
Fax: 403-327-2710

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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3.1 Decode Series



Assignment Instructions

1. Use the **3.1a graphic organizer** on [page 8](#) to examine the issue the protagonist faces in the text you chose in Time to Read .
2. Use the **3.1b graphic organizer** on [page 9](#) to examine a conflict that is similar to the issue the protagonist faces in the text you chose. Use a personal conflict of your own, or a conflict expressed by an artist in a song, narrative, or poem.

Ensure your selection (personal situation, song, narrative, poem) is appropriate for your reading audience before completing this task! Complete the **“Bleepin’ Bleep!” quiz** in the **Online Course Tools** or **Course Resource book** to evaluate its suitability.

3. Write a detailed paragraph that identifies the similarities or contrasts between the two conflicts you examined in the graphic organizers. Discuss if the solutions were similar or alike, and how. If applicable, how might you address the conflict differently in the future?
4. **Submit** your polished work in this workbook, or to the **3.1 Decode Series dropbox**.



Assessment: Review the rubric on [page 11](#) in this workbook to see how your work will be assessed.

EXTRA HELP

1. If you have difficulty thinking of a situation for this assignment, consider one of the following ideas:
 - an argument, conflict, or difficulty with communication
 - an injustice you have experienced because of conflict
 - a conflict of friends, co-workers, or family members that you observed
2. Are you having difficulty thinking of a good song to use for this assignment? Here are a few suggestions:
 - “Somebody That I Used to Know” by Gotye
 - “The Thunder Rolls” by Garth Brooks
 - “If You Hate Your Friends, You’re Not Alone” by Pretty Girls Make Graves
 - “A Boy Named Sue” by Johnny Cash
 - “Better Man” by Pearl Jam
3. Check these relatively ad-free sites for songs or poems:
 - a. Lyrster: <http://www.lyrster.com>
 - b. Song Lyrics: <http://www.songlyrics.com>
 - c. Poems: <http://www.poetryinvoice.com/poems>
4. **View Lola’s 3.1 Decode Series** in the on [pages 54 to 57](#) to see her approach to this assignment.
5. **View Hassan’s 3.1 Decode Series** on [pages 58 to 61](#) to see another approach to this assignment.
6. If you are analyzing a song, narrative, or poem, base your observations on details in the text. Allowing your feelings to intrude on your analysis may cause your writing to be biased.



3.1 Decode Graphic Organizer







3.1a Decode Graphic Organizer	
Chosen Text:	
Details of Conflict: Summarize details of the incident and include: <ul style="list-style-type: none"> • What conflict was encountered? • Where did the conflict occur? • What happened? 	
Protagonist Details: <ul style="list-style-type: none"> • Describe details of who the protagonist is • How does the protagonist respond to the conflict? • Were any incorrect assumptions made? Explain. • What solution to the conflict is chosen? 	
How might critical thinking strategies have been applied to the conflict to ensure a positive outcome? Enclose your response in the box below.	

3.1 Decode Graphic Organizer (continued)

3.1b Decode Graphic Organizer	
Chosen Text:	
Source of Text:	
Details of Conflict: Summarize details of the incident and include: <ul style="list-style-type: none"> • What conflict was encountered? • Where did the conflict occur? • What happened? 	
Details about you or your chosen artist. <ul style="list-style-type: none"> • Describe details about who you are or who the artist is. • How did you or the artist respond to the conflict? • Were any incorrect assumptions made? Explain. • What solution to the conflict was chosen? 	
How might critical thinking strategies have been applied to the conflict to ensure a positive outcome? Enclose your response in the box below.	

Write a detailed paragraph below that identifies the similarities or contrasts between the two conflicts you examined in the graphic organizers. Discuss if the solutions were similar or alike, and how. If applicable, how might you address the conflict differently in the future?

3.1 Decode Series Assessment

Value	Graphic Organizer	Explanation	Conflict
 Excellent	<input type="checkbox"/> Your exploration is <i>confident</i> . <input type="checkbox"/> You provide <i>precise support</i> to reinforce your ideas. <input type="checkbox"/> Your details are <i>unified skillfully</i> .	<input type="checkbox"/> Your explanation is <i>logical and convincing</i> . <input type="checkbox"/> Your presentation is <i>skillfully organized and thought-provoking</i> .	<input type="checkbox"/> Your explanation is <i>logical and convincing</i> . <input type="checkbox"/> Your presentation is <i>skillfully organized and thought-provoking</i> .
 Proficient	<input type="checkbox"/> Your exploration is <i>thoughtful</i> . <input type="checkbox"/> You provide <i>specific support</i> to reinforce your ideas. <input type="checkbox"/> Your details are <i>unified capably</i> .	<input type="checkbox"/> Your explanation is <i>thoughtful and clear</i> . <input type="checkbox"/> Your presentation is <i>appropriately organized and engaging</i> .	<input type="checkbox"/> Your explanation is <i>thoughtful and clear</i> . <input type="checkbox"/> Your presentation is <i>appropriately organized and engaging</i> .
 Satisfactory	<input type="checkbox"/> Your exploration is <i>straightforward</i> . <input type="checkbox"/> You provide <i>adequate support</i> to reinforce your ideas. <input type="checkbox"/> Your details are <i>unified</i> .	<input type="checkbox"/> Your explanation is <i>basic and ordinary</i> . <input type="checkbox"/> Your presentation is <i>adequately organized and interesting</i> .	<input type="checkbox"/> Your explanation is <i>basic and ordinary</i> . <input type="checkbox"/> Your presentation is <i>adequately organized and interesting</i> .
 Limited	<input type="checkbox"/> Your exploration is <i>superficial, ambiguous, or undeveloped</i> . <input type="checkbox"/> You provide <i>imprecise or ineffective support</i> to reinforce your ideas. <input type="checkbox"/> Your details are <i>developed inadequately</i> .	<input type="checkbox"/> Your explanation is <i>superficial, ambiguous, or undeveloped</i> . <input type="checkbox"/> Your presentation is <i>inconsistently organized and confusing</i> .	<input type="checkbox"/> Your explanation is <i>superficial, ambiguous, or undeveloped</i> . <input type="checkbox"/> Your presentation is <i>inconsistently organized and confusing</i> .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.		
TOTAL: /50 = %	/15	/15	/20
 Assessment	Areas of strength:		
	Might I suggest . . .		

3.2 Maintaining Integrity and Avoiding Plagiarism



Time to Read

Read the following tutorials in your **Online Course Tools** or **Course Resource book** to prepare for the **3.2 Self-Assessment Quiz**.

- **Exploring Integrity**
- **Citing References: Where on Earth Did I Find This?**
- **The Goods: Finding and Using Good Information**

3.2 Self-Assessment Quiz: Maintaining Integrity and Avoiding Plagiarism

Complete the following quiz by checking the correct answer, based on tutorials about integrity and using resources. Check your answers with the key in the **Appendix** in this workbook. Contact your teacher to clarify information you do not understand fully.

1. Which of the following is a requirement if using a direct quotation from an outside source?
 - a. Cite the source and page number where you found the quotation.
 - b. Set the passage in quotation marks.
 - c. Choose a sentence, phrase, or passage that repeats what you stated previously.

☐ **a and c** ☐ **a and b** ☐ **b only**
2. Which of the following is an example of plagiarism?
 - a. Submitting a paper that you have already used in another course
 - b. Disagreeing with the source you have cited
 - c. Paraphrasing the source too closely

☐ **c only** ☐ **a, b, and c** ☐ **a and c only**

3. **Read** the following excerpt, or part, of the original text, “The Cure for Adam” by Bjorn MacDaddee in **Course Resource book** or **Online Course Tools**:



Adam did not like his job. This was a fact. Other people his age could at least find one thing they liked about their jobs, but he could not. Mind you, he didn't try either. Every weekday at 4:30 pm. he would roll in from school to the restaurant, and put on his apron and dumb white cap.

Read the following student paraphrase:

Adam did not like his job. Unlike others, he would never even try to like it. Nothing about it appealed to him.

Which of the following observations about the paraphrase above is correct?

- a. *Adam did not like his job* should be put inside quotation marks.
- b. The name of the author of the original text is not indicated.
- c. No reference is provided to cite the source.

☐ **a and c** ☐ **a only** ☐ **b only**

4. **Read** the following excerpt, or part, of the original text, “The Cure for Adam” by Bjorn MacDaddee **Course Resource book** or **Online Course Tools**:



Adam was not happy about much, so by the end of his shift after a significant dose of Chloe and her insufferable joy, he was always really irritated. Everything that came out of her mouth annoyed him. She constantly tried to make conversation, asked annoying questions, told him random facts, or bad jokes.

Read the following student paraphrase:

According to Bjorn MacDaddee, it didn't matter if Chloe's intentions were good or not while in the workplace, as Adam was not a very positive person to begin with (1).

Which of the following observations about the paraphrase above is correct?

- a. *Adam* should be inside quotation marks.
- b. The parenthesis **(1)** at the end is missing the author's name.
- c. The paraphrase is written accurately.

☐ **a and b** ☐ **b only** ☐ **c only**

5. Which of the following **requires** that you provide documentation of your sources?
- a. using factual information freely available from Internet, such as an e-zine, website, or periodical
 - b. stating information that can be found in several different reference sources (that is, the information is general knowledge)
 - c. including information from a podcast created by your friend
- ☐ a only ☐ a, b, and c ☐ a and c only
6. When listing source information, which components should you include (at minimum)?
- a. title of the work and name of the author or creator
 - b. page number on which you found the information
 - c. complete URL of an online site
 - d. date you accessed online information
 - e. list of images on the page
 - f. volume number, where applicable
 - g. paraphrased biography of the author
- ☐ a, b, c, d, e, f, and g ☐ a, b, c, d, f, and g ☐ a, b, c, d, and f

7. **Read** the following quotation from “The Cure for Adam”, from your **Online Course Tools** or **Course Resource book**.



He cringed. There was that terrible question again. He was only in grade 11, and already, people had started asking him this, like, all the time. He was running out of ways to duck it, and he knew he'd have to figure it out, but man . . . Worse, that was the whole reason he had this crummy job to begin with. His parents insisted they were not paying for college, so he'd better start saving up enough money. They'd made it pretty clear that the minute he graduated, he was to be out of the house, off to college, and all sorted out, no questions asked.

Paraphrase this passage in the space below:

8. After completing the self-assessment quiz, note challenging questions and review the readings to find correct answers. Contact your teacher to discuss information you do not understand before you move to the next activity. Review this material before taking Exam One.

3.2.1 Spelling and Grammar Quiz

View the following sentences and determine whether they are correct sentences, fragments, or run-on sentences. Correctly re-write any incorrect sentences.

/2 marks

1. Have you forgotten your promise to help Aunty Judy tomorrow?

/2 marks

2. Jason, who has been a great swimmer since he was in Junior High School.

/2 marks

3. As a result of the defensive driving course, Dan and Ted were confident they could navigate winter driving safely.

/2 marks

4. Because the new coach didn't know what had happened last year.

/2 marks

5. Ben is doing well in his game, Allan is doing badly.

Fix the following sentences containing misplaced modifiers. Add one or two words where necessary.

- /2 marks** 6. Jordana sat silently watching for the bus to arrive **in a raincoat**.

- /2 marks** 7. It stung so much that I squealed like a pig **almost**.

- /2 marks** 8. Sailing over the foul line, **the crowd went wild**.

- /2 marks** 9. Filling up and leaking over the brim of the cup, **the coffee mug was overflowing**.

Indicate the misspelled word(s) in each of the following sentences and provide the correct spelling for the context of the sentence.

- /2 marks** 10. The Paulsons immigrated from Ireland.

- /2 marks** 11. Sara lost marks in her assignment for not sighting evidence correctly.

- /2 marks** 12. One should brake accept in icy conditions.

- /2 marks** 13. The complement was not well recieved, because her hair was turly messy.

Indicate and correct all the incorrectly spelled words in the following paragraph:

- /7 marks** 14. His belief was that he could enjoy his love of boat raceing to a very old age. His atitude was the happyiest of anyone I've ever known. He just took life's problems very casualy. Nothing had the affect of disscomfort –not even almost crashing a speed baught.

Paraphrase the following quotations in your own words, using two to three sentences:

- /3 marks** 15. “Fish have several characteristics that enable them to gather their food. Their swimming ability helps. They have highly developed senses of smell , sight and touch. Their method of breathing through their gills to oxygenate also aids them. “ Goldie Finna

/3 marks

16. “Work is good for people. It stimulates them physically, intellectually, and emotionally. People who work are healthier than people who don’t work. Our bodies are kept active and fit when we work. Even sitting at a desk can keep a person physically fit by improving posture and circulating blood. Just as the body does not lie dormant during work, neither does the mind. Work—whether physical or intellectual—makes the difference between just being alive and living our lives to the fullest.” Sheryl Manta

/3 marks

17. “One final point should be made. Although genealogy can be an absorbing and rewarding hobby, we should be wary of taking it too seriously. It may be fun to know who our ancestors were and where they came from, but we must not let this lead to an obsessive fascination with ourselves and our roots. What really matters is that we are able to deal effectively with the problems that face our society today. Enjoy tracing your family tree as a hobby, but remember it is just that—a hobby.” -William Defers

Note whether the sentences below are correct or not. Suggest the correct word(s) to use if the sentence is incorrect.

- /2 marks** 18. It was my gigantic lollipop, not theres.

- /2 marks** 19. "I'll be home in a minute; their meeting me they're," I said to my mom.

- /2 marks** 20. Why blame the children if it's not there fault?

- /2 marks** 21. I'm not going to be there when that time comes.

- /2 marks** 22. The cat arched its back under my hand as if to say, "yes, pet me their."

/52 TOTAL MARKS How did you do with these questions? If you had trouble, be sure to review punctuation, grammar and spelling information in either your **Communicate!** textbook or the **English Language Arts Handbook**. You may wish to look in the **Appendix** of each under the terms "spelling", "punctuation", "sentence structure", and "paraphrase."

Comments:

3.3 Investigating the Outsider

Assignment Instructions

In this assignment, you will be researching an outsider of your choice by examining and answering four depth questions.

1. After reading the literature in “Time to Read” and viewing the images provided, look at the following texts about outsiders in society. To easily view these online, log into your course and go to this page in the online content.
 - Video: What It’s Like to Be an Outsider
<http://bit.ly/1Nu9hWz>
 - Article: On Being the Outsider
<http://bit.ly/2aVrQJZ>
 - Video: To This Day
<http://bit.ly/Jy1aPv>
 - Article: Creators Live on the Fringe
<http://bit.ly/2aAYXjl>
2. Choose a specific individual or group that would be considered “outsiders” and explore why some people choose to live beyond the margins of society, as well as what effects being forced into an outsider role can have on an individual. Remember that we are all different from others in some way; please present your opinions in a respectful manner. Use the Brainstorming section in the worksheet to plan your response. You can create a mind map, an outline, or whatever format helps you organize your ideas.
3. Choose four questions from the list in the worksheet to focus your investigation and then complete the Depth Questions Chart based on what you know now and what you find in your research.
4. Select a format for your presentation where you put your research together into a **paragraph, script, blog, slide presentation, infographic, or oral commentary**.



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



1. **View Toby's 3.3 Investigating the Outsider** in the [Appendix](#).
 2. **Read** the following selections in *Between the lines 11* for research ideas.
 - “Fear”, a short story by Anne Frank, [page 4](#)
 - “Nipikti the Old Man Carver” a short story by Alooook Ipellie, [page 17](#)
 - “Up Where She Belongs”, an interview by Kathy Ulliyott, [page 72](#)
 - “The Phenomenon: Pele”, a profile by Henry Kissinger, [page 82](#)
 - “The Ordinary Superstar: Wayne Gretzky”, a profile by Ken Dryden, [page 86](#)
 - “The Nature of David Suzuki”, a profile by Jerry Buckley, [page 96](#)
 - “Rick Hansen: Still in Motion”, an interview by Cam Tait, [page 101](#)
 - “Mother Theresa: An Exemplary Life”, an editorial, [page 105](#)
 - “D.B. Cooper”, a true crime story by Max Haines, [page 120](#)
 3. Alternative Investigative Questions: Instead of choosing Depth Questions on the next page, present information from your research as an interview in which your "outsider" responds to the following questions:
 - a. Who are you and where are you from?
 - b. What is it that sets you apart from the mainstream population or majority? Please describe this in detail.
 - c. Are your experiences negative or positive? Please describe these.
 - d. What are 3 or 4 accurate characteristics describing your differences from others?
 - e. What are your goals or aspirations? How will you achieve them?
- If** you choose this option, indicate this in the assignment so the marker is aware.

3.3 Investigating the Outsider

Brainstorming

After reading and viewing the texts provided, use this space to record your thoughts on your chosen outsider(s). You can create a mind map, an outline, or a format of your choice.

Research

1. The outsider (or group of outsiders) I am exploring is/are . . .

2. He or she is considered an outsider because . . .

3. This topic is significant to me because . . .

Depth Questions for Investigating your Chosen Outsider

Choose **four** of the following questions to help you investigate your topic.

1. In which environment is your subject located (in society, in the world)?
 - What makes your subject an outsider in his or her environment (school, work, personal life)?
2. What are five key identifying qualities of your outsider? (Remember to strive for accuracy and avoid listing an assumption as a trait.)
3. Who is a famous example of this kind of outsider? What sets him or her apart?
4. How was your outsider regarded in the past compared to how he or she is regarded now?
5. What kinds of literature, music, politics, fashion, or art are associated with this idea of an outsider? Provide details.
6. How does age, gender, sex, sexuality, or cultural identity affect this kind of outsider?
7. Is this idea of outsider a self-imposed status or a status imposed by others?
 - If it is self-imposed, what might an individual choose to live on the margins?
 - If it is imposed by other, what effects does this outsider experience as a result?
8. What are common stereotypes (if any) made about this outsider? (Investigate a few, and provide information about how these stereotypes are inaccurate or unfair.)

Your Four Depth Question Charts

- Write down the four depth questions you have chosen to explore in the chart below.
- In “What I Know Now”, answer your questions based on the knowledge you currently have. The only source you need to refer to here is your head!
- In the “My Research” column, write down your notes from your research. Try to find at least three points that answer your depth question. You may paraphrase (i.e. rewrite what you find in your own words) or use direct quotations (but be sure to use quotation marks).
- Write down your sources in the final column. Provide the URL if you used a website and use the proper formatting for other sources.

Depth Question #1:**What I Know Now:****My Research Notes:****Source(s):**

Depth Question #2:
What I Know Now:
My Research Notes:
Source(s):

Depth Question #3:**What I Know Now:****My Research Notes:****Source(s):**

Depth Question #4:
What I Know Now:
My Research Notes:
Source(s):

Putting it All Together

Choose one of the following presentation forms to present your research on your outsider.

1. **Paragraphs:** Discuss your idea of an outsider, beginning each paragraph with a topic sentence, a unified discussion of your viewpoint, and a concluding sentence that summarizes your idea of an outsider.
2. **Script:** Turn on your inner newscaster, and write a script for a broadcast in which your questions and research are presented as a newsworthy item of information. For help building a script, visit a tutorial on **script-writing**.
3. **Blog, PowerPoint or Google Slides, or infographic:** Combine images and your text to share your researched information in a meaningful and engaging format.
4. **Oral Commentary:** Record an organized oral commentary on your chosen question that is completed over the phone with the teacher, recorded on tape-cassette, memory card, USB key, or recorded and submitted as an audio file online dropbox.







Putting it All Together (continued)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Putting it All Together (continued)

[illegible]

3.3 Investigating the Outsider Assessment

Value	Brainstorming	Research	Presentation
 Excellent	<input type="checkbox"/> You provide a <i>thorough mind map</i> with <i>precise details</i> about chosen literature and visuals. <input type="checkbox"/> You identify <i>clearly</i> the significance of your topic and <i>specific focus</i> for your research.	<input type="checkbox"/> You provide <i>significant resources</i> with information about your topic. <input type="checkbox"/> You paraphrase information <i>skillfully</i> . <input type="checkbox"/> You document sources <i>thoroughly and accurately</i> .	<input type="checkbox"/> You present <i>thoughtful ideas</i> about the outsider <i>skillfully</i> . <input type="checkbox"/> Your ideas are unified <i>engagingly</i> . <input type="checkbox"/> You demonstrate <i>impressive understanding</i> of and respect towards outsiders.
 Proficient	<input type="checkbox"/> You provide an <i>informative mind map</i> with <i>sufficient details</i> about chosen literature and visuals. <input type="checkbox"/> You identify the significance of your topic and a <i>sensible focus</i> for your research.	<input type="checkbox"/> You provide <i>appropriate resources</i> with information about your topic. <input type="checkbox"/> You paraphrase information <i>clearly</i> . <input type="checkbox"/> You document most sources <i>accurately</i> .	<input type="checkbox"/> You present <i>clear ideas</i> about the outsider <i>effectively</i> . <input type="checkbox"/> Your ideas are unified <i>effectively</i> . <input type="checkbox"/> You demonstrate <i>appropriate understanding</i> of and respect towards outsiders.
 Satisfactory	<input type="checkbox"/> You provide a <i>basic mind map</i> with details about chosen literature and visuals. <input type="checkbox"/> You identify a <i>general focus</i> for your research.	<input type="checkbox"/> You provide <i>sufficient resources</i> with information about your topic. <input type="checkbox"/> You paraphrase information <i>adequately</i> . <input type="checkbox"/> You document sources with <i>minor errors</i> .	<input type="checkbox"/> You provide a <i>general idea</i> about the outsider <i>clearly</i> . <input type="checkbox"/> Your ideas are unified <i>adequately</i> . <input type="checkbox"/> You demonstrate <i>basic understanding</i> of and respect towards outsiders.
 Limited	<input type="checkbox"/> You provide an <i>incomplete mind map</i> with <i>few details</i> about chosen literature and visuals. <input type="checkbox"/> You identify a <i>vague or confusing focus</i> for your research.	<input type="checkbox"/> You provide <i>insufficient or irrelevant resources</i> with information about your topic. <input type="checkbox"/> You paraphrase information <i>inadequately</i> . <input type="checkbox"/> You document sources <i>inaccurately</i> .	<input type="checkbox"/> You provide a <i>vague or undeveloped idea</i> about the outsider. <input type="checkbox"/> Your ideas are <i>disorganized or confusing</i> . <input type="checkbox"/> You demonstrate <i>confused or vague understanding</i> of and little respect towards outsiders.
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work.		
TOTAL: /50 = %	/10	/20	/20
 Assessment	Areas of strength:		
	Might I suggest . . .		

3.4 Visual Response: Plan

Assignment Instructions

In this assignment, you will be analyzing one or two images on [page 45](#) of your workbook, in order to identify ideas about theme within. This analysis will help you plan a Visual Response outline to be submitted. In the second part of Module 2, you will submit a revised outline and rough draft for preview to your lead teacher, and later, submit a polished copy of your written visual response.

1. **Analyze** your chosen visual(s) from the Assignment Visuals tab. The analysis should include:
 - a detailed and completed "What? So What? Now What?" chart with possible ideas for your response supported with details
 - a statement of theme
2. **Plan** your visual response and compose a mind-map or outline to submit to the dropbox. Your plan should include:
 - indications of how you will introduce your topic and idea of theme in your introductory paragraph.
 - Decisions about content ideas/supporting details and outlining of the body paragraphs
 - An effective outlined conclusion for your response.

Submit your polished work in this workbook or to the **3.4 Visual Response: Plan** dropbox.



Assessment: Review the rubric on [page 48](#) in this workbook to see how your work will be assessed.

EXTRA HELP



1. **View/Read** the readings and the **Visual Response Planning & Outline** tutorial in your **Online Course Tools**.
2. **Choose** an appropriate planning template from the **Writing Outlines or Planning** tutorial on **pages 37-41** in this workbook and organize details from your exploration for a plan for your visual response assignment in Workbook 4.
3. **View Hailey's 3.4 Visual Response Plan** in the **Appendix** on **pages 73 to 75**.



3.4 Visual Response: Plan

Examine the four images (A to D) below. What ideas and impressions about theme does each image suggest to you?



After applying the “What? So What? Now What?” strategy to analyze visuals for complex ideas, complete a plan of your response. Space for your plan is provided on the following page.

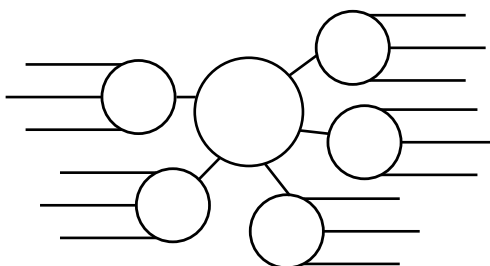
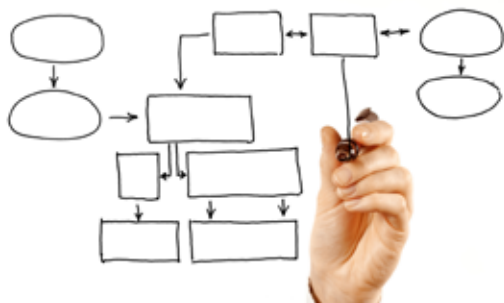
3.4 Visual Response: Plan (continued)

Fill out the chart below with an analysis of your chosen image.

What? So What? Now What?	
What? <ul style="list-style-type: none"> • details • events • effects • ideas 	<p>Consider the image:</p> <ul style="list-style-type: none"> • What details and ideas are communicated in this image? • What ideas do you get from key visual elements of this image? • What visual effects specific to this text support your ideas? • What is your initial prediction of the text creator's message about humanity?
So What? <ul style="list-style-type: none"> • Personal connection • Different perspective 	<p>Explore the relevance of the image to you:</p> <ul style="list-style-type: none"> • How do you relate personally to the ideas in this image, or how has this image affected you? <i>(What memories or experiences did this image trigger? What connection did you make with the experiences of people you know? What connection did you make with other texts you have read?)</i>
Now What? <ul style="list-style-type: none"> • Societal connection • Universal effect 	<p>Explore relevance of the image to society or the world:</p> <ul style="list-style-type: none"> • How are the image's ideas relevant in the world today? <i>(How are these ideas unfolding in the world around us? Where are they occurring? When? Why?)</i> • Are the issues important to all people? <i>(If so, in what way are they important? Who may be affected by these issues?)</i> <p><i>Write your final thoughts about the theme(s) you've arrived at in a summary in this box. Remember, a theme statement is only 1-2 sentences in length.</i></p>

3.4 Visual Response: Plan (continued)

Present your plan for your visual response on this page. If more space is required, please attach extra pages.



Outline

I. Introduction

- a. _____
- b. _____
- c. _____

II. Idea 1

- a. _____
- b. _____
- c. _____







III. Idea 2

- a. _____
- b. _____
- c. _____

IV. Conclusion

- a. _____
- b. _____
- c. _____

3.4 Visual Response CHART and PLAN Assessment

Value	Analysis Chart	Plan
 Excellent	<input type="checkbox"/> You provide a <i>perceptive</i> understanding of visual elements . <input type="checkbox"/> You provide a <i>thorough</i> understanding of personal and societal relevance of message in the visual.	<input type="checkbox"/> You provide a perceptive idea of theme in the image. <input type="checkbox"/> You provide a <i>skillful</i> organization of ideas. <input type="checkbox"/> You provide <i>purposeful</i> supporting details to defend a main idea.
 Proficient	<input type="checkbox"/> You provide an accurate understanding of visual elements . <input type="checkbox"/> You provide <i>significant</i> understanding of personal and societal relevance of message in the visual.	<input type="checkbox"/> You provide a <i>well-considered</i> idea of theme in the image. <input type="checkbox"/> You provide an <i>effective</i> organization of ideas. <input type="checkbox"/> You provide <i>well-defined</i> supporting details to defend a main idea.
 Satisfactory	<input type="checkbox"/> You provide a <i>basic</i> understanding of visual elements . <input type="checkbox"/> You provide an <i>adequate</i> understanding of personal and societal relevance of message in the visual.	<input type="checkbox"/> You provide a <i>conventional</i> idea of theme in the image. <input type="checkbox"/> You provide an <i>appropriate</i> organization of ideas. <input type="checkbox"/> You provide <i>clear</i> supporting details to defend a main idea.
 Limited	<input type="checkbox"/> You provide <i>little</i> understanding of visual elements . <input type="checkbox"/> You provide an <i>incomplete</i> understanding of personal and societal relevance of message in the visual.	<input type="checkbox"/> You provide a <i>vague</i> or <i>uncertain</i> idea of theme in the image. <input type="checkbox"/> You provide an <i>uncertain</i> or <i>confused</i> organization of ideas. <input type="checkbox"/> You provide <i>inappropriate</i> or <i>unclear</i> details to defend a main idea.
 Resubmission Needed	<input type="checkbox"/> You provide <i>little</i> or <i>no</i> understanding of visual elements . <input type="checkbox"/> You provide little or <i>no</i> understanding of personal and societal relevance of message in the visual.	<input type="checkbox"/> You do not identify an idea of theme in the image. <input type="checkbox"/> Your <i>lack of</i> organization causes confusion. <input type="checkbox"/> You provide <i>few</i> details to defend a main idea.
TOTAL: /20 = %	/10	/10
 Assessment	Areas of strength:	
	Might I suggest . . .	

3.2 Integrity and Plagiarism Quiz Key

1. a and b
2. a and c
3. a
4. c
5. a, b, and c
6. a, b, c, d, f
7. When paraphrasing, a good approach is to take the information in which you are interested and think about how to put it into your own words. Sound familiar? Imagine a situation where you have only your voice to communicate information. Are you going to repeat it word-for-word out of a book in words that are not your own, or are you going to make it easier to remember and easier to communicate? Think about the focus in the information, and build your summary from there, keeping it simple and straightforward.

Module 2: Instruction Workbook 3

Assignment List

Student Checklist ✓	Assignment Name	Score	Percentage %	Submitted to Moodle ✓
	3.1 Decode Series	/50		
	3.2 Integrity and Plagiarism	Self-Assessment		
	3.2.1 Spelling and Grammar Quiz	/52		
	3.3 Investigating the Outsider	/50		
	3.4 Visual Response Plan	/20		
	TOTAL	/172		

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.

Student's Questions and Comments	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> FOR STUDENT USE ONLY (if label is missing or incorrect) File Number: <div style="border-bottom: 1px solid black; width: 100%; height: 15px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Name <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="width: 45%;"> Address <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> City/Town <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="width: 30%;"> Province <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="width: 30%;"> Postal Code <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> </div> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Apply Assignment Label Here</p> <p style="text-align: center; margin: 0;">Please use the pre-printed label for this course and Assignment Workbook.</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> FOR ADLC USE ONLY Assigned to <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Marked by <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="border: 1px solid black; padding: 5px;"> Date received <div style="border-bottom: 1px solid black; height: 15px;"></div> </div>																		
<div style="text-align: right; margin-bottom: 5px;">Summary</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Submitted in Print</th> <th style="width: 20%; text-align: center;">Submitted in Moodle</th> </tr> </thead> <tbody> <tr> <td>W3—3.1 Decode Series</td> <td></td> <td></td> </tr> <tr> <td>W3—3.2.1 Spelling and Grammar Quiz</td> <td></td> <td></td> </tr> <tr> <td>W3—3.3 Investigating the Outsider</td> <td></td> <td></td> </tr> <tr> <td>W3—3.4 Visual Response Plan</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: right; padding: 5px;">Total Lessons: 4</td> </tr> </tbody> </table>				Submitted in Print	Submitted in Moodle	W3—3.1 Decode Series			W3—3.2.1 Spelling and Grammar Quiz			W3—3.3 Investigating the Outsider			W3—3.4 Visual Response Plan			Total Lessons: 4		
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Teacher's Signature