

The Novel

a unit for

ANY

novel

>>> Secondary English <<<



The Daring
English
Teacher

The Daring English Teacher

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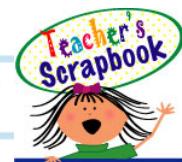
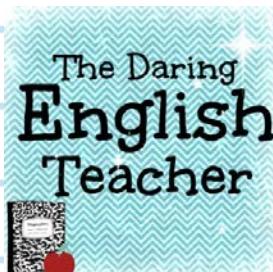
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Activities and Assignments for ANY Novel

Hello, and thank you for purchasing this unit. When I started making this unit, I wanted to create a teaching resource that would be invaluable to other teachers – something that they could use over and over again and with many different texts.

This resource is filled with such a great variety of resources to use before, during, and after reading a novel, that it is possible to teach different novels without repeating assignments.

This unit is organized into four sections: Pre Reading, While Reading, Differentiated Writing Assignments, and After Reading. Each section includes teaching ideas and suggestions.

Share With Me on Social Media!

I would *absolutely LOVE* to see the *beautiful work* your students *create* with these activities and assignments.

Post pictures of your students working on these activities or the final product and mention me in the comments.

Instagram: @TheDaringEnglishTeacher

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Common Core Reading Literature Standards Grades 6-12

**These standards were slightly adapted to be applicable to a broader range of students. Always consult the Common Core Standards when implementing a CCSS lesson.*

CCSS.ELA-LITERACY.RL 1

Students should be able to cite strong and thorough textual evidence to support analysis of what the text says. Students should be able to make inferences from the text.

CCSS.ELA-LITERACY.RL 2

Students should be able to determine a theme or central idea of a text and analyze the theme over the course of the text.

Students should be able to provide an objective summary of the text.

CCSS.ELA-LITERACY.RL 3

Students should be able to analyze how literary characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL 4

Students should be able to determine the meaning of words and phrases as they are used in the text.

Students should be able to analyze the word choices on meaning and tone

CCSS.ELA-LITERACY.RL 5

Students should be able to analyze how an author's choices concerning how to structure a text and manipulate time create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL 6

Students should be able to analyze point of view or cultural experience reflected in a work of literature.

Pre Reading

6. Instruction Page
7. Cornell Novel Notes
8. Pre Reading Predictions
9. Novel Vocabulary Terms List
10. Novel Vocabulary Terms List with Definitions
11. Novel Vocabulary Terms List #2
12. Novel Vocabulary Terms Prediction Chart pg. 1
13. Novel Vocabulary Terms Prediction Chart pg. 2
14. Novel Vocabulary Terms Chart pg. 1
15. Novel Vocabulary Terms Chart pg. 2
16. Novel Vocabulary Terms Quiz
17. Novel Vocabulary Terms Quiz Answer Key
18. A Novel Word Search (great emergency sub plan)
19. A Novel Word Search Answer Key

Teacher Instructions, Tips, and Suggestions

Before Reading

>> Novel Notes <<	
Name _____	Date _____
Author _____	Publisher _____
Publication Date: _____	Publication Location: _____
What are three facts/details about this novel?	
What are three facts/details about the author?	
What are three facts/details about the genre?	
What was happening historically, socially, and politically at the time the book was published?	
What is the book's setting?	
What was happening historically, socially, and politically at the time of the book's setting?	
Summary:	

>> Pre Reading Predictions <<	
Directions: Complete the pre reading prediction chart below.	
What is your first impression of this novel?	
Illustrate a new book cover.	
In this novel, I predict because _____	
My favorite thing about this genre is because _____	
Based on the title and cover, what do you think this novel is about?	
Date Published _____ Publisher _____ Publication location: _____	
Read the book notes on the final page! What interests you about this book?	
Write alternative titles.	

Before you read the book, introduce it to your students. Have them take notes about the novel on the Cornell Novel Notes handout. Use this handout all year long so that students have uniform notes for all of the novels they read in your class. Then, after checking the book out from the library, have students work individually or in partners/small groups to fill out the Pre Reading Predictions page. Students should use the title, cover, title page, first page, and back cover to complete this form. You can even have students go back to this page once the finish reading the book to see if their predictions were correct!

Vocabulary

Name _____	Name _____	Name _____	Name _____	Name _____	Name _____	Name _____	Name _____	
>> Novel Vocabulary <<	>> Novel Vocabulary <<	>> Novel Vocabulary <<	>> Novel Vocabulary Terms <<	>> Novel Vocabulary Terms <<	>> Novel Vocabulary Terms <<	>> Novel Vocabulary Terms <<	>> Novel Vocabulary <<	
1. Antagonist: _____	1. Antagonist: _____	1. Antagonist: _____	Directions: Before looking up the definition of the word, write what I think it means column. Then, look up the definitions and see if I was right.	Word _____	What I think it means _____	Definitions: Before reading the novel, define each word. Then, as you read the book, look in the example column.	Term _____	Definition _____
2. Author: _____	2. Author: _____	2. Author: _____		antagonist	personification	antagonist	antagonist	
3. Characterization: _____	3. Characterization: _____	3. Characterization: _____		author	pilot	author	author	
4. Conflict: _____	4. Conflict: _____	4. Conflict: _____		characterization	point of view	characterization	characterization	
5. Dialogue: _____	5. Dialogue: _____	5. Dialogue: _____		conflict	predict	conflict	conflict	
6. Fiction: _____	6. Fiction: _____	6. Fiction: _____		dialogue	prose	dialogue	dialogue	
7. Figurative language: _____	7. Figurative language: _____	7. Figurative language: _____		fiction	prologue	fiction	fiction	
8. Flashback: _____	8. Flashback: _____	8. Flashback: _____		protagonist	protagonist	protagonist	protagonist	
9. Genre: _____	9. Genre: _____	9. Genre: _____		publisher	publisher	publisher	publisher	
10. Inference: _____	10. Inference: _____	10. Inference: _____		setting	setting	setting	setting	
11. Irony: _____	11. Irony: _____	11. Irony: _____		simile	simile	simile	simile	
12. Metaphor: _____	12. Metaphor: _____	12. Metaphor: _____		symbolism	symbolism	symbolism	symbolism	
13. Novel: _____	13. Novel: _____	13. Novel: _____		inference	irony	inference	theme	
14. Onomatopoeia: _____	14. Onomatopoeia: _____	14. Onomatopoeia: _____		metaphor	metaphor	metaphor	metaphor	
15. Personification: _____	15. Personification: _____	15. Personification: _____		novel	I knew _____ words I learned _____ words.	Go through the 25 words. Add up how many words you already know, but have now learned.	I knew _____ words I learned _____ words.	
16. Plot: _____	16. Plot: _____	16. Plot: _____						
17. Point of View: _____	17. Point of View: _____	17. Point of View: _____						
18. Predict: _____	18. Predict: _____	18. Predict: _____						
19. Prose: _____	19. Prose: _____	19. Prose: _____						
20. Protagonist: _____	20. Protagonist: _____	20. Protagonist: _____						
21. Publisher: _____	21. Publisher: _____	21. Publisher: _____						
22. Setting: _____	22. Setting: _____	22. Setting: _____						
23. Simile: _____	23. Simile: _____	23. Simile: _____						
24. Symbolism: _____	24. Symbolism: _____	24. Symbolism: _____						
25. Theme: _____	25. Theme: _____	25. Theme: _____						

This unit includes a mini Academic Vocabulary Unit with words for teaching a novel. Teach these 25 words either all at once or gradually. (I personally prefer the gradual method). Typically, I like to introduce all of the terms to the students in the beginning of the unit and then constantly revisit the terms throughout the unit. The two different 3-column charts should be printed double-sided. I like to use the first one when introducing the words, and the second one while reading the novel so that students can see examples of these terms from the novel they are reading. As an extension of the common core, you can choose to have students write MLA cited quotes in the far column that asks students to identify examples from the text.

Fun!

A Novel WORD SEARCH													
Directions: Find the hidden words in the puzzle. Then, write out a short definition for each word.													
E	S	T	S	I	N	G	O	A	T	R	O	P	A
W	T	Y	A	K	T	I	A	Z	S	O	I	H	C
A	O	R	C	J	T	Y	E	C	I	N	P	E	T
L	F	A	L	L	I	N	G	A	C	T	A	E	O
L	S	N	I	H	D	R	P	T	L	A	E	E	O
I	T	L	M	C	E	L	P	M	I	M	I	M	I
N	I	A	A	Y	O	W	O	I	E	D	G	E	T
G	C	G	X	G	N	I	T	H	T	A	N	I	C
U	E	O	C	T	F	A	T	W	I	W	I	O	A
L	T	N	A	R	L	Z	Y	U	T	N	T	N	G
D	A	I	R	A	C	T	E	L	T	T	R	N	
N	U	S	V	E	C	F	G	T	E	O	E	S	
I	T	G	N	O	I	T	I	S	O	P	X	E	I
S	J	Z	E	T	C	H	A	R	C	T	E	R	
T	Z	X	E	T	C	H	A	R	C	T	E	R	

Novel Teams _____
Plot: _____
Setting: _____
Conflict: _____
Character: _____
Protagonist: _____
Antagonist: _____
Exposition: _____
Rising action: _____
Climax: _____
Falling action: _____
Resolution: _____
Theme: _____
Author: _____
Genre: _____
Title: _____

This is a fun word search that works great as an emergency sub plan. Have the students find all of the words. Then, they can write in examples from the text you are currently reading, or they can write the definitions of the words!

>> Novel Notes <<

Novel Title: _____

Genre: _____

Author: _____

Publisher: _____

Publication Date: _____

Publication Location: _____

What are three facts/details about this novel?

What are three facts/details about the author?

What are three facts/details about the genre?

What was happening historically, socially, and politically at the time the book was published?

What is the book's setting?

What was happening historically, socially, and politically at the time of the book's setting?

Summary: _____

>> Pre Reading Predictions <<

Directions: Complete the pre reading prediction chart below.

What is your first impression of this novel?

Title:	
Author:	
Genre:	

Illustrate a new book cover

In this novel, I predict _____

because _____

My favorite thing about this genre is

because...

Based on the title and cover, what do you think this novel is about?

Date Published: _____

Publisher: _____

Publication Location: _____

Read the back cover and/or first page. What interests you about this novel?



Write five
alternative titles.

What do you know about this novel?

>> Novel Vocabulary Terms List <<

1. Antagonist
2. Author
3. Characterization
4. Conflict
5. Dialogue
6. Fiction
7. Figurative language
8. Flashback
9. Genre
10. Inference
11. Irony
12. Metaphor
13. Novel
14. Omniscient
15. Personification
16. Plot
17. Point of View
18. Predict
19. Prose
20. Protagonist
21. Publisher
22. Setting
23. Simile
24. Symbolism
25. Theme

>> Novel Vocabulary Terms <<

1. **Antagonist** - a person who actively opposes or is hostile to someone or something; an adversary
2. **Author** - the originator or writer of any written work
3. **Characterization** – the act of describing the character or qualities of someone or something
4. **Conflict** - a literary element that involves a struggle between two opposing force
5. **Dialogue** - a written or spoken conversational exchange between two or more people
6. **Fiction** – written stories about people and events that are not real
7. **Figurative language** - language that uses words or expressions with a meaning that is different from the literal interpretation
8. **Flashback** - a scene set in a time earlier than the main story
9. **Genre** - a category of literary composition determined by literary technique, tone, content, or length.
10. **Inference** - a conclusion reached on the basis of evidence and reasoning
11. **Irony** - the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.
12. **Metaphor** - The comparison of one thing to another without the use of like or as
13. **Novel** - a fictitious prose narrative of book length, typically representing character and action with some degree of realism
14. **Omniscient** - knowing everything
15. **Personification** - the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form
16. **Plot** - a narrative term defined as the events that make up a story, particularly: as they relate to one another in a pattern or in a sequence
17. **Point of View** - the narrator's position in relation to the story being told.
18. **Predict** - say or estimate that something will happen in the future or will be a consequence of something
19. **Prose** - written or spoken language in its ordinary form
20. **Protagonist** - the leading character or one of the major characters in a drama, movie, novel, or other fictional text
21. **Publisher** - a person or company that prepares and issues books, journals, music, or other works for sale
22. **Setting** - the historical moment in time and geographic location in which a story takes place
23. **Simile** - The comparison of one thing to another using the words like or as
24. **Symbolism** - the use of symbols to represent ideas or qualities
25. **Theme** - a main idea or an underlying meaning of a literary work that may be stated directly or indirectly

>> Novel Vocabulary Terms <<

Directions: Write the definition for each word.

1. Antagonist: _____
2. Author: _____
3. Characterization: _____
4. Conflict: _____
5. Dialogue: _____
6. Fiction: _____
7. Figurative language: _____
8. Flashback: _____
9. Genre: _____
10. Inference: _____
11. Irony: _____
12. Metaphor: _____
13. Novel: _____
14. Omniscient: _____
15. Personification: _____
16. Plot: _____
17. Point of View: _____
18. Predict: _____
19. Prose: _____
20. Protagonist: _____
21. Publisher: _____
22. Setting: _____
23. Simile: _____
24. Symbolism: _____
25. Theme: _____

>> Novel Vocabulary Terms Prediction Chart <<

Directions: Before looking up the definition of the word, write what you think the word means in the "What I Think it Means" column. Then, look up the definitions and see how close your guess was.

Word	What I Think It Means	What It Really Means
antagonist		
author		
characterization		
conflict		
dialogue		
fiction		
figurative language		
flashback		
genre		
inference		
irony		
metaphor		
novel		

>> Novel Vocabulary Terms Prediction Chart <<

Word	What I think it Means	What it Really Means
omniscient		
personification		
plot		
point of view		
predict		
prose		
protagonist		
publisher		
setting		
simile		
symbolism		
theme		

Go through the 25 words. Add up how many words you already knew, and how many words you did not know, but have now learned.

I knew _____ words I learned _____ words.

>> Novel Vocabulary Terms Chart <<

Directions: Before reading the novel, define each word. Then, as you read the novel, write an example for each word in the example column.

Term	Definition	Example from Novel
antagonist		
author		
characterization		
conflict		
dialogue		
fiction		
figurative language		
flashback		
genre		
inference		
irony		
metaphor		
novel		

>> Novel Vocabulary Terms <<

Term	Definition	Example from Novel
omniscient		
personification		
plot		
point of view		
predict		
prose		
protagonist		
publisher		
setting		
simile		
symbolism		
theme		

>> Novel Vocabulary Terms Quiz <<

Directions: Correctly identify each vocabulary word by writing the letter of its correct definition.

- | | |
|------------------------------|--|
| 1. _____ Antagonist | A. a conclusion reached on the basis of evidence and reasoning |
| 2. _____ Author | B. the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form |
| 3. _____ Characterization | C. written stories about people and events that are not real |
| 4. _____ Conflict | D. the use of symbols to represent ideas or qualities |
| 5. _____ Dialogue | E. written or spoken language in its ordinary form |
| 6. _____ Fiction | F. the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect. |
| 7. _____ Figurative language | G. the historical moment in time and geographic location in which a story takes place |
| 8. _____ Flashback | H. a category of literary composition determined by literary technique, tone, content, or length. |
| 9. _____ Genre | I. a person or company that prepares and issues books, journals, music, or other works for sale |
| 10. _____ Inference | J. a scene set in a time earlier than the main story |
| 11. _____ Irony | K. a fictitious prose narrative of book length, typically representing character and action with some degree of realism |
| 12. _____ Metaphor | L. knowing everything |
| 13. _____ Novel | M. a main idea or an underlying meaning of a literary work that may be stated directly or indirectly |
| 14. _____ Omniscient | N. say or estimate that something will happen in the future or will be a consequence of something |
| 15. _____ Personification | O. a written or spoken conversational exchange between two or more people |
| 16. _____ Plot | P. a literary element that involves a struggle between two opposing force |
| 17. _____ Point of View | Q. language that uses words or expressions with a meaning that is different from the literal interpretation |
| 18. _____ Predict | R. The comparison of one thing to another without the use of like or as |
| 19. _____ Prose | S. the originator or writer of any written work |
| 20. _____ Protagonist | T. the act of describing the character or qualities of someone or something |
| 21. _____ Publisher | U. a person who actively opposes or is hostile to someone or something; an adversary |
| 22. _____ Setting | V. the narrator's position in relation to the story being told. |
| 23. _____ Simile | W. the leading character or one of the major characters in a drama, movie, novel, or other fictional text |
| 24. _____ Symbolism | X. the comparison of one thing to another using the words like or as |
| 25. _____ Theme | Y. a narrative term defined as the events that make up a story, particularly: as they relate to one another in a pattern or in a sequence |

>> Novel Vocabulary Terms

ANSWER KEY

Key

1. U
2. S
3. T
4. P
5. C
6. O
7. Q
8. J
9. H
10. A
11. F
12. R
13. K
14. L
15. B
16. Y
17. V
18. N
19. E
20. W
21. I
22. G
23. X
24. D
25. M

A Novel WORD SEARCH



Directions: Find the hidden words in the puzzle. Then, write out a short definition/example for each word.

E	S	T	S	I	N	O	G	A	T	O	R	P	A
W	T	Y	A	K	T	I	A	Z	S	O	I	H	C
A	O	R	C	J	T	Y	E	C	I	N	P	E	T
L	F	A	L	L	I	N	G	A	C	T	I	O	N
L	S	N	I	H	D	R	P	T	L	A	E	E	O
I	L	T	M	N	C	E	L	P	L	M	I	M	I
N	I	A	A	Y	O	W	O	I	E	D	G	E	T
G	C	G	X	G	N	I	T	H	T	A	N	I	C
U	E	O	C	T	F	A	T	W	I	W	I	O	A
L	T	N	A	R	L	Z	Y	U	T	N	T	N	G
O	A	I	R	A	I	C	T	E	L	T	T	R	N
N	U	S	V	E	C	F	G	T	E	O	E	E	I
I	T	T	A	U	T	H	O	R	G	P	S	S	S
S	J	G	N	O	I	T	I	S	O	P	X	E	I
T	Z	X	E	T	C	H	A	R	A	C	T	E	R

Novel Terms

- Plot: _____
- Setting: _____
- Conflict: _____
- Character: _____
- Protagonist: _____
- Antagonist: _____
- Exposition: _____

- Rising action: _____
- Climax: _____
- Falling action: _____
- Resolution: _____
- Theme: _____
- Author: _____
- Genre: _____
- Title: _____

A Novel WORD SEARCH

ANSWER KEY

Directions: Find the hidden words in the puzzle. Then, write out a short definition for each word.



Novel Terms

Plot: _____

Rising action: _____

Setting: _____

Climax: _____

Conflict: _____

Falling action: _____

Character: _____

Resolution: _____

Protagonist: _____

Theme: _____

Antagonist: _____

Author: _____

Exposition: _____

Genre: _____

Title: _____

While Reading

21. Instruction Page 1
22. Instruction Page 2
23. Story Prediction Chart (RL 1)
24. Making Inferences 1 (RL 1)
25. Making Inferences 2 (RL 1)
26. Theme and Plot Analysis Chart (RL 1, RL 2)
27. Story Elements
28. Plot Structure 1
29. Plot Structure 2
30. Character Profile Cards (RL 3)
31. Character Development Analysis (RL 3)
32. Character Social Media Profile (RL 3)
33. Top 10 Moments List (RL 3)
34. Figurative Language Tracker pg #1 (L 5)
35. Figurative Language Tracker pg #2 (L 5)
36. Socratic Seminar Student-Generated Questions
37. Socratic Seminar Intriguing Quotes
38. Socratic Seminar For or Against
39. Socratic Seminar Universal Questions
40. Socratic Seminar Self Evaluation Form

Teacher Instructions, Tips, and Suggestions

Active Reading Strategies

Name:		Date:	Per:
>> Story Prediction Chart <<			
Title:	Author:		
Prediction:	Reasons:		
What makes you think your prediction is correct?	Provide quotes that support your reason and your prediction!		
>> Making Inferences << <small>Directions: As you read the text, make inferences. Write down new information that you learn, combine it with information you already know, and make an inference about what is going to happen.</small>			
Name: What is happening in the story? Classes from the characters' actions, dialogue, etc. I can infer...		Name: What I already know (old info) My inference I can infer...	
Name: What I need (new info) My inference I can infer...			

Theme and Plot Analysis

Name:		Date:	Per:
>> Theme and Plot Analysis Chart <<			
<small>Directions: Complete the organizer. Analyze how the narrative's theme develops by citing specific details from the plot. Provide supporting quotes and explanations.</small>			
Narrative Title: Author: Setting: Protagonist: Inciting Incident Plot Element: Specific details in the narrative Rising Action Climax Falling Action Resolution		Name: Plot Structure Key Details: Title: Author: Protagonist: Antagonist: Inciting Incident Rising Action Climax Falling Action Resolution Exposition Resolution	
<small>Directions: Fill in the plot diagram with key details from the story that represent each point of the diagram.</small>			

As you read the text, use these handouts to have students make predictions and inferences about the text. To make these activities aligned to the Common Core (RL.1), have students cite quotes from the book in MLA format.

As you read the text, use these handouts to have students analyze the text's theme and plot. These also work very well as an **emergency sub plan** once you have taught the subject. You can assign your students to read a short story in class and fill out the chart.

Characterization and Character Development

Name:		Date:	Per:
>> Character Profile Cards <<			
<small>Directions: Fill in the details for the narrative's protagonist and antagonist. Then, draw each character's profile and sketch.</small>			
Pedagognist Profile Name: Age: Likes: Enemies: Three personality traits: Three physical traits: Wants: Wishes:		Pedagognist Character Sketch Beginning Illustrate the character's thoughts, emotions, wants, or motivations. Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "	
Antagonist Profile Name: Age: Likes: Enemies: Three personality traits: Three physical traits: Wants: Wishes:		Middle Illustrate the character's thoughts, emotions, wants, or motivations. Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "	
End Illustrate the character's thoughts, emotions, wants, or motivations. Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "		>> Character Development Analysis << Directions: Track the character's development from the beginning to the end of the story. Keep a record of how the character feels/changes and what the character wants or needs/motivations. Also provide a quote from the text to support your answer.	
Beginning Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "		Middle Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "	
End Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "		>> Character Social Media Profile << Directions: Using colored pencils or markers, fill in this social media template with information about your chosen character. Highly important events from the plot that help show who the character is.	
Beginning Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "		Middle Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "	
End Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "		>> Top 10 Moments Lists << Directions: On every page of the last night, the host reveals a top 10 list. The audience looks forward to this. Create a top 10 moments from the plot that help show who the character is.	
Beginning Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "		Middle Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "	
End Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: " _____ "		Top 10 Moments Lists 10. _____ 10. _____ 9. _____ 9. _____ 8. _____ 8. _____ 7. _____ 7. _____ 6. _____ 6. _____ 5. _____ 5. _____ 4. _____ 4. _____ 3. _____ 3. _____ 2. _____ 2. _____ 1. _____ 1. _____	

This unit includes five different character analysis activities. The first one is a Character Profile Card handout that asks students to write information about the characters and draw them. The second is a Character Development Analysis chart that requires students to analyze the character throughout the course of the novel. Typically, I only do this for a few of the main characters. The third character analysis handout has a fun design that secondary students love. This handout is great as an **emergency sub plan**. All of these handouts are ideal for individual, partner, or group work. The Character Social Media Profile handout is a fun activity that students enjoy. As an added bonus, students can cut out the smart phone and then you can staple all of the student work to a bulletin board to create a colorful and visually stimulating character analysis **bulletin board**. Finally, the Top !0 Moments Lists activity is fun, and is best done in a small group setting. Have students work together to write down top 10 moments and then share them with the class.

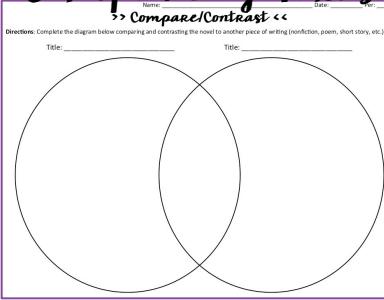
Teacher Instructions, Tips, and Suggestions

Figurative Language

Name:	Date:	Per:	
>> Figurative Language Tracker <<			
Directions: Complete the chart for each type of figurative language. In the chart below, write the page number, identify the type of figurative language used, write down the quote containing the figurative language, and explain how it enhances the text.			
<p>Simile - The comparison of one thing to another using the words like or as.</p> <p>Metaphor - A figure of speech in which one thing is called by the name of another.</p> <p>Personification - the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.</p>			
Page #	Figurative Language	Quote	Explanation

Name:	Date:	Per:	
>> Figurative Language Tracker <<			
Directions: Complete the chart for each type of figurative language. In the chart below, write the page number, identify the type of figurative language used, write down the quote containing the figurative language, and explain how it enhances the text.			
<p>Simile - The comparison of one thing to another using the words like or as.</p> <p>Metaphor - A figure of speech in which one thing is called by the name of another.</p> <p>Personification - the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.</p>			
Page #	Figurative Language	Quote	Explanation

Comparing Texts



Use this Venn diagram to compare the novel to other text. You can compare the novel to other novels, short stories, and more!

Share With Me on Social Media!
I would **absolutely LOVE** to see the **beautiful work** your students **create** with these activities and assignments.

Instagram: @TheDaringEnglishTeacher

Twitter: @DaringEnglish

The Socratic Seminar

Name:	Date:	Per:
>> Socratic Seminar Preparation <<		
Questions about the Text		
Directions: In order for a Socratic Seminar to work, you must prepare for it ahead of time. Come up with two example questions. Then, you will come up with five of your own.		
Example 1: Example 2: Question 1: Question 2: Question 3: Question 4: Question 5: 		
>> Socratic Seminar Preparation << Intriguing Quotes 		

Name:	Date:	Per:
>> Socratic Seminar Preparation <<		
For or Against		
Directions: In order for a Socratic Seminar to work, you must prepare for it ahead of time. Fill support your position and three quotes that support the other side. Use the center column to list notes.		
Supporting Quotes Opposing Quotes 		

Name:	Date:	Per:
>> Socratic Seminar Prep <<		
Universal Questions		
1. What is the main idea of this chapter/text? 2. In your opinion, what is the main takeaway from this chapter/text? 3. What can we learn from this text? 4. What literary devices did the author use? 5. How do the literary devices enhance the text? 6. What symbols did the author use? 7. How does the use of symbolism enhance the text? 8. What historical events might have influenced this text? 9. What political events might have influenced this text? 10. What social events might have influenced this text? 11. What has society possibly learned from this text? 12. How can society still learn from this text? 13. With which character do you sympathize and why? 14. Which character is difficult to relate to and why? 15. If you were a character in the story, what would you have done differently?		
Statements Agree Negative Disagree 		

These five handouts will help guide your students through the Socratic Seminar process. You can choose to conduct a Socratic Seminar as you read the novel, especially after a big turning point in the book, or after you finish reading it. The first three handouts are forms that prepare students for the seminar. Typically, I like to begin working on one form together in class, and then have students finish it in class in pairs or small groups. Then, they can use the other forms to prepare for the Socratic Seminar as homework. There is a page filled with generic questions that you can use for any novel. Finally, there is a self-evaluation form for students to assess their performance in the seminar.

>> Story Prediction Chart <<

Title: _____

Author: _____

Prediction	Reasons	Textual Evidence
Make a prediction about what you think is going to happen.	What reasons from the text support your prediction?	Provide quotes that support your reasons and your prediction.

>> Making Inferences <<

Directions: As you read the text, make inferences. Write down new information that you learn, combine it with information you already know, and make an inference about what is going to happen.

What I read (new info):

What I already know (old info):

My Inference:

What I read (new info):

What I already know (old info):

My Inference:

Describe the steps someone would take to make an inference: _____

Why is it important to make inferences as you read a text? _____

What do these inferences tell you about the novel? _____

Name: _____

Date: _____ Per: _____

>> Making Inferences <<

What is happening in the story?

Clues from the characters' actions, dialogue, etc.

I can infer...

>> Theme and Plot Analysis Chart <<

Directions: Complete the organizer. Analyze how the narrative's theme develops by citing specific details from the plot. Provide supporting quotes and explanations.

Narrative Title: _____

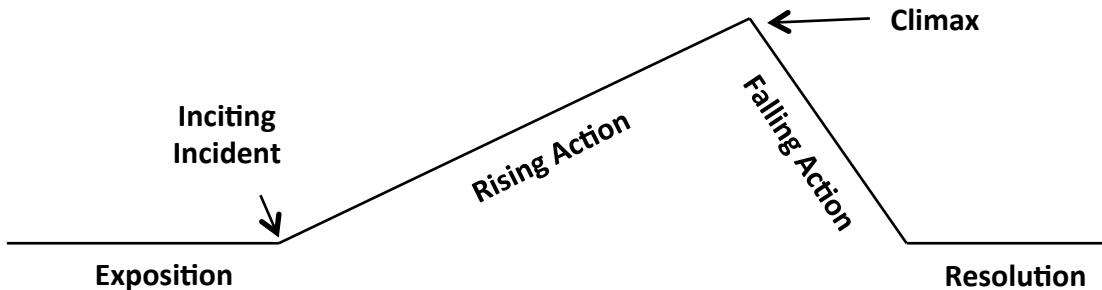
Author: _____

Genre: _____

Setting: _____

Protagonist: _____

Antagonist: _____



Plot Element	Specific details in the narrative	Supporting quote	How does the quote help explain how the theme... emerges?
Exposition			
Inciting Incident			is shaped?
Rising Action			is shaped/refined?
Climax			is refined?
Falling Action			is refined?
Resolution			The theme is:

>> Story Elements <<

Title: _____

Author: _____

Protagonist

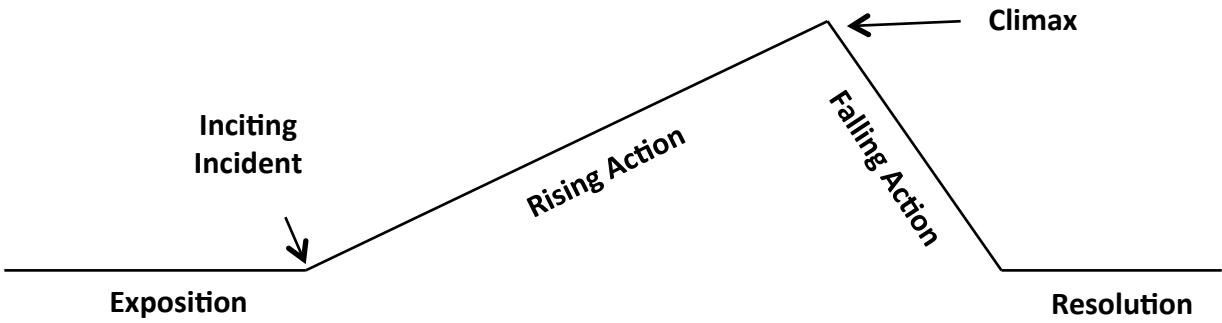
Antagonist

Mood

Central Conflict

Tone

Plot Elements



Exposition: _____

Inciting Incident: _____

Rising Action: _____

Climax: _____

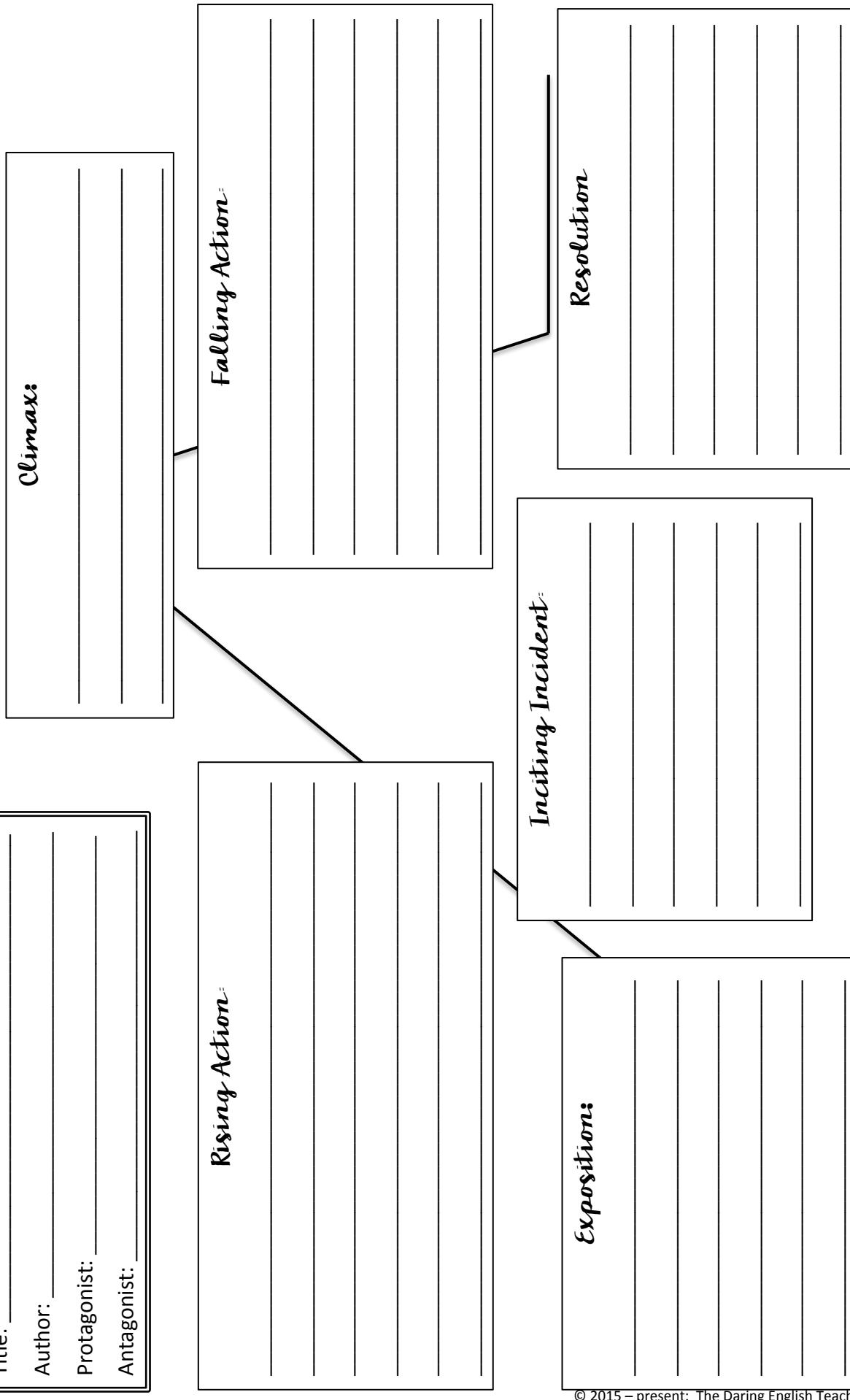
Falling Action: _____

Resolution: _____

>> Plot Structure <<

Directions: Fill in the plot diagram with key details from the story that represent each point of the diagram.

Key Details	
Title:	_____
Author:	_____
Protagonist:	_____
Antagonist:	_____



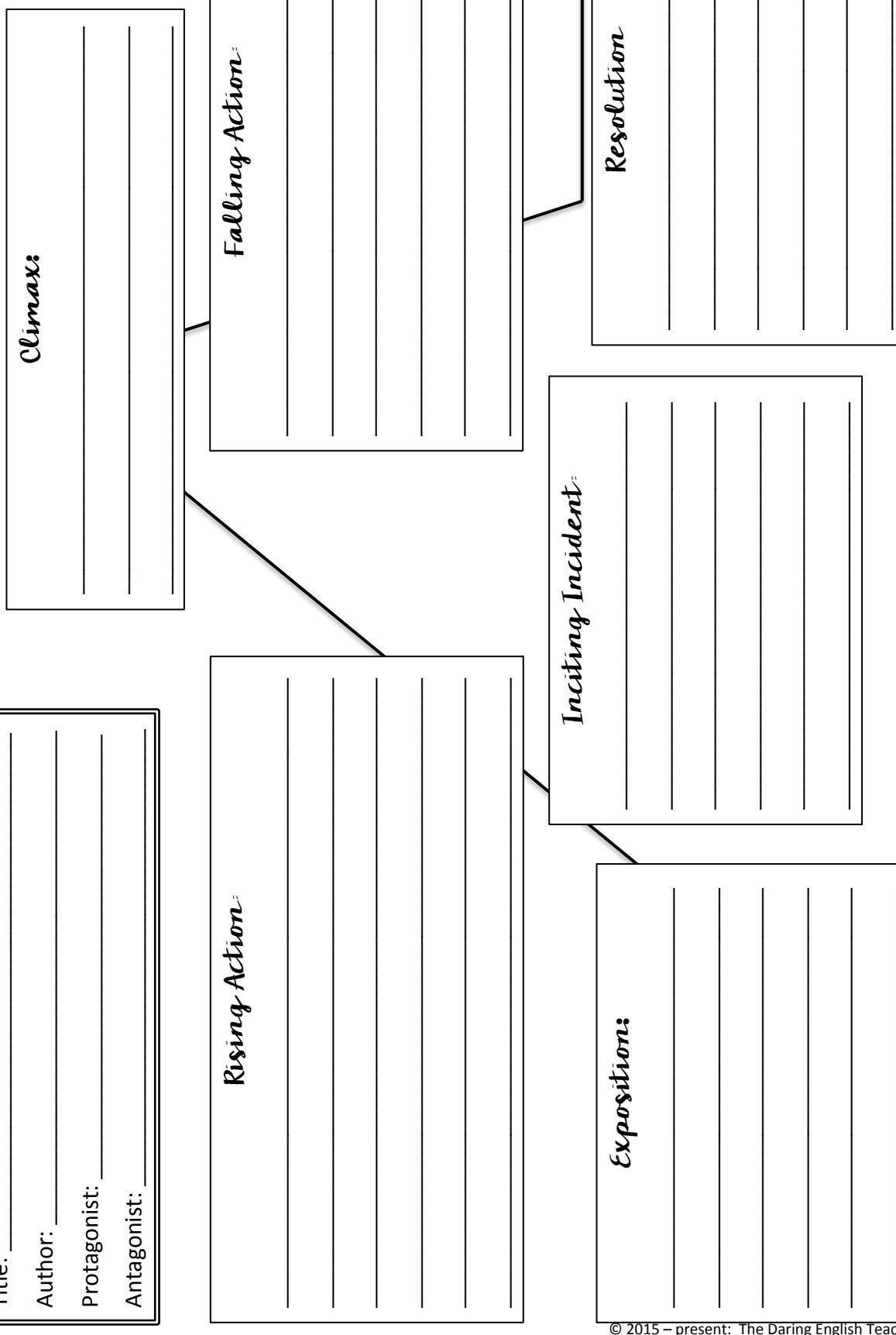
Name: _____

Date: _____ Per: _____

>> Plot Structure <<

Directions: Fill in the plot diagram with quotes from the story that represent each point of the diagram.

Key Details	
Title: _____	
Author: _____	
Protagonist: _____	
Antagonist: _____	



>> Character Profile Cards <<

Directions: Fill in the details for the narrative's protagonist and antagonist. Then, draw each character.

Protagonist Profile

Name: _____

Age: _____

Allies: _____

Enemies: _____

Three personality traits: _____

_____**Protagonist Character Sketch****Antagonist Profile**

Name: _____

Age: _____

Allies: _____

Enemies: _____

Three personality traits: _____

_____**Antagonist Character Sketch**Three physical traits: _____

_____Wants: _____

>> Character Development Analysis <<

Directions: Trace the character's development from the beginning to the end of the story. Keep a record of how the character feels (emotions) and what the character wants or needs (motivation). Also provide a quote from the text to support your answer.

Beginning Illustrate the character's thoughts, emotions, wants, or motivation.	Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: “ _____ ” (_____).
Middle Illustrate the character's thoughts, emotions, wants, or motivation.	Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: “ _____ ” (_____).
End Illustrate the character's thoughts, emotions, wants, or motivation.	Character Name: _____ feels: _____ wants/needs: _____ Supporting Quote: “ _____ ” (_____).

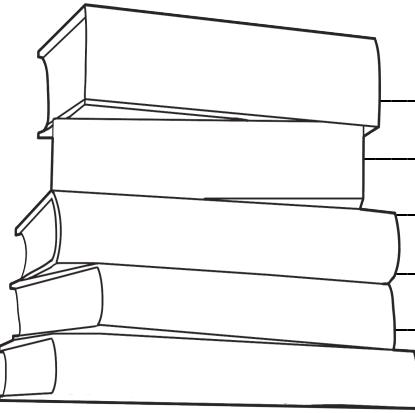
>> Characterization Chart <<

Character Name: _____ Story: _____

Author: _____ Genre: _____

What does the character look like?

Character traits?



What are the character's goals/dreams?

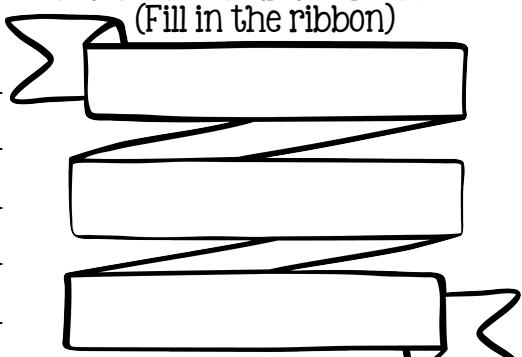
My favorite thing about the character is _____ because ...

My least favorite thing about the character is _____ because...

How does the character overcome conflict?

What conflict does the character face?

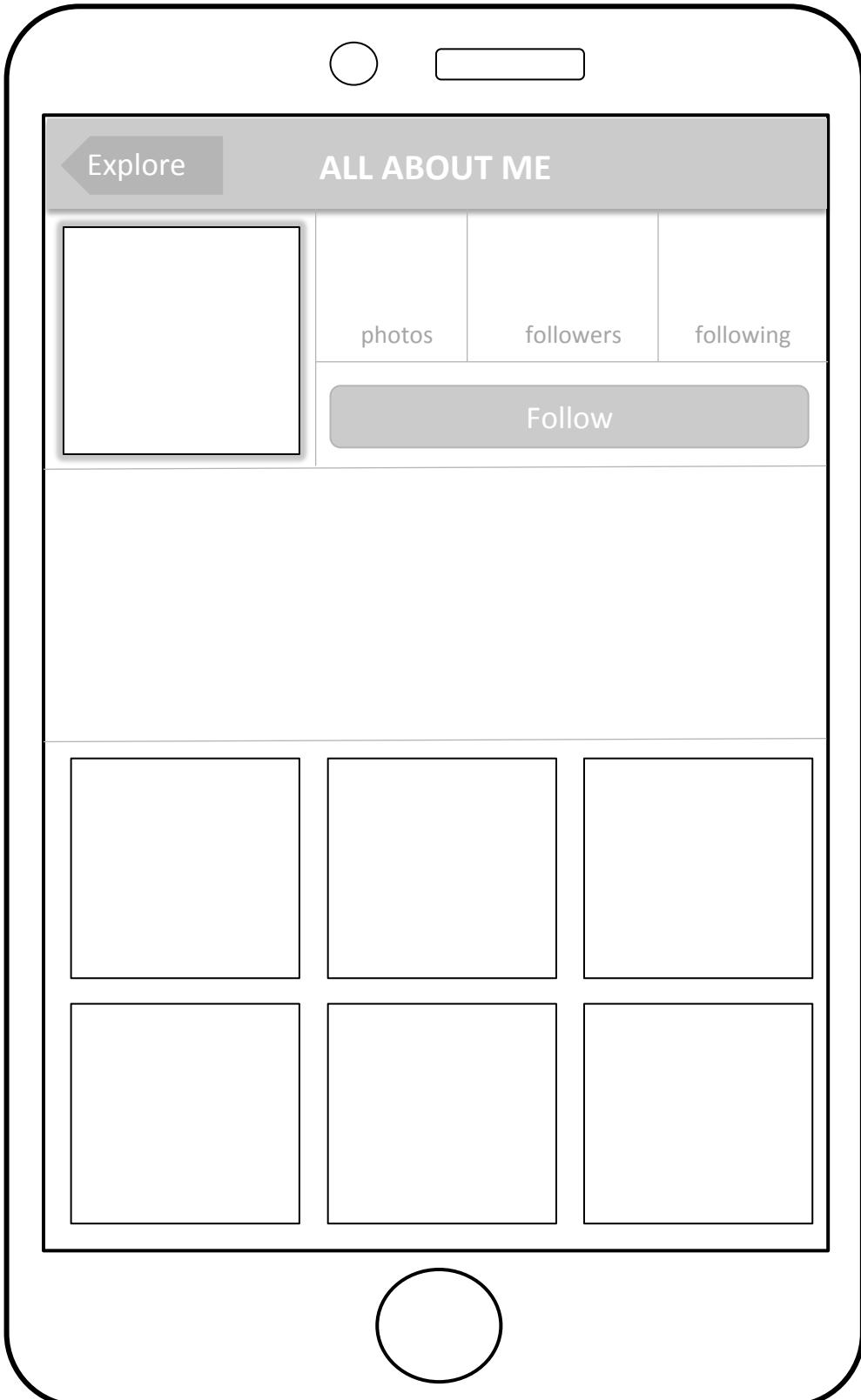
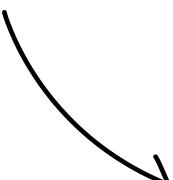
What does the character need in order to overcome conflicts and obstacles?

What is the character's motto?
(Fill in the ribbon)

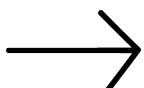
>> Character Social Media Profile <<

Directions: Using colored pencils or markers, fill in this social media template with information about your chosen character. Highlight important events from the plot that help show who the character is.

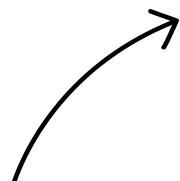
Draw a profile picture for the character that accurately depicts what he/she looks like.



Decorate the phone case to match the character's personality.



Write your character's name at the top of this section and then write a brief bio. The bio must include accurate information about the character. You may draw emojis, but at least 3/4 of the bio must be written.



Draw six different photos or images that show important events from the plot.

>> Top 10 Moments Lists <<

Directions: On every episode of one of the late night talk shows, the host reveals a top 10 list. The audience looks forward to this list. Create a top 10 list of moments from the protagonist's point of view and from the antagonist's point of view. Rank these moments with 1 being the best.

Character Name: _____ Story: _____

Author: _____ Genre: _____

Protagonist**Antagonist**

10. _____

10. _____

9. _____

9. _____

8. _____

8. _____

7. _____

7. _____

6. _____

6. _____

5. _____

5. _____

4. _____

4. _____

3. _____

3. _____

2. _____

2. _____

1. _____

1. _____

>> Figurative Language Tracker <<

Directions: As you read the chapter/novel, keep track of the author's use of figurative language. In the chart below, write the page number, identify the type of figurative language used, write down the quote containing the figurative language, and explain how it enhances the text.

Simile - The comparison of one thing to another using the words like or as

Metaphor - The comparison of one thing to another without the use of like or as

Personification - the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form

Page #	Figurative Language	Quote	Explanation

<i>Page #</i>	<i>Figurative Language</i>	<i>Quote</i>	<i>Explanation</i>

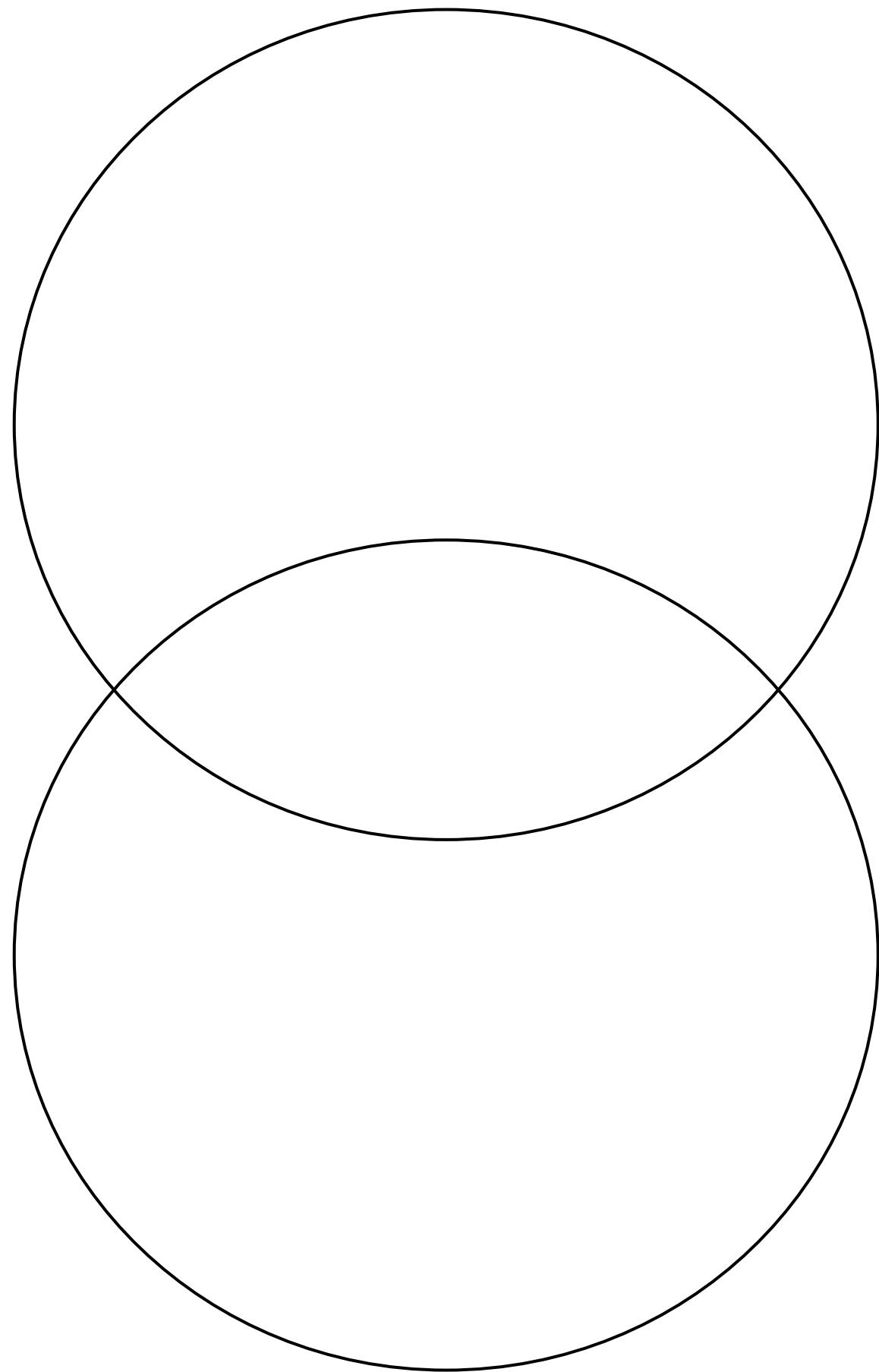
Name: _____ Per: _____

Date: _____

>> Compare/Contrast <<

Directions: Complete the diagram below comparing and contrasting the novel to another piece of writing (nonfiction, poem, short story, etc.).

Title: _____



>> Socratic Seminar Preparation <<

Questions about the Text

Directions: In order for a Socratic Seminar to work, you must prepare for it ahead of time. As a class, we will come up with two example questions. Then, you will come up with five of your own questions.

Example 1: _____



Example 2: _____



Question 1: _____



Question 2: _____



Question 3: _____



Question 4: _____



Question 5: _____



>> Socratic Seminar Preparation <<

Intriguing Quotes

Directions: In order for a Socratic Seminar to work, you must prepare for it ahead of time. Write down three different quotes that you find intriguing. Then, write a brief paragraph about why you find this quote to be intriguing.

“

Quote #1

”

(______).

Explanation

“

Quote #2

”

(______).

Explanation

“

Quote #3

”

(______).

Explanation

>> Socratic Seminar Preparation <<

For or Against

Directions: In order for a Socratic Seminar to work, you must prepare for it ahead of time. Find three quotes that support your position and three quotes that support the other side. Use the center column for notes.

Supporting Quotes

“ Quote #1

” (____).

Notes

Opposing Quotes

“ Quote #1

” (____).

“ Quote #2

” (____).

“ Quote #2

” (____).

“ Quote #3

” (____).

“ Quote #3

” (____).

>> Socratic Seminar Preparation <<

Universal Questions

1. What is the main idea of this chapter/novel?
2. In your opinion, what is the main takeaway from this chapter/novel?
3. What can we learn from this text?
4. What literary devices did the author use?
5. How do the literary devices enhance the text?
6. What symbols did the author use?
7. How does the use of symbolism enhance the text?
8. What historical events might have influenced this text?
9. What political events might have influenced this text?
10. What social events might have influenced this text?
11. What has society possibly learned from this text?
12. How can society still learn from this text?
13. With which character do you sympathize and why?
14. Which character is difficult to relate to and why?
15. If you were a character in the story, what would you have done differently?

>> Socratic Seminar Preparation <<

Self Evaluation

Statements	Agree	Neutral	Disagree	Notes
I am satisfied with my participation in the Socratic Seminar.				
I would not change any part of my participation in the Socratic Seminar.				
I came to class fully prepared for the Socratic Seminar.				
I found today's Socratic Seminar to be beneficial.				
Today's Socratic Seminar helped enhance my understanding of the text.				
I feel the class as a whole participated and prepared equally for the Seminar.				

1. What was your favorite part of the Socratic Seminar?

2. What was your least favorite part of the Socratic Seminar?

3. What would you change about the Socratic Seminar?

4. How can you better prepare for the next Socratic Seminar?

Differentiated Writing Tasks

44. Instruction Page
45. Compare and Contrast Characters (**RL1, RL 3**)
46. Compare and Contrast Characters (Differentiated with Sentence Starters)
47. Compare and Contrast Characters Textual Evidence Organizer
48. Direct and Indirect Characterization (**RL 1, RL 3**)
49. Direct and Indirect Characterization (Differentiated with Sentence Starters)
50. Direct and Indirect Characterization Textual Evidence Organizer
51. Mood (**RL 1, RL 6**)
52. Mood (Differentiated with Sentence Starters)
53. Mood Textual Evidence Organizer
54. Theme (**RL 1, RL 2**)
55. Theme (Differentiated with Sentence Starters)
56. Theme Textual Evidence Organizer
57. Conflict (**RL 1, RL 3**)
58. Conflict (Differentiated with Sentence Starters)
59. Conflict Textual Evidence Organizer
60. Tone (**RL 1, RL 5**)
61. Tone (Differentiated with Sentence Starters)
62. Tone Textual Evidence Organizer
63. Figurative Language (**RL 1, RL 5**)
64. Figurative Language (Differentiated with Sentence Starters)
65. Figurative Language Textual Evidence Organizer
66. Rubric with Content with Preset Values
67. Rubric with Content with Fill-in-the-Blank Values
68. Rubric with Summary with Preset Values
69. Rubric with Summary with Fill-in-the-Blank Values

* All tasks meet writing standards 2, 2A-F, & 4

Teacher Instructions, Tips, and Suggestions

Two Levels of Differentiation

>> Writing Task <<

Compare and Contrast Characters

Paragraph Elements

1. Topic sentence: What is this paragraph about? (one topic sentence, and introduce the contrasting characters)

2. State how the characters are similar:

Provide at least 1-2 examples of how these characters are similar.

3. One textual evidence: Provide a quote that demonstrates a similarity between the two characters and cite it in MLA format. A textual evidence must be a sentence. It needs to be introduced.

4. Explain: How do the characters are similar.

5. State how the characters are different:

Provide at least 1-2 examples of how these characters are different.

6. One textual evidence: Provide a quote that demonstrates a difference between the two characters and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.

7. Explain: How do the characters are different.

8. Concluding statement: provide a final thought on characters and their similarities and differences.

>> Writing Task <<

Compare and Contrast Characters

Paragraph Elements

1. Topic sentence: What is this paragraph about? (one topic sentence, and introduce the contrasting characters)

2. State how the characters are similar:

Provide at least 1-2 examples of how these characters are similar.

3. One textual evidence: For example, provide some background context about the story/character before introducing the quote, _____ by _____

4. Explain: _____

5. State how the characters are different:

Provide at least 1-2 examples of how these characters are different.

6. One textual evidence: For example, provide some background context about the story/character before introducing the quote, _____ by _____

7. Explain: _____

8. Concluding statement: _____

There are seven different differentiated writing tasks in this unit, with two versions of each writing task. The first version guides students as they write a one-paragraph response that includes textual evidence. This two-column format helps students write detailed responses. The second was specifically designed for my EL students who struggle with their writing. Not only does the two-column format help guide them as they write, but the right-hand column also provides extra differentiation with included sentence starters. I usually have the students write on the handout for their prewriting, and then transfer all of the writing onto a separate piece of paper for their final draft.

Typically, I like to assign differentiated writing responses as I read. The responses about characterization work great after the first few chapters, and then I like to assign a new one about once a week. They take about 1-2 class periods to complete (depending on your students' ability levels).

Accompanying Textual Evidence Organizers

>> Writing Task Textual Evidence Organizer <<

Figurative Language

Directions: As we read the novel/chapter, write down important or key quotations that contain figurative language. Be sure to identify the type of figurative language used.

Figurative language:

" (),

" (),

Share With Me on Social Media!

I would **absolutely LOVE** to see your students **write masterpieces** with these prompts. Post a picture!

Instagram: @TheDaringEnglishTeacher

Twitter: @DaringEnglish

Four Different Rubrics

There are two variations of two rubrics. One variation includes points values, and the other allows you to write in specific points values to better suit your classroom needs 😊

Name	Date	Per	
>> Writing Task <<			
Grading Rubric			
Topic Sentence	The topic sentence is clear, concise, and informative.	The topic sentence is somewhat vague and lacks detail.	There is no topic sentence.
Summary	The summary is brief and does not contain any specific details.	The summary is clear, concise, and contains some important information.	The summary either contains too many vague, general terms or does not summarize the events.
Quotations	The quotes are clearly identified and cited with the source and author's name in MLA format.	The quotes are properly introduced and cited with the source and author's argument.	There may be some minor errors in the introduction of the quote, but it does not affect the reader's understanding of the quote.
Explanation	The quote is thoroughly explained and demonstrates a clear understanding of the quote.	The explanation is a bit more thorough, but still does not fully support the quote or the author's argument.	The writing does not fully explain the quote, and the reader cannot fully understand the quote or the author's argument.
Mechanics	The paragraph is free from major grammatical and punctuation errors. The punctuation and grammar are consistent throughout the paragraph.	There are minor grammatical and punctuation errors, but they do not significantly impact the reading of the paragraph.	There are frequent grammatical and punctuation errors that affect the readability of the paragraph.
Style	The writing is fluid and cohesive, showing a clear understanding of the topic.	The writing is somewhat fluid and cohesive, but there are some minor errors.	The writing does not flow well and lacks coherence, making it difficult to follow the author's ideas.
Content	The writing is well-researched and provides a clear understanding of the topic.	The writing is somewhat well-researched, but lacks depth and detail.	The writing is not well-researched and lacks depth and detail.
Overall Score	/ 10	/ 10	/ 10

Name	Date	Per	
>> Writing Task <<			
Grading Rubric			
Topic Sentence	The topic sentence is clear, concise, and informative.	The topic sentence is somewhat vague and lacks detail.	There is no topic sentence.
Summary	The summary is clear, concise, and informative.	The summary either contains too many vague, general terms or does not summarize the events.	The summary is either vague or lacks detail, failing to demonstrate an understanding of the topic.
Quotations	The quotes are clearly identified and cited with the source and author's name in MLA format.	The quotes are properly introduced and cited with the source and author's argument.	There may be some minor errors in the introduction of the quote, but it does not affect the reader's understanding of the quote.
Explanation	The quote is thoroughly explained and demonstrates a clear understanding of the quote.	The explanation is a bit more thorough, but still does not fully support the quote or the author's argument.	The writing does not fully explain the quote, and the reader cannot fully understand the quote or the author's argument.
Mechanics	The paragraph is free from major grammatical and punctuation errors. The punctuation and grammar are consistent throughout the paragraph.	There are minor grammatical and punctuation errors, but they do not significantly impact the reading of the paragraph.	There are frequent grammatical and punctuation errors that affect the readability of the paragraph.
Style	The writing is fluid and cohesive, showing a clear understanding of the topic.	The writing is somewhat fluid and cohesive, but there are some minor errors.	The writing does not flow well and lacks coherence, making it difficult to follow the author's ideas.
Content	The writing is well-researched and provides a clear understanding of the topic.	The writing is somewhat well-researched, but lacks depth and detail.	The writing is not well-researched and lacks depth and detail.
Overall Score	/ 10	/ 10	/ 10

Each writing task comes with an accompanying Textual Evidence Organizer. I like to give these to the students before we read so that they are well-prepared for the writing task.

When students already have great quotes picked out for their writing, it is much easier (and less stressful).

>> Writing Task <<

Compare and Contrast Characters



Writers will often use contrasting characters in their stories to add more depth and further emphasize the personality traits of each character. Write a detailed, one-paragraph response in which you compare and contrast two characters. Be sure to support your writing with examples from the text.

Character 1: _____

Character 2: _____

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author, and introduce the contrasting characters*)
- 2. State how the characters are similar:**
Provide at least 1-2 examples of how these characters are similar.
- 3. Cite textual evidence:** Provide a quote that demonstrates a similarity between the two characters and cite it in MLA format. A quote cannot stand alone as a sentence; it needs to be introduced.
- 4. Explain** how the shows the characters are similar.
- 5. State how the characters are different:**
Provide at least 1-2 examples of how these characters are different.
- 6. Cite textual evidence:** Provide a quote that demonstrates a difference between the two characters and cite it in MLA format. A quote cannot stand alone as a sentence; it needs to be introduced.
- 7. Explain** how the quote shows the characters are different.
- 8. Concluding statement:** Provide a final thought on characters and their similarities and differences.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. State how the characters are similar:** _____
- 3. Cite textual evidence:** For example, (provide some background context about the story/character before introducing the quote), "
_____". _____ (_____.)
- 4. Explain:** _____
- 5. State how the characters are different:** _____
- 6. Cite textual evidence:** For example, (provide some background context about the story/character before introducing the quote), "
_____". _____ (_____.)
- 7. Explain:** _____
- 8. Concluding statement:** _____

>> Writing Task <<

Compare and Contrast Characters



Writers will often use contrasting characters in their stories to add more depth and further emphasize the personality traits of each character. Write a detailed, one-paragraph response in which you compare and contrast two characters. Be sure to support your writing with examples from the text.

Character 1: _____

Character 2: _____

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author, and introduce the contrasting characters*)
- 2. State how the characters are similar:**
Provide at least 1-2 examples of how these characters are similar.
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- 4. Explain** how the shows the characters are similar.
- 5. State how the characters are different:**
Provide at least 1-2 examples of how these characters are different.
- 6. Cite textual evidence:** Provide a quote that demonstrates a difference between the two characters and cite it in MLA format. A quote cannot stand alone as a sentence; it needs to be introduced.
- 7. Explain** how the quote shows the characters are different.
- 8. Concluding statement:** Provide a final thought on characters and their similarities and differences.

Paragraph Brainstorming Notes

1. In the novel _____ by _____,
2. These two characters are similar because _____
3. For example, (provide some background context about the story/character before introducing the quote), “_____” (____).
4. This shows the characters are similar because _____
5. On the other hand, these characters are different because _____
6. For example, (provide some background context about the story/character before introducing the quote), “_____” (____).
7. This shows the characters are different because _____
8. In conclusion, _____

>> Writing Task Textual Evidence Organizer <<

Compare and Contrast Characters

Directions: As we read the novel, write down important or key quotations that reveal information about some of the main characters.

Character name:

“ _____ ” ().

>> Writing Task <<

Direct and Indirect Characterization



Writers develop their characters two ways –through direct and indirect characterization. In a detailed, one-paragraph response, define and explain the differences between direct and indirect characterization and provide textual evidence and examples that supports your explanation.

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author, direct/indirect characterization*)
- 2. Define direct characterization:** Write the definition of direct characterization in your own words.
- 3. Cite textual evidence:** Provide a quote from the chapter/novel that includes an example of the author's use of direct characterization and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 4. Explanation:** Explain why this quote includes direct characterization.
- 5. Define indirect characterization:** Write the definition of indirect characterization in your own words.
- 6. Cite textual evidence:** Provide a quote from the chapter/novel that includes an example of the author's use of indirect characterization and cite it in MLA format. Be sure to introduce the quote first.
- 7. Explanation:** Explain why this quote includes indirect characterization.
- 8. Concluding statement:** provide a final thought on the author's use of direct and indirect characterization.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. Define direct characterization:** _____
- 3. Cite textual evidence:** For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
- 4. Explanation:** _____
- 5. Define indirect characterization:** _____
- 6. Cite textual evidence:** For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
- 7. Explanation:** _____
- 8. Concluding statement:** _____

>> Writing Task <<

Direct and Indirect Characterization



Writers develop their characters two ways –through direct and indirect characterization. In a detailed, one-paragraph response, define and explain the differences between direct and indirect characterization and provide textual evidence and examples that supports your explanation.

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author, direct/indirect characterization*)
- 2. Define direct characterization:** Write the definition of direct characterization in your own words.
- 3. Cite textual evidence:** Provide a quote from the chapter/novel that includes an example of the author's use of direct characterization and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 4. Explanation:** Explain why this quote includes direct characterization.
- 5. Define indirect characterization:** Write the definition of indirect characterization in your own words.
- 6. Cite textual evidence:** Provide a quote from the chapter/novel that includes an example of the author's use of indirect characterization and cite it in MLA format. Be sure to introduce the quote first.
- 7. Explanation:** Explain why this quote includes indirect characterization.
- 8. Concluding statement:** provide a final thought on the author's use of direct and indirect characterization.

Paragraph Brainstorming Notes

1. In the novel _____ by _____,
2. Direct characterization is _____
3. An example of direct characterization is when, (explain what is happening in the story before the quote). For example, (introduce the quote) " _____ "
4. This is an example of direct characterization because _____
5. Indirect characterization is _____
6. An example of indirect characterization is when, (explain what is happening in the story before the quote). For example, (introduce the quote) " _____ "
7. This is an example of indirect characterization because _____
8. In conclusion, _____

>> Writing Task Textual Evidence Organizer <<

Direct and Indirect Characterization

Directions: As we read the novel, write down important or key quotations that show the author's use of direct and indirect characterization. Be sure to indicate which type of characterization it is.

Character name:

Circle one: Direct Indirect

“

” ().

Character name:

Circle one: Direct Indirect

“

” ().

Character name:

Circle one: Direct Indirect

“

” ().

Character name:

Circle one: Direct Indirect

“

” ().

Character name:

Circle one: Direct Indirect

“

” ().

>> Writing Task <<

Mood



In literature, mood is the literary element that evokes feelings and emotions in readers. The mood is established through setting, theme, and plot, as well as the author's tone and diction. Think about the emotions and feelings that you felt as you read the chapter/novel. What is the mood in this chapter/novel?

In a one paragraph response, briefly summarize the events from chapter/novel. Then, write about this chapter/novel's mood. Provide textual evidence to support your answer.

Paragraph Title

Paragraph Elements

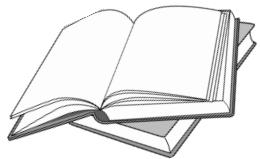
- 1. Topic sentence:** What is this paragraph about? (*genre, title, author*)
- 2. Summary:** Keep the summary brief and concise. This should be 3-4 sentences. Effective summaries do not contain any opinion.
- 3. Identify the mood:** State what the mood of this chapter/novel is.
- 4. Cite textual evidence:** Provide a quote that illustrates the mood and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does this quote show or demonstrate the mood of the chapter/novel?
- 6. Expand on the mood:** Provide another example from this chapter/novel that reveals this mood..
- 7. Cite textual evidence:** Provide a quote that illustrates the mood and cite it in MLA format.
- 8. Explain:** How does this quote demonstrate the mood of the chapter/novel?
- 9. Concluding statement:** provide a final thought on the events or mood.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. Summary:** _____
- 3. Identify the mood:** _____
- 4. Cite textual evidence:** For example, (explain what is happening in the story before the quote), " _____" (_____.)
- 5. Explain:** _____
- 6. Expand on the mood:** _____
- 7. Cite textual evidence:** For example, (explain what is happening in the story before the quote), " _____" (_____.)
- 8. Explain:** _____
- 9. Concluding statement:** _____

>> Writing Task <<

Mood



In literature, mood is the literary element that evokes feelings and emotions in readers. The mood is established through setting, theme, and plot, as well as the author's tone and diction. Think about the emotions and feelings that you felt as you read the chapter/novel. What is the mood in this chapter/novel?

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Paragraph Title

Paragraph Elements

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- 5. Explain:** How does this quote show or demonstrate the mood of the chapter/novel?
- 6. Expand on the mood:** Provide another example from this chapter/novel that reveals this mood..
- 7. Cite textual evidence:** Provide a quote that illustrates the mood and cite it in MLA format.
- 8. Explain:** How does this quote demonstrate the mood of the chapter/novel?
- 9. Concluding statement:** provide a final thought on the events or mood.

Paragraph Brainstorming Notes

1. In the novel _____ by _____,
3. The mood of the (novel/chapter) is _____ because _____
4. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
5. This demonstrates the _____ mood because _____
6. Another example of the (novel's/chapter's) mood is _____
7. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
8. This demonstrates the _____ mood because _____
9. In conclusion, _____

>> Writing Task Textual Evidence Organizer <<

Mood

Directions: As we read the novel, write down important or key quotations that reveal or depict the novel's mood.

“

_____” ().

“

_____” ().

“

_____” ().

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_____” ().

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_____” ().

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_____” ().

>> Writing Task <<

Theme



In literature, theme is the central message of the text. It is a message that the author wanted to impart on his/her audience. The theme is usually developed through the characters' actions and dialogue. Sometimes the theme is explicitly stated, but in most cases, the theme is revealed gradually in the text.

Determine the theme of (or one of the themes of) the novel, and write a detailed, one-paragraph response that briefly summarizes the plot and identifies and analyzes the theme.

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author,*)
- 2. Summary:** Keep the summary brief and concise. This should be 3-4 sentences. Effective summaries do not contain any opinion.
- 3. Identify the theme:** State what the theme of this novel is.
- 4. Cite textual evidence:** Provide a quote that illustrates the theme and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does the quote you selected show or demonstrate the theme of the novel?
- 6. Expand on the theme:** Provide another example from this novel that reveals this theme.
- 7. Cite textual evidence:** Provide a quote that illustrates the theme and cite it in MLA format.
- 8. Explain:** How does this quote show or demonstrate the theme of the novel?
- 9. Concluding statement:** provide a final thought about the theme.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. Summary:** _____
- 3. Identify the theme:** _____
- 4. Cite textual evidence:** For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
- 5. Explain:** _____
- 6. Expand on the theme:** _____
- 7. Cite textual evidence:** For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
- 8. Explain:** _____
- 9. Concluding statement:** _____

>> Writing Task <<

Theme



In literature, theme is the central message of the text. It is a message that the author wanted to impart on his/her audience. The theme is usually developed through the characters' actions and dialogue. Sometimes the theme is explicitly stated, but in most cases, the theme is revealed gradually in the text.

Determine the theme of (or one of the themes of) the novel, and write a detailed, one-paragraph response that briefly summarizes the plot and identifies and analyzes the theme.

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author,*)
- 2. Summary:** Keep the summary brief and concise. This should be 3-4 sentences. Effective summaries do not contain any opinion.
- 3. Identify the theme:** State what the theme of this novel is.
- 4. Cite textual evidence:** Provide a quote that illustrates the theme and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does the quote you selected show or demonstrate the theme of the novel?
- 6. Expand on the theme:** Provide another example from this novel that reveals this theme.
- 7. Cite textual evidence:** Provide a quote that illustrates the theme and cite it in MLA format.
- 8. Explain:** How does this quote show or demonstrate the theme of the novel?
- 9. Concluding statement:** provide a final thought about the theme.

Paragraph Brainstorming Notes

1. In the novel _____ by _____,
3. The theme of the (novel/chapter) is _____ because _____
4. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
5. This event helps reveal the novel’s theme of _____ because _____
6. Another example that shows the novel’s theme is when _____
7. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
8. This event helps further reveal the novel’s theme because _____
9. In conclusion, _____

>> Writing Task Textual Evidence Organizer <<

Theme

Directions: As we read the novel, write down important or key quotations that reveal or depict the novel's theme.

“

_____” ().

“

_____” ().

“

_____” ().

“

_____” ().

“

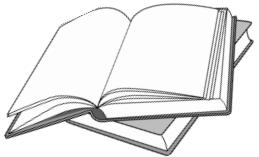
_____” ().

“

_____” ().

>> Writing Task <<

Conflict



The conflict is one of the most critical aspects of literature. Without a good conflict, stories would be dull and boring. Think about the conflict of the novel. What was the real struggle and how did the protagonist overcome or resolve the conflict?

Write a detailed, one-paragraph response that briefly summarizes the plot and analyzes the conflict.

Paragraph Title

Paragraph Elements

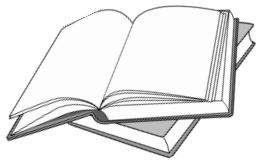
- 1. Topic sentence:** What is this paragraph about? (*genre, title, author*)
- 2. Summary:** Keep the summary brief and concise. This should be 3-4 sentences. Effective summaries do not contain any opinion.
- 3. Identify the conflict:** State the conflict of this chapter/novel.
- 4. Cite textual evidence:** Provide a quote that illustrates the conflict and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does this quote show or demonstrate the conflict of the chapter/novel?
- 6. Expand on the conflict:** Provide another example from this chapter/novel that illustrates the conflict.
- 7. Cite textual evidence:** Provide a quote that illustrates the conflict and cite it in MLA format.
- 8. Explain:** How does this quote show the conflict of the chapter/novel?
- 9. Concluding statement:** Explain how the conflict is resolved.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. Summary:** _____
- 3. Identify the conflict:** _____
- 4. Cite textual evidence:** For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
- 5. Explain:** _____
- 6. Expand on the conflict:** _____
- 7. Cite textual evidence:** For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
- 8. Explain:** _____
- 9. Concluding statement:** _____

>> Writing Task <<

Conflict



The conflict is one of the most critical aspects of literature. Without a good conflict, stories would be dull and boring. Think about the conflict of the novel. What was the real struggle and how did the protagonist overcome or resolve the conflict?

Write a detailed, one-paragraph response that briefly summarizes the plot and analyzes the conflict.

Paragraph Title

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- 5. Explain:** How does this quote show or demonstrate the conflict of the chapter/novel?
- 6. Expand on the conflict:** Provide another example from this chapter/novel that illustrates the conflict.
- 7. Cite textual evidence:** Provide a quote that illustrates the conflict and cite it in MLA format.
- 8. Explain:** How does this quote show the conflict of the chapter/novel?
- 9. Concluding statement:** Explain how the conflict is resolved.

Paragraph Brainstorming Notes

1. In the novel _____ by _____,
3. The conflict of the (novel/chapter) is _____ because _____
4. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
5. This shows the conflict because _____
6. Another example that illustrates the (novel's/chapter's) conflict occurs when _____
7. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
8. This event helps further reveal the novel's theme because _____
9. In conclusion, the conflict is finally resolved when _____

>> Writing Task Textual Evidence Organizer <<

Conflict

Directions: As we read the novel, write down important or key quotations that show the conflict.

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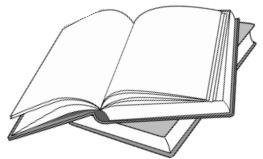
” ().

“

” ().

>> Writing Task <<

Tone



In literature, the tone is the author's attitude toward the piece. Tone is established through diction (word choice). Tone can be formal, informal, serious, comical, sarcastic, cheerful, sad, and more.

By analyzing the author's choice of words, identify the author's tone in the novel. Then, write a detailed, one-paragraph response that briefly summarizes the novel and identifies, analyzes, and explains the novel's tone.

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author*)
- 2. Summary:** Keep the summary brief and concise. This should be 3-4 sentences. Effective summaries do not contain any opinion.
- 3. Identify and define tone:** Define tone in your own words and identify the author's tone in the literature.
- 4. Cite textual evidence:** Provide a quote that illustrates the author's tone and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does this quote show or demonstrate the author's tone of the chapter/novel?
- 6. Expand on the tone:** Provide another example from this chapter/novel that reveals the author's tone.
- 7. Cite textual evidence:** Provide a quote that illustrates the author's tone and cite it in MLA format.
- 8. Explain:** How does this quote show the author's tone of the chapter/novel?
- 9. Concluding statement:** Provide a final thought about the author's tone.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. Summary:** _____
- 3. Identify the tone:** _____
- 4. Cite textual evidence:** For example, (write about the author's choice of words before the quote), " _____" (_____.)
- 5. Explain:** _____
- 6. Expand on the tone:** _____
- 7. Cite textual evidence:** For example, (write about the author's choice of words before the quote), " _____" (_____.)
- 8. Explain:** _____
- 9. Concluding statement:** _____

>> Writing Task <<

Tone



In literature, the tone is the author's attitude toward the piece. Tone is established through diction (word choice). Tone can be formal, informal, serious, comical, sarcastic, cheerful, sad, and more.

By analyzing the author's choice of words, identify the author's tone in the novel. Then, write a detailed, one-paragraph response that briefly summarizes the novel and identifies, analyzes, and explains the novel's tone.

Paragraph Title

Paragraph Elements

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- 2. Summary:** Keep the summary brief and concise. This should be 3-4 sentences. Effective summaries do not contain any opinion.
- 3. Identify and define tone:** Define tone in your own words and identify the author's tone in the literature.
- 4. Cite textual evidence:** Provide a quote that illustrates the author's tone and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does this quote show or demonstrate the author's tone of the chapter/novel?
- 6. Expand on the tone:** Provide another example from this chapter/novel that reveals the author's tone.
- 7. Cite textual evidence:** Provide a quote that illustrates the author's tone and cite it in MLA format.
- 8. Explain:** How does this quote show the author's tone of the chapter/novel?
- 9. Concluding statement:** Provide a final thought about the author's tone.

Paragraph Brainstorming Notes

1. In the novel _____ by _____
3. The tone of the (novel/chapter) is _____ because _____
4. For example, (explain what words the author is using), " _____" (_____.)
5. The author's choice of words illustrate the tone because _____
6. Another example that shows the author's tone is when _____
7. For example, (explain what words the author is using), " _____" (_____.)
8. This further shows the author's tone because _____
9. In conclusion, _____

>> Writing Task Textual Evidence Organizer <<

Tone

Directions: As we read the novel, write down important or key quotations show the author's tone.

“

_____” ().

“

_____” ().

“

_____” ().

“

_____” ().

“

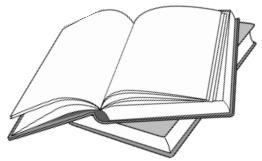
_____” ().

“

_____” ().

>> Writing Task <<

Figurative Language



Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Some common forms of figurative language include similes, metaphors, and personification. Although, there are many other forms as well.

Write a detailed, one-paragraph response that analyzes the author's use of figurative language. Be sure to explain how the use of figurative language enhances the overall effect of the text.

Paragraph Title

Paragraph Elements

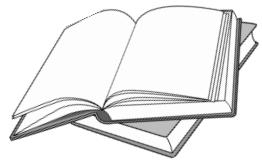
- 1. Topic sentence:** What is this paragraph about? (*genre, title, author*)
- 2. Explain figurative language:** In your own words, define and explain what figurative language is. You may also want to explain why authors use figurative language.
- 3. Identify the figurative language used:** Provide a specific example.
- 4. Cite textual evidence:** Provide a quote that includes the figurative language and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does this use of figurative language enhance the overall effect/meaning of the text?
- 6. Provide another figurative language example:** Provide a different specific example.
- 7. Cite textual evidence:** Provide a quote that includes the figurative language and cite it in MLA format.
- 8. Explain:** How does this use of figurative language enhance the overall effect/meaning of the text?
- 9. Concluding statement:** Explain why authors use figurative language.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. Explain figurative language:** _____
- 3. Identify the example:** _____
- 4. Cite textual evidence:** For example, (explain what is happening in the story before the quote), " _____ " (_____.)
- 5. Explain:** _____
- 6. Identify another example:** _____
- 7. Cite textual evidence:** For example, (explain what is happening in the story before the quote), " _____ " (_____.)
- 8. Explain:** _____
- 9. Concluding statement:** _____

>> Writing Task <<

Figurative Language



Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Some common forms of figurative language include similes, metaphors, and personification. Although, there are many other forms as well.

Write a detailed, one-paragraph response that analyzes the author's use of figurative language. Be sure to explain how the use of figurative language enhances the overall effect of the text.

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*genre, title, author*)
- 2. Explain figurative language:** In your own words, define and explain what figurative language is. You may also want to explain why authors use figurative language.
- 3. Identify the figurative language used:** Provide a specific example.
- 4. Cite textual evidence:** Provide a quote that includes the figurative language and cite it in MLA format. A quote cannot stand alone as a sentence. It needs to be introduced.
- 5. Explain:** How does this use of figurative language enhance the overall effect/meaning of the text?
- 6. Provide another figurative language example:** Provide a different specific example.
- 7. Cite textual evidence:** Provide a quote that includes the figurative language and cite it in MLA format.
- 8. Explain:** How does this use of figurative language enhance the overall effect/meaning of the text?
- 9. Concluding statement:** Explain why authors use figurative language.

Paragraph Brainstorming Notes

1. In the novel _____ by _____
2. Figurative language is _____
3. One example of figurative language in the text is _____
4. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
5. This is an example of _____ because _____. This use of figurative language _____
6. Another example of figurative language in the text is _____
7. For example, (explain what is happening in the story before the quote), “ _____ ” (_____.)
8. This is an example of _____ because _____. This use of figurative language _____
9. In conclusion, _____

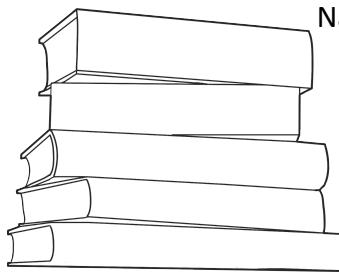
>> Writing Task Textual Evidence Organizer <<

Figurative Language

Directions: As we read the novel/chapter, write down important or key quotations that contain figurative language. Be sure to identify the type of figurative language used.

Figurative language:

“ _____ ” ().

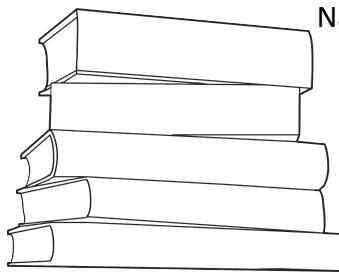


>> Writing Task <<

Grading Rubric

<i>Topic Sentence</i>	5	3	1
The paragraph should begin with a clear and telling topic sentence.	The topic sentence is clear, concise, and informative.	The topic sentence is somewhat vague and misleading.	There is no topic sentence.
<i>Content</i>	15	12	5
The author is able to demonstrate substantial knowledge about the prompt.	The author demonstrates a thorough understanding of the prompt.	The author somewhat demonstrates a thorough understanding of the prompt.	The author does not demonstrate an understanding of the prompt.
<i>Quotes</i>	10	1	3
The quotes are properly introduced, grammatically sound within the sentence, and properly cited in MLA format.	The quotes are properly introduced and cited. The quotes help prove the author's argument.	There may be some minor errors with the embedded quotes – either with citation or introduction.	The writing does not include quotes, does not include citation, and/or the quotes do not support the argument.
<i>Explanations</i>	15	12	5
The quotes are thoroughly explained in a way that demonstrates understanding of the concept.	The author's explanations are thorough, succinct, and show the author's understanding of the concept.	The explanations are a bit vague. The author is still able to convey a level of understanding.	There are no explanations and/or the explanations do not relate to the quote/content at all.
<i>Mechanics</i>	5	3	1
The paragraph is grammatically correct and has no spelling errors.	The paragraph is free from any major grammatical and/or spelling errors. The paragraph only contains a couple minor errors.	There are minor grammatical and spelling errors in the paragraph. May contain 1-2 major errors.	The grammar and spelling errors distract the reader from the paragraph's content.

Total Score = _____ / 50

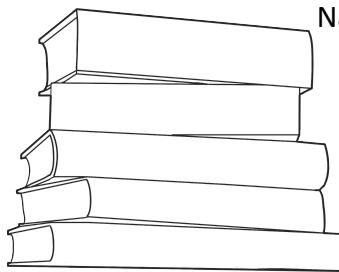


>> Writing Task <<

Grading Rubric

Topic Sentence			
The paragraph should begin with a clear and telling topic sentence.	The topic sentence is clear, concise, and informative.	The topic sentence is somewhat vague and misleading.	There is no topic sentence.
Content			
The author is able to demonstrate substantial knowledge about the prompt.	The author demonstrates a thorough understanding of the prompt.	The author somewhat demonstrates a thorough understanding of the prompt.	The author does not demonstrate an understanding of the prompt.
Quotes			
The quotes are properly introduced, grammatically sound within the sentence, and properly cited in MLA format.	The quotes are properly introduced and cited. The quotes help prove the author's argument.	There may be some minor errors with the embedded quotes – either with citation or introduction.	The writing does not include quotes, does not include citation, and/or the quotes do not support the argument.
Explanations			
The quotes are thoroughly explained in a way that demonstrates understanding of the concept.	The author's explanations are thorough, succinct, and show the author's understanding of the concept.	The explanations are a bit vague. The author is still able to convey a level of understanding.	There are no explanations and/or the explanations do not relate to the quote/content at all.
Mechanics			
The paragraph is grammatically correct and has no spelling errors.	The paragraph is free from any major grammatical and/or spelling errors. The paragraph only contains a couple minor errors.	There are minor grammatical and spelling errors in the paragraph. May contain 1-2 major errors.	The grammar and spelling errors distract the reader from the paragraph's content.

Total Score = _____ / _____

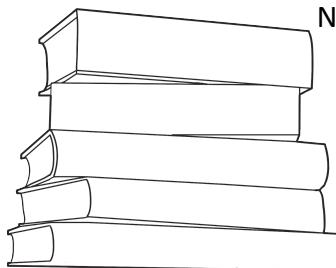


>> Writing Task <<

Grading Rubric

Topic Sentence	5	3	1
The paragraph should begin with a clear and telling topic sentence.	The topic sentence is clear, concise, and informative.	The topic sentence is somewhat vague and misleading.	There is no topic sentence.
Summary	15	12	5
The summary should be brief and not contain any opinion.	The summary is clear, concise, and contains no opinion.	The summary either contains some opinion and/or is too long/ leaves out important information.	The summary is either too vague, contains too much opinion, and/or does not summarize the events.
Quotes	10	1	3
The quotes are properly introduced, grammatically sound within the sentence, and properly cited in MLA format.	The quotes are properly introduced and cited. The quotes help prove the author's argument.	There may be some minor errors with the embedded quotes – either with citation or introduction.	The writing does not include quotes, does not include citation, and/or the quotes do not support the argument.
Explanations	15	12	5
The quotes are thoroughly explained in a way that demonstrates understanding of the concept.	The author's explanations are thorough, succinct, and show the author's understanding of the concept.	The explanations are a bit vague. The author is still able to convey a level of understanding.	There are no explanations and/or the explanations do not relate to the quote/content at all.
Mechanics	5	3	1
The paragraph is grammatically correct and has no spelling errors.	The paragraph is free from any major grammatical and/or spelling errors. The paragraph only contains a couple minor errors.	There are minor grammatical and spelling errors in the paragraph. May contain 1-2 major errors.	The grammar and spelling errors distract the reader from the paragraph's content.

Total Score = _____ / 50



>> Writing Task <<

Grading Rubric

<i>Topic Sentence</i>			
The paragraph should begin with a clear and telling topic sentence.	The topic sentence is clear, concise, and informative.	The topic sentence is somewhat vague and misleading.	There is no topic sentence.
<i>Summary</i>			
The summary should be brief and not contain any opinion.	The summary is clear, concise, and contains no opinion.	The summary either contains some opinion and/or is too long/leaves out important information.	The summary is either too vague, contains too much opinion, and/or does not summarize the events.
<i>Quotes</i>			
The quotes are properly introduced, grammatically sound within the sentence, and properly cited in MLA format.	The quotes are properly introduced and cited. The quotes help prove the author's argument.	There may be some minor errors with the embedded quotes – either with citation or introduction.	The writing does not include quotes, does not include citation, and/or the quotes do not support the argument.
<i>Explanations</i>			
The quotes are thoroughly explained in a way that demonstrates understanding of the concept.	The author's explanations are thorough, succinct, and show the author's understanding of the concept.	The explanations are a bit vague. The author is still able to convey a level of understanding.	There are no explanations and/or the explanations do not relate to the quote/content at all.
<i>Mechanics</i>			
The paragraph is grammatically correct and has no spelling errors.	The paragraph is free from any major grammatical and/or spelling errors. The paragraph only contains a couple minor errors.	There are minor grammatical and spelling errors in the paragraph. May contain 1-2 major errors.	The grammar and spelling errors distract the reader from the paragraph's content.

Total Score = _____ / _____

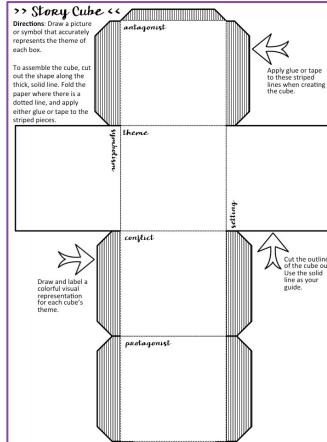
After Reading

71. Instruction Page
72. Comparing the Theme to a Song: Friendship (**RL 1, RL 2**)
73. Comparing the Theme to a Song: Courage (**RL 1, RL 2**)
74. Comparing the Theme to a Song: Growing Up (**RL 1, RL 2**)
75. Comparing the Theme to a Song: Revenge (for mature students) (**RL 1, RL 2**)
76. Comparing the Theme to a Song: Choose Your Own Theme & Song (**RL 1, RL 2**)
77. Comparing the Theme to a Song Venn Diagram (**RL 1, RL 2**)
78. Comparing the Theme to a Song Writing Assignment (**RL 1, RL 2, W 2**)
79. Comparing the Theme to a Song Writing Assignment with Differentiation
80. Story Cube Activity
81. Story Cube Writing
82. Story Cube Rubric with Preset Values
83. Story Cube Rubric with Fill-in-the-Blank Values
84. Novel Quilt Option #1
85. Novel Quilt Option #2
86. Novel Quilt Option #3
87. Novel Quilt Writing
88. Novel Quilt Rubric with Preset Values
89. Novel Quilt Rubric with Fill-in-the-Blank Values
90. Creative Comic Assignment Handout (**RL 1, RL 3**)
91. Creative Comic Assignment Organizer
92. Creative Comic Assignment Rubric with Preset Values
93. Creative Comic Assignment Rubric with Fill-in-the-Blank Values
94. Novel Group Research Project Instructions
95. Novel Group Research Project Handout (**W 2, W 4, W 6, W 7**)
96. Novel Group Research Project Topics
97. Novel Group Research Project Group Evaluation Forms
98. Novel Group Research Project Rubric

Teacher Instructions, Tips, and Suggestions

Compare/Contrast Song Themes

The first 8 pages contain handouts and resources for comparing the theme of the novel to the theme of a song. There are four predetermined themes: friendship, courage, growing up, and revenge (for mature students). There is also a more generic handout so that you can customize this assignment to any theme and any song –just find a song of your choice that fits the them! There is also a Venn diagram and a differentiated writing assignment for this task (use a rubric from that section).

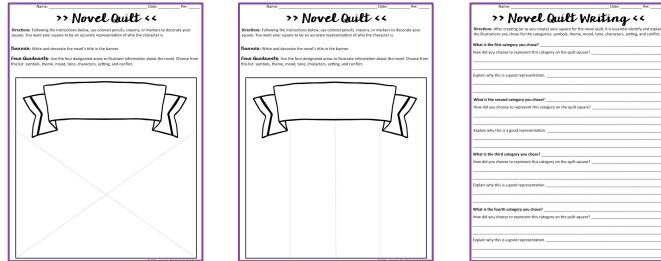


Story Cube

This is a fun, little assignment that will engage your students' creative sides! There is also a writing portion to this assignment as well as a rubric.

Novel Quilt - You Can Turn This Assignment into a Bulletin Board!

Print out the novel quilt handouts, and pass them out to your students. Instruct them to visually represent four literary elements from a list: symbols, theme, mood, tone, characters, setting, and conflict. Once the quilt squares are finished, have students cut them out and you can create a large novel quilt in your room!



Comic Strip Creative Assignment

This is usually an assignment that I use with The Odyssey. Either select the entire novel, or just a small portion of the book that contains the conflict, and have your students create a comic strip that accurately depicts the events that happened. This assignment will require them to find key quotations to use as dialogue, and it will also require them to use their summarizing skills to write the narrative.

Group Research Project

This group research project is a collaborative assignment that requires students to use technology and create a class presentation on what they learned. Students will be groups into small groups and will work together to write a small research paper about one literary aspect about the novel and then present it to class in a multimedia presentation. This assignment makes group work easier because there is a student evaluation form where students evaluate the work of their peers – there is even room on the final rubric to take these evaluations into consideration!

All final assignments include a writing component & rubric!

Share With Me on Social Media!

I would **absolutely LOVE** to see the **beautiful work** your students **create** with these activities and assignments.

>> Musical Thematic Comparison <<

Theme: Friendship

Directions: Read the lyrics to the song and discuss with a small group or a partner how these lyrics relate to the given theme. Then, highlight or underline at least five different quotes from the song that represent that theme. Then, find five quotes from the novel that reveal the same theme.

"You're My Best Friend"

Queen

Ooh, you make me live
Whatever this world can give to me
It's you, you're all I see
Ooh, you make me live now honey
Ooh, you make me live

You're the best friend
That I ever had
I've been with you such a long time
You're my sunshine
And I want you to know
That my feelings are true
I really love you
You're my best friend

Ooh, you make me live
I've been wandering round
But I still come back to you
In rain or shine
You've stood by me girl
I'm happy at home (happy at home)
You're my best friend.

Ooh, you make me live
Whenever this world is cruel to me
I got you to help me forgive
Ooh, you make me live now honey
Ooh, you make me live

You're the first one
When things turn out bad
You know I'll never be lonely
You're my only one
And I love the things
I really love the things that you do
You're my best friend

Ooh, you make me live.

I'm happy, happy at home
You're my best friend
You're my best friend
Ooh, you make me live
You, you're my best friend.

Title: _____

Author: _____

Genre: _____

Quotes from the Novel that Reveal the Theme

1

" _____ " (_____).

2

" _____ " (_____).

3

" _____ " (_____).

4

" _____ " (_____).

5

" _____ " (_____).

>> Musical Thematic Comparison <<

Theme: Courage

"Invincible"

Muse

Follow through
Make your dreams come true
Don't give up the fight
You will be alright
'Cause there's no one like you in the universe

Don't be afraid
What your mind conceives
You should make a stand
Stand up for what you believe
And tonight
We can truly say
Together we're invincible

During the struggle
They will pull us down
But please, please
Let's use this chance
To turn things around
And tonight
We can truly say
Together we're invincible

Do it on your own
It makes no difference to me
What you leave behind
What you choose to be
And whatever they say
Your soul's unbreakable

During the struggle
They will pull us down
But please, please
Let's use this chance
To turn things around
And tonight
We can truly say
Together we're invincible
Together we're invincible

During the struggle
They will pull us down
Please, please
Let's use this chance
To turn things around
And tonight
We can truly say
Together we're invincible
Together we're invincible

Directions: Read the lyrics to the song and discuss with a small group or a partner how these lyrics relate to the given theme. Then, highlight or underline at least five different quotes from the song that represent that theme. Then, find five quotes from the novel that reveal the same theme.

Title: _____

Author: _____

Genre: _____

Quotes from the Novel that Reveal the Theme

1

" _____ "

2

" _____ "

3

" _____ "

4

" _____ "

5

" _____ "

>> Musical Thematic Comparison <<

Theme: Growing Up

Directions: Read the lyrics to the song and discuss with a small group or a partner how these lyrics relate to the given theme. Then, highlight or underline at least five different quotes from the song that represent that theme. Then, find five quotes from the novel that reveal the same theme.

"In This Diary"

The Ataris

Here in this diary,
I write you visions of my summer.
It was the best I ever had.
There were choruses and sing-alongs,
And that unspoken feeling of knowing
Right now is all that matters
All the nights we stayed up talking
and listening to 80's songs;
quoting lines from all those movies that
we love.
It still brings a smile to my face.
I guess when it comes down to it...

Being grown up isn't half as fun as
growing up:
These are the best days of our lives.
The only thing that matters
is just following your heart
and eventually you'll finally get it right.

Breaking into hotel swimming pools,
and wreaking havoc on our world.
Hanging out at truck stops just to pass the
time.
The black top's singing me to sleep.
Lighting fireworks in parking lots,
illuminate the blackest nights.
Cherry cokes under this moonlight
summer sky.
2015 Riverside, it's time to say,
"goodbye."
Get on the bus, it's time to go.

Being grown up isn't half as fun as
growing up:
These are the best days of our lives.
The only thing that matters
is just following your heart,
and eventually you'll finally get it right.

Title: _____

Author: _____

Genre: _____

Quotes from the Novel that Reveal the Theme

"

1

"

2

"

3

"

4

"

5

" (_____).

" (_____).

" (_____).

" (_____).

" (_____).

>> Musical Thematic Comparison <<

Theme: Revenge

"Vengeance is Mine"

Alice Cooper

They hated every part of me
Expect me to forget it
They tried so hard to bury me
But I survived it every time

Convicted of every crime
Silently doing time
But when I get outta here
I wanna make it clear

Vengeance is mine
Vengeance is mine, mine, mine
To forgive is divine
But vengeance is mine, mine, mine

They tortured every inch of me
Then expect me to forget it
They thought that they would finish me
But I pull through every time

Punish me everyday
But I'll never break
Hold on to all your fears
'cause when I get outta here

Vengeance is mine
Vengeance is mine, mine, mine
To forgive is divine
But vengeance is mine, mine, mine

What I want
(Vengeance, Vengeance, Vengeance,
Vengeance)

Vengeance is mine, mine, mine
To forgive is divine
Not as rewarding I find
Because vengeance is mine...

Vengeance is mine, mine, mine
Vengeance is mine
Vengeance is mine, mine, mine, mine,
mine, mine, mine

Directions: Read the lyrics to the song and discuss with a small group or a partner how these lyrics relate to the given theme. Then, highlight or underline at least five different quotes from the song that represent that theme. Then, find five quotes from the novel that reveal the same theme.

Title: _____

Author: _____

Genre: _____

Quotes from the Novel that Reveal the Theme

1

" _____
" _____
" _____
" (_____).

2

" _____
" _____
" _____
" (_____).

3

" _____
" _____
" _____
" (_____).

4

" _____
" _____
" _____
" (_____).

5

" _____
" _____
" _____
" (_____).

>> Musical Thematic Comparison <<

Theme: _____

Directions: Read the lyrics to the song and discuss with a small group or a partner how these lyrics relate to the given theme. Then, highlight or underline at least five different quotes from the song that represent that theme. Then, find five quotes from the novel that reveal the same theme.

Title: _____

Author: _____

Genre: _____

Quotes from the Novel that Reveal the Theme**1**

“

_____” (_____.).

2

“

_____” (_____.).

3

“

_____” (_____.).

4

“

_____” (_____.).

5

“

_____” (_____.).

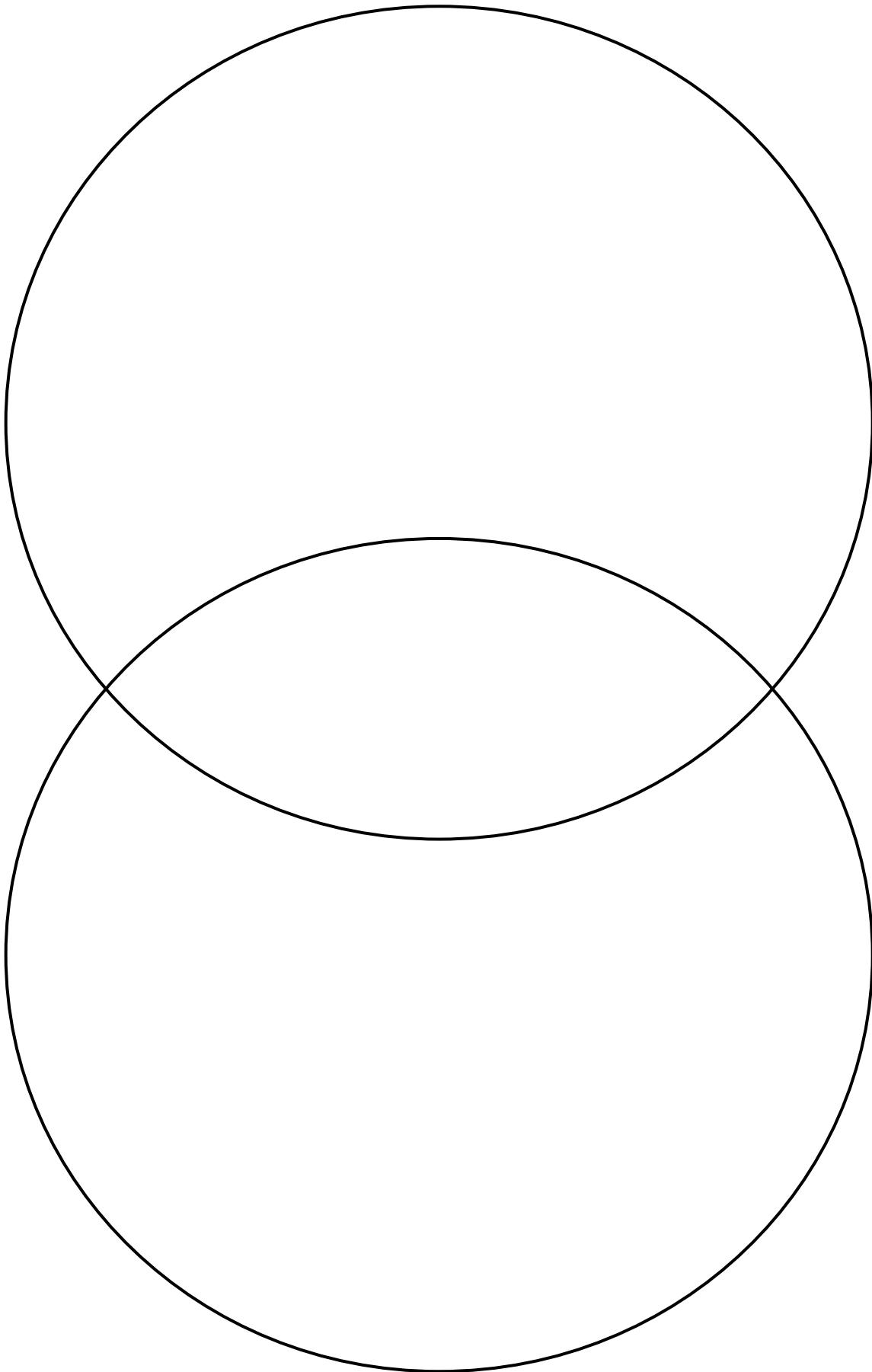
Name: _____ Per: _____
Date: _____

>> Comparing the Theme to a Song <<

Directions: Complete the diagram below comparing and contrasting the novel to a song with a similar theme.

Book Title : _____

Song Title: _____



>> Writing Task <<

Compare and Contrast Theme



Often times, books will have similar themes as songs. Write a detailed, one-paragraph response in which you compare and contrast a similar theme from a novel to a song. Be sure to support your writing with examples from the text and song.

Book Title: _____

Song Title: _____

Author: _____

Artist: _____

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*theme, book info, song info*)
- 2. State how the book and novel represent the theme similarly:** Provide at least 1-2 examples of how these are similar.
- 3. Cite textual evidence:** Provide a quote that demonstrates a similarity between the two mediums and cite it in MLA format. A quote cannot stand alone as a sentence; it needs to be introduced.
- 4. Explain:** how the quote shows the themes are similar in these two mediums.
- 5. State how the book and novel are represent the theme differently:** Provide 1-2 examples of how these are different.
- 6. Cite textual evidence:** Provide a quote that demonstrates a difference between the two mediums and cite it in MLA format. A quote cannot stand alone as a sentence; it needs to be introduced.
- 7. Explain:** how the quote shows the difference.
- 8. Concluding statement:** provide a final thought on theme, and how themes are found in many different forms.

Paragraph Brainstorming Notes

- 1. Topic Sentence:** _____
- 2. State the similarities:** _____
- 3. Cite textual evidence:** For example, (provide some background context about the novel/song before introducing the quote), “ _____ ” (____).
- 4. Explain:** _____
- 5. State the differences:** _____
- 6. Cite textual evidence:** For example, (provide some background context about the novel/song before introducing the quote), “ _____ ” (____).
- 7. Explain:** _____
- 8. Concluding statement:** _____

>> Writing Task <<

Compare and Contrast Theme



Often times, books will have similar themes as songs. Write a detailed, one-paragraph response in which you compare and contrast a similar theme from a novel to a song. Be sure to support your writing with examples from the text and song.

Book Title: _____

Song Title: _____

Author: _____

Artist: _____

Paragraph Title

Paragraph Elements

- 1. Topic sentence:** What is this paragraph about? (*theme, book info, song info*)
- 2. State how the book and novel represent the theme similarly:** Provide at least 1-2 examples of how these are similar.
- 3. Cite textual evidence:** Provide a quote that demonstrates a similarity between the two mediums and cite it in MLA format. A quote cannot stand alone as a sentence; it needs to be introduced.
- 4. Explain:** how the quote shows the themes are similar in these two mediums.
- 5. State how the book and novel are represent the theme differently:** Provide 1-2 examples of how these are different.
- 6. Cite textual evidence:** Provide a quote that demonstrates a difference between the two mediums and cite it in MLA format. A quote cannot stand alone as a sentence; it needs to be introduced.
- 7. Explain:** how the quote shows the difference.
- 8. Concluding statement:** provide a final thought on theme, and how themes are found in many different forms.

Paragraph Brainstorming Notes

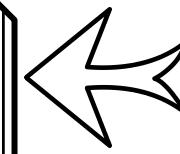
- The novel _____ by _____ and the song _____ by _____ share a similar theme: _____
- The theme is represented similarly because _____
- For example, (provide some background context about the novel/song before introducing the quote), “ _____ ” (_____.)
- This portrays a theme of _____ because _____
- However, the theme is also represented differently because _____
- For example, (provide some background context about the novel/song before introducing the quote), “ _____ ” (_____.).
- This shows the difference between the themes because _____
- In conclusion, _____

>> Story Cube <<

Directions: Draw a picture or symbol that accurately represents the theme of each box.

To assemble the cube, cut out the shape along the thick, solid line. Fold the paper where there is a dotted line, and apply either glue or tape to the striped pieces.

antagonist



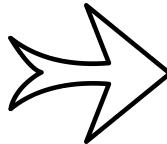
Apply glue or tape to these striped lines when creating the cube.

shapeless

theme

setting

conflict



Draw and label a colorful visual representation for each cube's theme.



Cut the outline of the cube out. Use the solid line as your guide.

protagonist

>> Story Cube Writing <<

Directions: After creating (or as you create) your story cube, it is essential identify and explain the illustrations you chose.

theme

What is the theme of the book? _____

How did you choose to represent the theme on the cube? _____

Explain why this is a good representation of the theme. _____

setting

What is the setting of the book? _____

How did you choose to represent the setting on the cube? _____

Explain why this is a good representation of the setting . _____

conflict

What is the conflict in the book? _____

How did you choose to represent the conflict on the cube? _____

Explain why this is a good representation of the conflict. _____

symbolism

What is a symbol in the book? _____

How did you choose to represent the symbol on the cube? _____

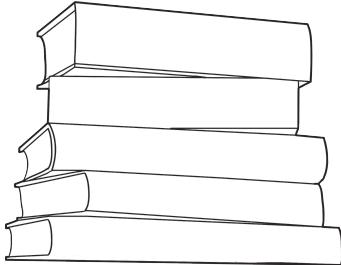
Explain why this is a good representation of the symbol. _____

characters

Who is the protagonist and antagonist of the book? _____

How did you choose to represent them on the cube? _____

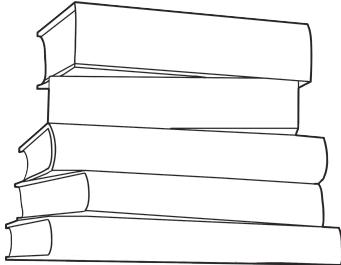
Explain why this is a good representation for these characters. _____



>> Story Cube <<

Assessment Rubric

<i>Illustrations</i>	5	3	1
The illustrations should be colorful and appealing to the eye.	The illustrations are in full color. It is clear that you did your best and put forth the effort to create a visually appealing piece.	The illustrations are in color. Some effort was used in coloring the cube.	The illustrations are not in color and/or it appears as if little effort was put forth.
<i>Accuracy</i>	10	1	3
The items represented in each box need to be accurate. The cube should reflect your knowledge of the novel.			All boxes are an accurate representation of the novel.
<i>Writing</i>	5	3	1
When writing about your cube, you should use proper writing mechanics and grammar.	The writing is clear, grammatically correct, and thorough.	The writing is mostly clear. There may be some errors.	The writing is difficult to read and understand.
<i>Total Score = _____ / 20</i>			



>> Story Cube <<

Assessment Rubric

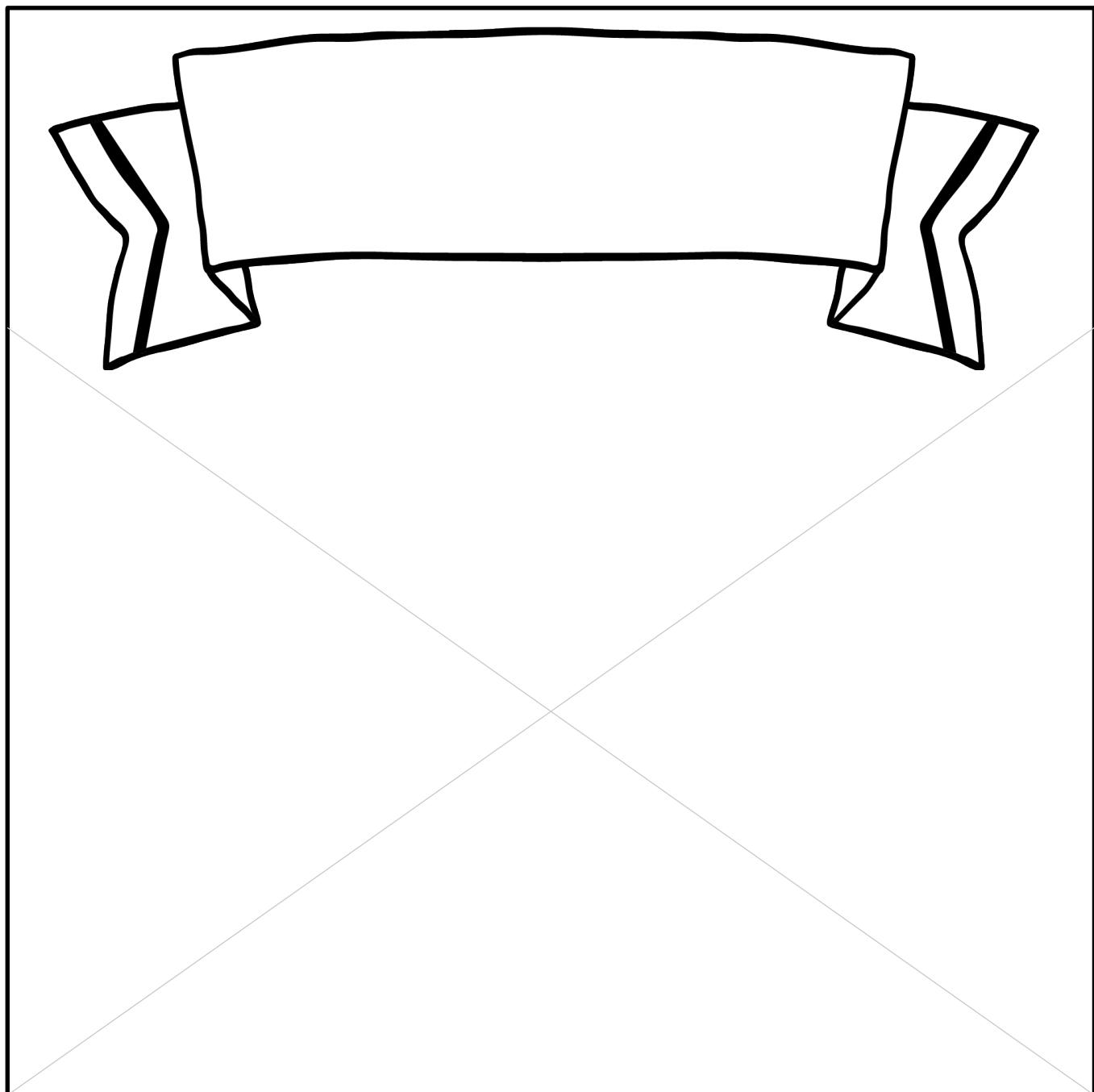
<i>Illustrations</i>			
The illustrations should be colorful and appealing to the eye.	The illustrations are in full color. It is clear that you did your best and put forth the effort to create a visually appealing piece.	The illustrations are in color. Some effort was used in coloring the cube.	The illustrations are not in color and/or it appears as if little effort was put forth.
<i>Accuracy</i>			
The items represented in each box need to be accurate. The cube should reflect your knowledge of the novel.	All boxes are an accurate representation of the novel.	There may be a few minor errors in accuracy.	There are many errors in the cube.
<i>Writing</i>			
When writing about your cube, you should use proper writing mechanics and grammar.	The writing is clear, grammatically correct, and thorough.	The writing is mostly clear. There may be some errors.	The writing is difficult to read and understand.
<i>Total Score = _____ / _____</i>			

>> Novel Quilt <<

Directions: Following the instructions below, use colored pencils, crayons, or markers to decorate your square. You want your square to be an accurate representation of the novel.

Banner: Write and decorate the novel's title in the banner.

Four Quadrants: Use the four designated areas to illustrate information about the novel. Choose from this list: symbols, theme, mood, tone, characters, setting, and conflict.

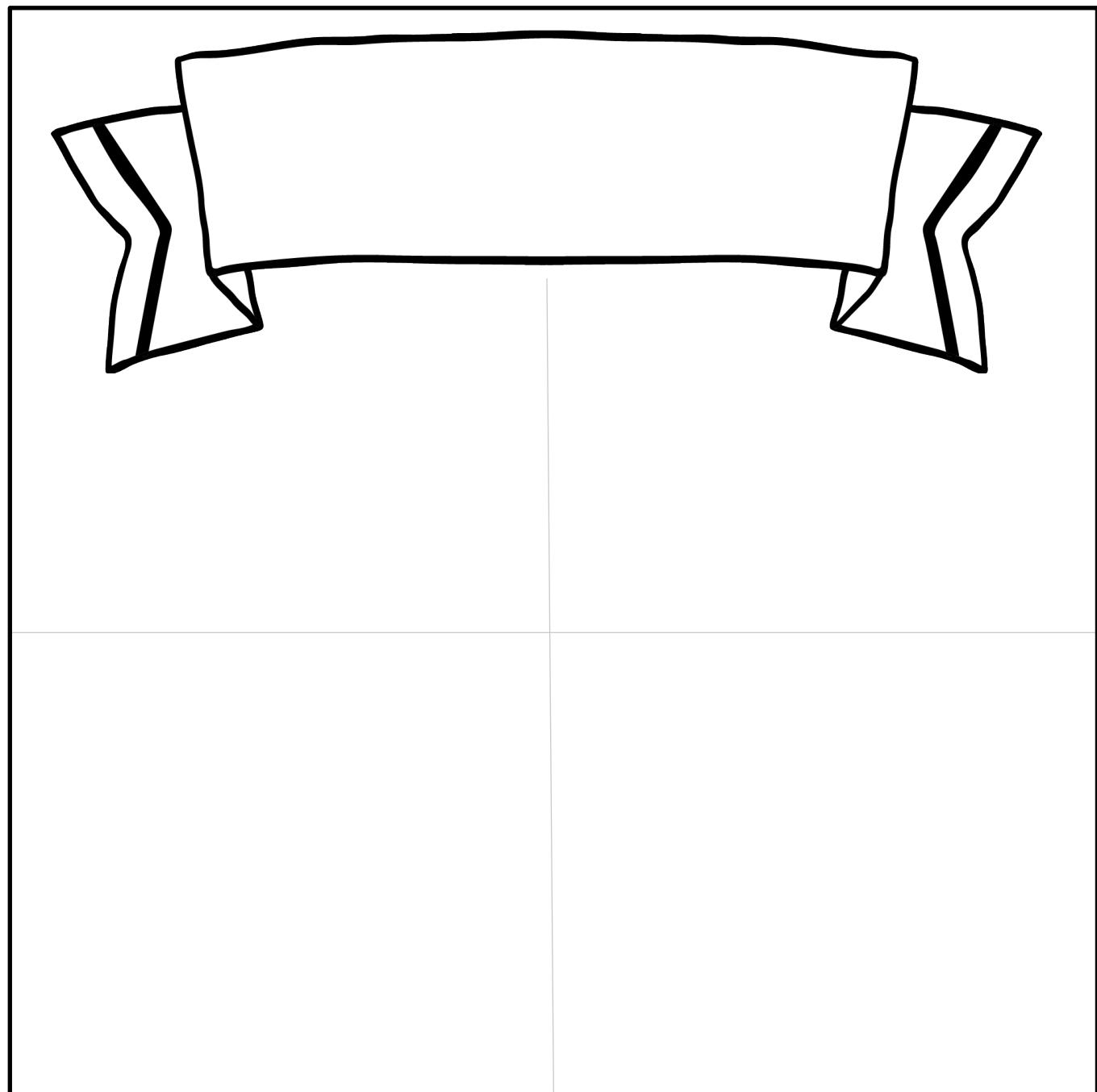


>> Novel Quilt <<

Directions: Following the instructions below, use colored pencils, crayons, or markers to decorate your square. You want your square to be an accurate representation of the novel.

Banner: Write and decorate the novel's title in the banner.

Four Quadrants: Use the four designated areas to illustrate information about the novel. Choose from this list: symbols, theme, mood, tone, characters, setting, and conflict.

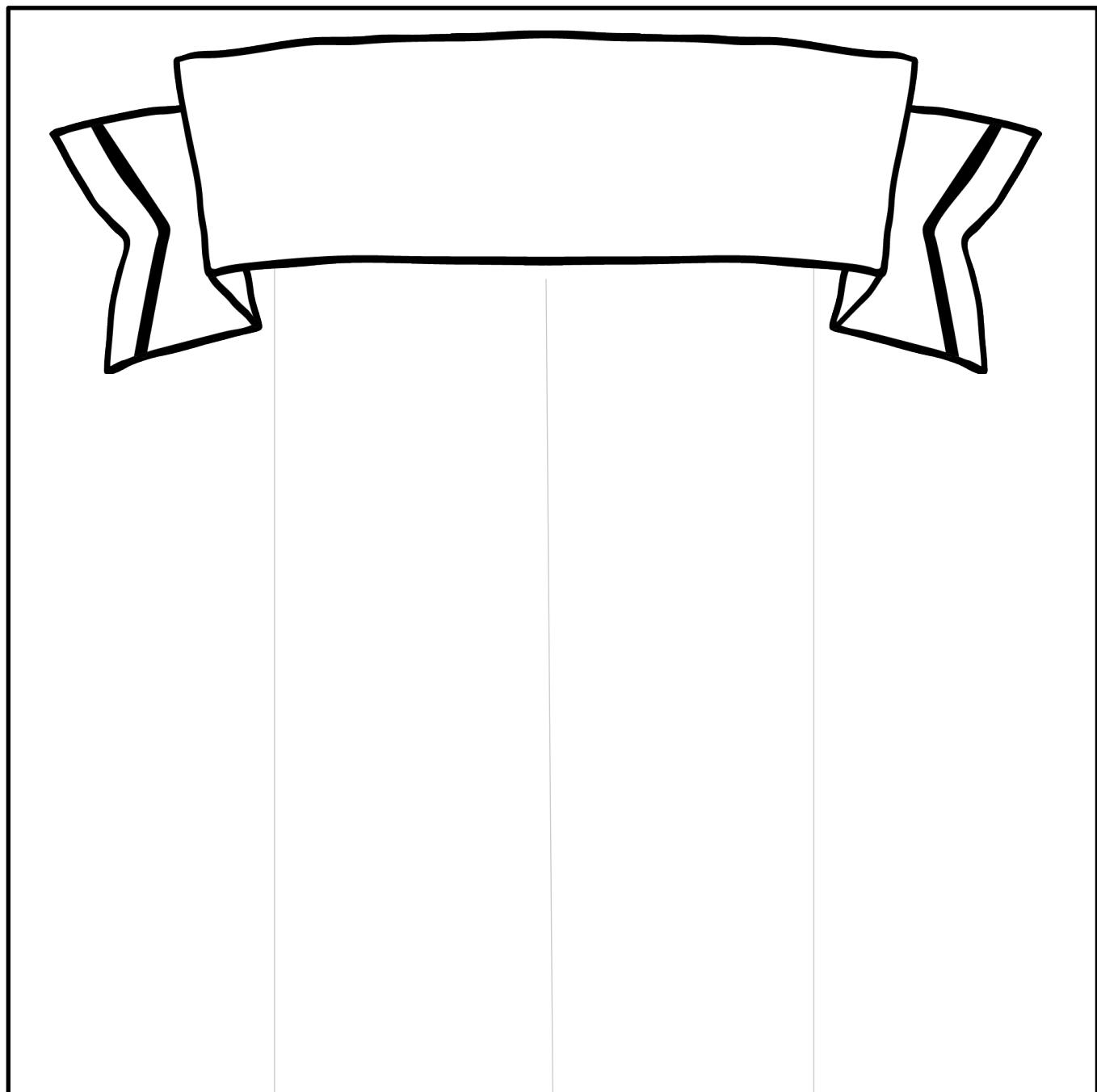


>> Novel Quilt <<

Directions: Following the instructions below, use colored pencils, crayons, or markers to decorate your square. You want your square to be an accurate representation of the novel.

Banner: Write and decorate the novel's title in the banner.

Four Quadrants: Use the four designated areas to illustrate information about the novel. Choose from this list: symbols, theme, mood, tone, characters, setting, and conflict.



>> Novel Quilt Writing <<

Directions: After creating (or as you create) your square for the novel quilt, it is essential identify and explain the illustrations you chose for the categories: symbols, theme, mood, tone, characters, setting, and conflict.

What is the first category you chose? _____

How did you choose to represent this category on the quilt square? _____

Explain why this is a good representation. _____

What is the second category you chose? _____

How did you choose to represent this category on the quilt square? _____

Explain why this is a good representation. _____

What is the third category you chose? _____

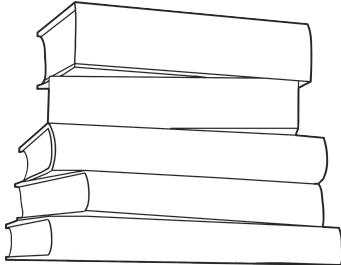
How did you choose to represent this category on the quilt square? _____

Explain why this is a good representation. _____

What is the fourth category you chose? _____

How did you choose to represent this category on the quilt square? _____

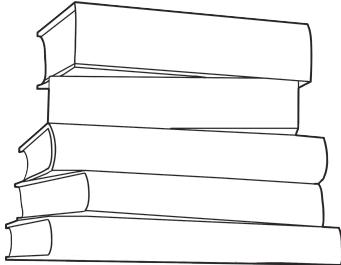
Explain why this is a good representation. _____



>> Novel Quilt <<

Assessment Rubric

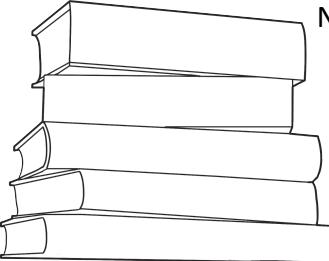
<i>Illustrations</i>	5	3	1
The illustrations should be colorful and appealing to the eye.	The illustrations are in full color. It is clear that you did your best and put forth the effort to create a visually appealing piece.	The illustrations are in color. Some effort was used in coloring the cube.	The illustrations are not in color and/or it appears as if little effort was put forth.
<i>Accuracy</i>	10	1	3
The items represented in each quadrant need to be accurate. The cube should reflect your knowledge of the novel.	All boxes are an accurate representation of the novel.	There may be a few minor errors in accuracy.	There are many errors in the cube.
<i>Writing</i>	5	3	1
When writing about your cube, you should use proper writing mechanics and grammar.	The writing is clear, grammatically correct, and thorough.	The writing is mostly clear. There may be some errors.	The writing is difficult to read and understand.
<i>Total Score = _____ / 20</i>			



>> Novel Quilt <<

Assessment Rubric

<i>Illustrations</i>			
The illustrations should be colorful and appealing to the eye.	The illustrations are in full color. It is clear that you did your best and put forth the effort to create a visually appealing piece.	The illustrations are in color. Some effort was used in coloring the cube.	The illustrations are not in color and/or it appears as if little effort was put forth.
<i>Accuracy</i>			
The items represented in each quadrant need to be accurate. The cube should reflect your knowledge of the novel.	All boxes are an accurate representation of the novel.	There may be a few minor errors in accuracy.	There are many errors in the cube.
<i>Writing</i>			
When writing about your cube, you should use proper writing mechanics and grammar.	The writing is clear, grammatically correct, and thorough.	The writing is mostly clear. There may be some errors.	The writing is difficult to read and understand.
<i>Total Score = _____ / _____</i>			



>> Creative << Comic Strip Assignment

Directions: Fold your paper into eight boxes like in the example below. Using the eight boxes, create a comic strip that for either the entire novel or just a specific chapter of the novel. Be sure to include the key details and a beginning, middle, and end. Also, make sure that there is a comic strip box dedicated to the conflict of the chapter or novel.

You will need to include colorful illustrations, narration, dialogue (properly cited in MLA format), and conflict in your comic strip.

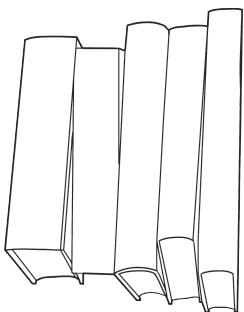
Title Box <ul style="list-style-type: none">• Comic Title• Name• Period• Color Illustration		Narration can also be at the top of the box. Make sure the narration is detailed enough to explain the action in the box.	
		Dialogue needs to include a “quote from the text” (###). 	

Comic Strip Checklist

- Title Box:** your title slide must include the title of the comic, your name, class period, and an illustration.
- Dialogue:** You must include five quotes from the text into the comic. The quotes can be included in any box (except for the title box). Each quote must be properly cited in MLA format.
- Narration:** Not including the title box, every box in the comic strip needs to include narration (a summary of the action happening that is written in your own words). The narration needs to be accurate, grammatically correct, and in chronological order.
- Conflict:** At least one box in your comic needs to establish the conflict that is presented in this episode.
- Illustrations:** Every single box needs to be in full color and show that you put effort into this project.

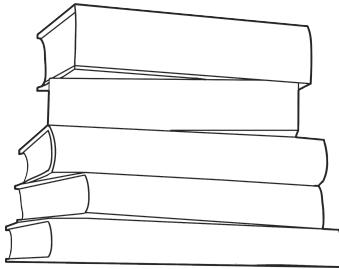
Name: _____

Date: _____ Per: _____



>> Creative << Comic Strip Assignment

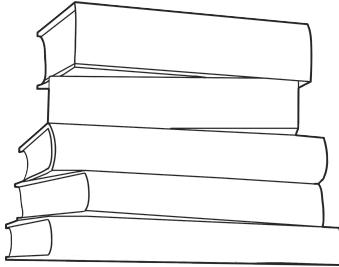
Use the space provided below to plan a rough sketch of your comic strip before you transfer it to the larger paper.



>> Creative << Comic Strip Assignment

Title Box	5	3	1
The title box should include your name, a title, and a colorful illustration.	The comic strip has a clever, well thought out title.	The comic strip has a title.	The comic strip does not have a title.
Dialogue	15	12	5
There should be five quotes used as dialogue in the comic strip. Every quote needs to be cited in MLA format. “quote” (#).	The comic strip has five direct quotes that are properly cited in MLA format.	The comic strip has less than five quotes. There may be MLA errors.	The comic strip does not have any direct quotations from the poem. –Or- the quotes are not cited in MLA format.
Narration	15	12	5
The narration should be grammatically correct and accurately retell the events from the chapter or entire novel.	There is adequate, descriptive narration that accurately retells the plot.	There is accurate narration that summarizes the plot.	The comic strip is does not include enough narration and/or there are major inaccuracies in the narration.
Conflict	10	7	2
The reader should be able to tell what the conflict is and where the conflict is in the plot.	There is a dedicated conflict box that accurately depicts how the conflict in the play emerges.	There is a dedicated conflict box. The conflict is vaguely depicted.	The comic strip does not have a conflict.
Illustrations	5	3	1
The illustrations should be colorful and fill the entire box. It is okay if you are not an artist, just take time and put effort into your illustrations.	The illustrations are colorful, eye-catching, and contribute to the narrative..	The illustrations seem rushed and/or show a lack of effort.	The comic strip is missing illustrations.

Total Score = _____ / 50



>> Creative << Comic Strip Assignment

Title Box			
The title box should include your name, a title, and a colorful illustration.	The comic strip has a clever, well thought out title.	The comic strip has a title.	The comic strip does not have a title.
Dialogue			
There should be five quotes used as dialogue in the comic strip. Every quote needs to be cited in MLA format. “quote” (#).	The comic strip has five direct quotes that are properly cited in MLA format.	The comic strip has less than five quotes. There may be MLA errors.	The comic strip does not have any direct quotations from the poem. –Or- the quotes are not cited in MLA format.
Narration			
The narration should be grammatically correct and accurately retell the events from the chapter or entire novel.	There is adequate, descriptive narration that accurately retells the plot.	There is accurate narration that summarizes the plot.	The comic strip is does not include enough narration and/or there are major inaccuracies in the narration.
Conflict			
The reader should be able to tell what the conflict is and where the conflict is in the plot.	There is a dedicated conflict box that accurately depicts how the conflict in the play emerges.	There is a dedicated conflict box. The conflict is vaguely depicted.	The comic strip does not have a conflict.
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The illustrations should be colorful and fill the entire box. It is okay if you are not an artist, just take time and put effort into your illustrations.	The illustrations are colorful, eye-catching, and contribute to the narrative..	The illustrations seem rushed and/or show a lack of effort.	The comic strip is missing illustrations.

Total Score = _____ / 50

A Novel Group Research Project



The Group Research Project

Group research projects are a great way to incorporate collaborative learning, technology, and a flipped classroom together. After reading the novel, assign this group research project to your students and watch them learn more about their topic.

This group research project is a collaborative assignment that requires students to use technology and create a class presentation on what they learned. Students will be grouped into small groups and will work together to write a small research paper about one literary aspect about the novel and then present it to class in a multimedia presentation. This assignment makes group work easier because there is a student evaluation form where students evaluate the work of their peers –there is even room on the final rubric to take these evaluations into consideration!

Sample Research Paper Teaching and Planning Schedule

Here is the schedule for the research assignment. In order for groups to be able to finish this project in class, it is essential for all group members to be working on the project each and every single class period.

Day 1

Introduce research project assignment. Select topics & groups. Teach MLA format and research strategies.

Days 2-3

Research and find quotes.

Day 4

Continue research. Groups should begin outlining paper.

Days 5-6

Write research paper and work on PowerPoint presentation.

Days 7-8

Assignment due. Give presentations in class.

Share With Me on Social Media!

I would **absolutely LOVE** to see your students **present** their multimedia presentations to your class!.

Post pictures of your students working on or presenting their group research project and mention me in the comments.

Instagram: @TheDaringEnglishTeacher

Twitter: @DaringEnglish

A Novel Group Research Project



In groups of 3-4 students, you will be selecting a research topic and working collaboratively on a research project. The research project includes researching the topic, writing a research paper in MLA format, creating a PowerPoint presentation, and presenting the your research to class.

It is important to research as much as you can about your topic.

Research Paper Requirements

- The research paper must be a minimum of five paragraphs long. This includes an introduction and a conclusion. The research paper must also contain:
- 1 direct quote per body paragraph
- Parenthetical (in-text) citations for ALL researched information
- Works cited page

PowerPoint Requirements

- Title slide
 - Must contain a title and everyone's name
- Table of Contents slide
 - This is a table of contents
 - Be sure to include all of your content slides and your summary slide.
- 5 content slides
 - The content slides must contain a title and text. Make sure the text is a brief summary of your research. It must be in your own words too.
 - Each slide should have a meaningful picture.
- Summary slide
 - In one paragraph, summarize all of the information from your presentation.
- Works Cited slide
 - All of your sources must be listed in MLA format.

Presentation Requirements

- The presentation must be 3-5 minutes long
- Every person in the group must participate and speak in the presentation

Research Paper Due Date: _____

Presentation Date: _____

A Novel Group Research Project



These are the topics for the research project. These topics are broad so that you can decide what is important and what is not important. For this assignment, it is important to write and present more than just the basic facts. Research your topic thoroughly to find the “why” and “how.”

- I. **About the Author** – Who is/was the author. Provide a biographical account of his/her life.
- II. **The Development and Examples of Theme in the Novel** – What is the theme of this novel? How does this theme emerge and how do the events of the plot shape the theme?
- III. **Use of Figurative Language in the Novel** – How does the author use figurative language in the novel. How does the use of figurative language enhance the novel?
- IV. **Use of Symbolism in the Novel** - How does the author use symbolism in the novel. What do the symbols mean? How does the use of symbolism enhance the novel?
- V. **Use of Imagery in the Novel** - How does the author use imagery in the novel. How does the use of imagery enhance the novel?
- VI. **Use of Irony in the Novel** - How does the author use irony in the novel. How does the use of irony enhance the novel? If the author does not use irony, analyze how this decision affects the novel.
- VII. **Characterization of the Protagonist** – How does the author directly and indirectly characterize the protagonist? What effect does this have on the character?
- VIII. **Characterization of the Antagonist** - How does the author directly and indirectly characterize the antagonist? What effect does this have on the character?
- IX. **Point of View Analysis** – In what point of view is the novel written? Analyze the effect this has on the plot. How does this point of view enhance the novel?
- X. **Setting Analysis** – Analyze how the author develops and establishes the setting? What effect does this have on the novel?

My group's topic: _____

My group members: _____

A Novel Group Research Project



Directions: Fill out an evaluation for everyone (including yourself) in your group. On a scale of 1-5, with 5 being the most and 1 being the least, circle the number that best represents that person's contribution to the project for each category.

Name: _____

Contributing to the research

1 2 3 4 5

Writing the paper

1 2 3 4 5

Making the PowerPoint

1 2 3 4 5

Planning the presentation

1 2 3 4 5

Overall contribution to the project

1 2 3 4 5

Name: _____

Contributing to the research

1 2 3 4 5

Writing the paper

1 2 3 4 5

Making the PowerPoint

1 2 3 4 5

Planning the presentation

1 2 3 4 5

Overall contribution to the project

1 2 3 4 5

Name: _____

Contributing to the research

1 2 3 4 5

Writing the paper

1 2 3 4 5

Making the PowerPoint

1 2 3 4 5

Planning the presentation

1 2 3 4 5

Overall contribution to the project

1 2 3 4 5

Name: _____

Contributing to the research

1 2 3 4 5

Writing the paper

1 2 3 4 5

Making the PowerPoint

1 2 3 4 5

Planning the presentation

1 2 3 4 5

Overall contribution to the project

1 2 3 4 5

A Novel Group Research Project



Individual Score: _____ / _____

Total Score: _____ / _____

Observation	
Attendance	
Group Evaluation Forms	

Presentation Score: _____ / _____

Eye contact and body language

Group members stand straight up, make eye contact with the audience, and do not lean on the wall.

_____/_____

Information delivery and elocution

Group members speak clearly at an appropriate volume. The presentation is paced appropriately.

_____/_____

Time requirement

Presentation is neither too short nor too long.

_____/_____

Level of excitement

Group members are genuinely interested in the content of the presentation

PowerPoint Score: _____ / _____

Title slide

Contains title, group number, and group member names

_____/_____

Table of Contents

Each subsequent slide is properly identified

_____/_____

Content Slides

Each slide contains title, information, and a picture. Information is accurate, grammatically correct, and informative.

_____/_____

Summary

Contains a well written paragraph that summarizes information from content slides

_____/_____

Works Cited

All sources used for presentation are properly cited in MLA format

Research Paper Score: _____ / _____

Content and Research

Research paper contains at least three sources (1 print, 1 web, 1 choice). Each body paragraph should have enough information. The research should be interesting and relevant. Each body paragraph contains at least one direct quote as well as paraphrased research.

_____/_____

MLA Format

The paper is properly set up in MLA Format. This includes margins, header, heading, Works Cited page, and title.

_____/_____

MLA Citations

All citations (Works Cited page and parenthetical citations) are cited in the proper format.

_____/_____

Grammar and Style

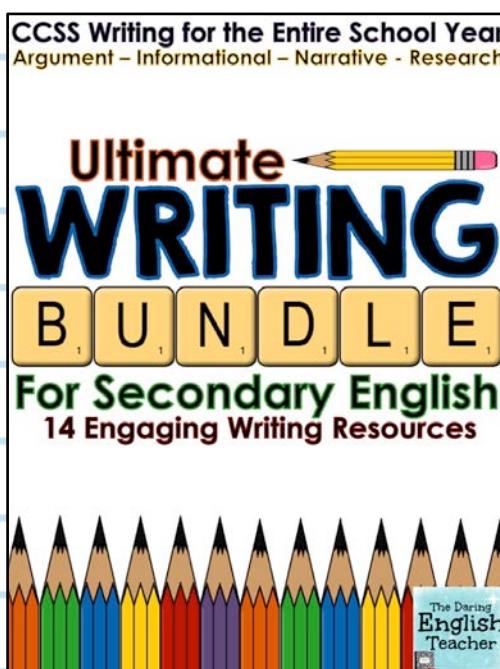
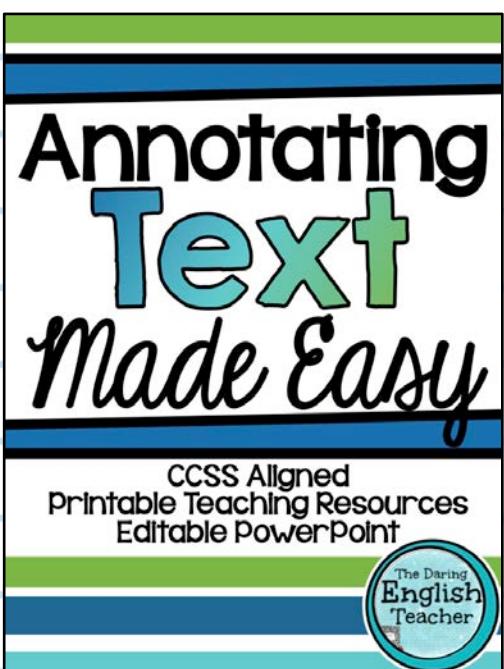
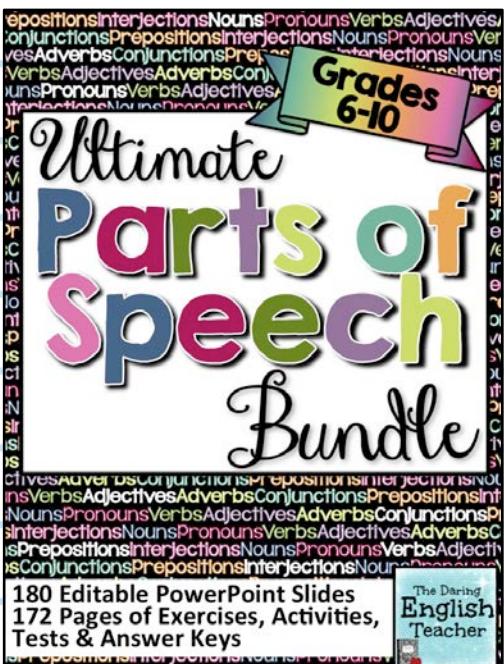
The paper is grammatically correct and the sentence structure varies. Paper is written in a formal tone without any contractions or slang.

_____/_____

Organization

The paper is organized in a logical manner with easily identifiable topic sentences. The paper contains an introduction and a conclusion.

Check Out These Great Lessons and Units!



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