

# **Historical Fiction**

**By  
Nat Reed**

**An Integrated  
Unit to Teachers**

# TABLE OF CONTENTS

<b>Page</b>	<b>Content</b>
<b>1</b>	<b>Introduction</b>
<b>3</b>	<b>Introduction for Teachers</b>
<b>4</b>	<b>Introduction for Students</b>
<b>5</b>	<b>Tracking Sheets</b>
<b>7</b>	<b>Key to Icons</b>
<b>Student Activities</b>	
<b>8</b>	<b>- Section A</b>
<b>14</b>	<b>- Section B</b>
<b>17</b>	<b>- Section C</b>
<b>23</b>	<b>- Section D</b>
<b>25</b>	<b>- Section E</b>
<b>28</b>	<b>- Section F</b>
<b>31</b>	<b>- Section G</b>
<b>Reproducible Masters</b>	
<b>33</b>	<b>Journal Reproducible Masters (For Student Work)</b>
<b>34</b>	<b>Lined Work Page</b>

# Historical Fiction An Integrated Unit To Teachers

## **An Introduction.**

Sparking a student's interest in the history of his or her country has long been a challenge for teachers everywhere. Dry facts outlining an obscure historical event will probably do little to help a pupil realize that such an incident may, in fact, have had a direct bearing on his/her own life.

This unit was designed as a generic tool to work as a supplement when reading or studying historical fiction novels. The educational expectations for these activities are common to most institutions and relevant and meaningful to students everywhere. The flexibility of the unit allows teachers the choice of using one novel, or a number of different novels with their class.

The workbook is meant to be self-contained, in which students will complete the majority of their edited work. However, ongoing journal entries and essay-type responses may be completed on the Reproducible Masters provided in this unit (p.33 and p.34) or in a lined notebook.

A great deal of flexibility is inherent in this unit, where teachers can use their own wisdom and discretion in making any changes they deem appropriate. The unit can be successfully used with students from grades five through eight.

It is hoped that this unit may help to give students a fresh perspective and interest in their country's past.

## To Students

The following pages contain activities to go along with the Historical Fiction novel you are reading. You will be responsible for completing a total of \_\_\_\_\_ of these Activities.

You will be able to complete some of the Activities as you read the novel; others will have to wait until you are finished your reading.

Where space is not provided in this workbook for daily journal entries, lengthier essay-type responses and so on, please use the special unit pages provided by your teacher or a lined notebook that you can keep with this workbook. Do your rough work on separate sheets before editing it and copying onto the unit pages or your notebook. Only the good copy of your completed activities should be handed in, along with any maps and computer work you have completed.

You also may wish to incorporate with your responses to activities any other material you find relevant to your novel – its characters or the time in which it is set.

At the end of this workbook, pages are provided for your notes, personal reminders or listings of books, articles, etc. you are using or wish to use.

Have fun.

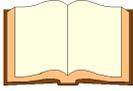
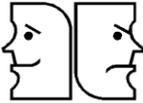
## TRACKING SHEET – 1

Activity #	Description	Date Started	Date Completed	Edited?	Comments	Assessment
<b>Do Activity A1 and A2 and <u>One</u> of Activity A3 –A5.</b>						
A1	Journal					/100
A2	Analysis of Novel					/25
A3 <b>or</b>	Historical Research					
A4 <b>or</b>	Comparison Activity					/25
A5	Comparison Activity					
<b>Do One Activity in B Section</b>						
B1	Time Sheet					/25
B2	Oral Report					
B3	Scrapbook					
B4	Game Time					
B5	The Play's the Thing.					
B6	Epilogue?					
B7	Poetry in Motion					
B8	Newspaper Article					
<b>Do One Activity in C Section.</b>						
C1	<i>The Main Characters</i>					/25
C2	<i>Character Development</i>					
C3	<i>Getting To Know You</i>					
C4	<i>Heros and Villains</i>					
C5	<i>Fancy Meeting You Here</i>					
C6	<i>Beam Me Up, Scotty!</i>					
C7	<i>And Then What?</i>					
C8	<i>Interviews</i>					

## TRACKING SHEET – 2

Activity #	Description	Date Started	Date Completed	Edited?	Comments	Assessment
<b><i>Do One Activity in D Section</i></b>						
D1	Main Events					/25
D2	The Climax					
D3	A Picture's Worth...					
D4	Time Passages					
D5	A Change is as Good...					
<b><i>Do One Activity In E Section.</i></b>						
E1	Where Are We Anyway?					/25
E2	Map Maker.					
E3	What's in a Name?					
E4	A Comparison					
E5	Customs and Conditions					
E6	Change of Scene					
<b><i>Do One Activity In F Section</i></b>						
F1	Words That Describe					/25
F2	Word Detective					
F3	Word Search					
F4	Crossword Puzzle					
<b><i>Do One Activity In G Section.</i></b>						
G1	Poster or Cover					/25
G2	Illustration					
G3	Making a Scene					
G4	Diorama					
G5	Comic Book					
G6	Collage					
G7	The Collection					
G8	Portrait Mural					
<b>TOTAL</b>						<b>/300</b>

# KEY TO ICONS

ICON	ACTIVITY
	<b>RESEARCH ACTIVITIES</b>
	<b>SETTING</b>
	<b>CHARACTER STUDY</b>
	<b>CREATIVE WRITING</b>
	<b>ART</b>
	<b>VOCABULARY</b>
	<b>PLOT</b>
	<b>COMPUTER APPLICATION</b>

Activity Type	Activity
<p><b>A1.</b></p> 	<p><b>Daily Journal</b></p> <p>You are responsible for keeping a daily journal during the course of this unit.</p> <p>Your entries should include a brief summary of <b>what happened</b> in the selection of the novel you read on that particular day; and <b>your reactions</b> (feelings) to the passage.</p> <p>Each journal entry should cover one chapter of the novel.</p> <p>Be sure to include details regarding the main character and his/her situation; any changes in the setting of the novel; and examples of the main character's resourcefulness.</p>

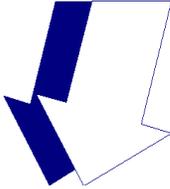
Use *Daily Journal page* (p.33) for student work or a lined notebook organized as shown below.

### Assessment Device for Journal Writing (A1)

Achievement Levels

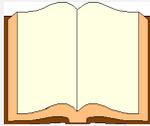
	Level 1	Level 2	Level 3	Level 4
Criteria	Inadequate to 59%	Adequate 60-69%	Competent 70-79%	Exceptional 80-100%
<b>Technical Aspects</b> i – grammar ii. – spelling iii. – sentence structure	Not edited. Little evidence of effort.	Some editing evident	Edited for correctness	Use of advanced writing techniques
<b>Style</b> i. – formal language ii – fluent iii. – cohesive	Student unable to carry ideas through the passage	Some organization but little integration	Ideas are integrated and expressed fluently.	The quality of expression is outstanding
<b>Content</b>	Chapter content or personal reflection inadequately recorded.	Record of either personal reflection or chapter content.	Some record of chapter content, <u>and</u> personal reflection.	Excellent balance of chapter content and personal reflection (supported with examples from text).

	Possible Mark	Mark Obtained
Technical Writing	<b>30</b>	
Style	<b>30</b>	
Content	<b>40</b>	
<b>TOTAL</b>	<b>100</b>	

Activity Type	Activity
<b>A2.</b>  	<p><b>ANALYSIS OF NOVEL</b></p> <p>Using information from the historical novel you are reading, complete the following chart. Include as much detail as possible.</p> 

Setting (Place & Time)	Main Character (Appearance & Personality)	Plot (What happened in story?)
Crisis (Main Problem of Story.)	Climax (Resolution)	Your Personal Feelings About the Novel.

<b>ASSESSMENT</b>	<b>Possible Mark</b>	<b>Mark Attained</b>
Information Accurate	5	
Complete	10	
Organization	5	
Edited (i.e. grammar, spelling)	5	
<b>TOTAL</b>	<b>25</b>	

Activity Type	Activity
<p><b>A3.</b></p>  	<p><b>HISTORICAL RESEARCH ASSIGNMENT</b></p> <p>Complete <u>one</u> of the three assignments below:</p> <p><b>A.</b> Investigate an important historical event from the novel. Research the event to determine how accurate the novel's description of the event is. Describe how they were the same. How were they different?</p> <p><b>Minimum length: 200 words.</b></p> <p><b>B.</b> Were there any historical figures in the novel? If so, research the life of this character. Be sure to include personal data (when he/she was born; lived; died); as well as his/her contributions to your country's history. How did this person make your country a better/worse country because of his/her life?</p> <p><b>Minimum length: 200 words.</b></p> <p><b>C.</b> Your novel describes events that occurred during a time when the technological advantages we enjoy today were not available (i.e. the computer). Make a chart listing how five everyday activities were performed by characters in your novel, and beside each activity note how that same activity is performed today.</p> <p>Analyze your chart. Does technological change always improve one's quality of life? What are some possible negative effects of the technological advances you listed on society and the environment?</p>

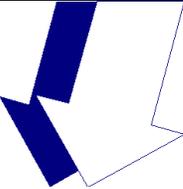
Use *Lined Work Pages* (p.34) or a lined notebook for student work.

# Assessment device for **Historical Research (A3)**

Achievement Levels	Level 1	Level 2	Level 3	Level 4
Criteria	Inadequate to 59%	Adequate 60-69%	Competent 70-79%	Exceptional 80-100%
<b>Technical Aspects</b> i. - grammar ii. - spelling iii. - sentence structure	Not edited. Little evidence of effort	Some editing evident	Edited for correctness	Use of advanced writing techniques .
<b>Format</b> I. Essay form ii. Paragraphs iii. Opening and closing sentences	Little effort to create proper paragraphs. Poorly constructed opening and closing sentences	Effort made to organize into paragraph form.	Proper format. Several paragraphs in length.	Shows an essay format with an excellent progression of ideas developed .
<b>Style</b> I. - formal language ii. - fluent iii. - cohesive	Student unable to carry ideas through the passage	Organized to a good degree	Ideas are integrated and expressed fluently	The quality of expression is outstanding
<b>Information</b>	Little information.	Information is limited, but accurate. Minimal effort at putting research into pupil's own thoughts.	A variety of sources used for information. Research synthesized.	Complex information, accurate and extensive.

## Assessment for Historical Research

	Possible Mark	Mark Obtained
Technical Writing	<b>5</b>	
Format	<b>5</b>	
Style	<b>5</b>	
Information	<b>5</b>	
<b>TOTAL</b>	<b>100</b>	

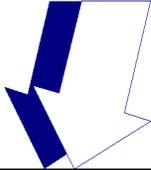
Activity Type	Activity
<b>A4.</b> 	 <b>Comparison Activity.</b> Using the following framework, compare the novel you read with another novel that is set <b>in the same time period</b> :

	Novel 1:	Novel 2:
Setting		
Main Characters		
Plot		
Time Period		
Author's Style		

**B. Which novel did you like best? Why?**

### Student Assessment for A4

	Possible Mark	Mark Attained
Information Accurate	5	
Complete	10	
Organization	5	
Edited (i.e. Grammar, Spelling)	5	
<b>TOTAL</b>	<b>25</b>	

Activity Type	Activity
<b>A5.</b> 	<p><b>Comparison Activity.</b></p> <p>Using the following framework, compare the novel you read from the <i>Historical Fiction Unit</i>, with another novel written <b>by the same author</b>.</p> 

	<b>Novel 1:</b>	<b>Novel 2:</b>
<b>Setting</b>		
<b>Main Characters</b>		
<b>Plot</b>		
<b>Time Period</b>		
<b>Author's Style</b>		

**B. Which novel did you like best? Why?**

**Student Assessment for A5**

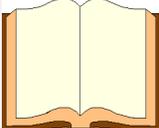
	Possible Mark	Mark Attained
Information Accurate	<b>5</b>	
Complete	<b>10</b>	
Organization	<b>5</b>	
Edited (i.e. Grammar, Spelling)	<b>5</b>	
<b>TOTAL</b>	<b>25</b>	

**Complete One of the Activities in *Section B*.**

K Use *Lined Work Pages* (p.34) or a lined notebook for student work.

Activity Type	Activity
<p><b>B1.</b></p> 	<p><b>Time Sheet.</b></p> <p>Make a <b><i>time sheet</i></b> to fit the story. From the beginning of the novel relate the important events in their proper order. Continue until you have included all of the main events of the story.</p> <p><b>i.e.</b></p> <ol style="list-style-type: none"> <li>1. The Smiths decide to move to Canada.</li> <li>2. They book passage on the Titanic.</li> <li>3. Jamie has uneasy feelings about their voyage.</li> <li>4. The ship hits an iceberg and sinks.</li> <li>5. The Smith family is saved by a band of pirates.</li> <li>6. They are taken to Greenland.</li> <li>7. Jamie falls in love with a local Inuit girl.</li> <li>8. Jamie is killed by a rabid seal pup.</li> </ol> <p><b>Minimum number of points: ten</b></p>
<p><b>B2.</b></p> 	<p><b>Oral Report.</b></p> <p>Prepare a short oral report on your novel. Tell what happened in the story (plot); who the main characters were; describe the setting; your opinion of the author's style and content. Arrange a time with your teacher to present your report to the class.</p> <p><b>Minimum length: 3 minutes.</b></p>
<p><b>B3.</b></p> 	<p><b>Scrapbook.</b></p> <p>Prepare a scrapbook of materials related to this story and its time period. Try to include pictures and articles from old newspapers and magazines (or reproductions), and pictures you have created yourself. Be sure to include <b><i>captions</i></b> and <b><i>labels</i></b> so that one can determine what each item is.</p>

Activity Type	Activity
<p><b>B4.</b></p> 	<p><b>Game Time.</b></p> <p>Create a game using the novel as a backdrop, or facts from the novel as questions and answers.</p> <p><b>i.e.</b>    <i>Trivial Pursuit</i>  <i>Monopoly</i>  <i>Authors</i>  <i>Go Fish</i></p> <p>You might want to consider creating a computer game – if you have programming skills.</p> <p>Introduce your game to a friend or two.</p>
<p><b>B5.</b></p> 	<p><b>The Play's the Thing.</b></p> <p>Rewrite the most interesting part of the story in the form of a <b>play</b>. (You might wish to check on the <i>format</i> of a play in the library.) Edit your work with a friend. Make several copies of the play. Get your friends to read the different parts. Present your play to the class.</p>
<p><b>B6.</b></p> 	<p><b>Epilogue?</b></p> <p>An <b>Epilogue</b> is a story after a story. Write an <b>epilogue</b> for your novel. What happens after the story ends? Does the main character live happily ever after or not? It's up to you!</p> <p>Or: Rewrite the story with a different ending.</p> <p><b>Minimum length:</b> 200 words.</p>

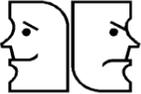
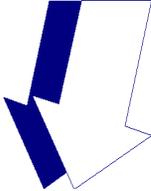
Activity Type	Activity
<p><b>B7.</b></p> 	<p><b>Poetry in Motion.</b></p> <p>Write a poem or a song using ideas from your novel as the foundation for your creation. You may wish to base your poem or song on the story as a whole, or concentrate on a particular character or event.</p> <p><b>Minimum length:</b> 12 lines.</p>
<p><b>B8.</b></p>  	<p><b>Newspaper Article.</b></p> <p>Investigate how newspaper articles are written (i.e. the importance of including all the pertinent facts in the opening sentences). Do this by reading two or three articles in a recent copy of the local newspaper.</p> <p>Pretend that you are a newspaper editor in the place where your novel is set. Write an article which could have appeared in a newspaper at the time your story took place, describing an incident from your novel. Make sure you include a headline.</p> <p>– <u>Or</u></p> <p>Write a <b>News Flash</b> that might be used on <b>television</b> or <b>radio</b>, describing an exciting event from your novel.</p> <p><b>Minimum length:</b> 200 words.</p>

## Student Assessment for Section B

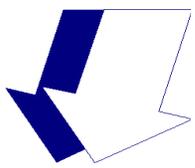
	Possible Mark	Mark Attained
Information Accurate	<b>5</b>	
Complete	<b>10</b>	
Organization	<b>5</b>	
Edited	<b>5</b>	
<b>TOTAL</b>	<b>25</b>	

**Do One of the Activities in *Section C*.**

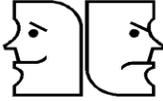
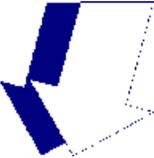
K Where space is not provided, please use the supplied work pages or lined notebook for responses to activities C5 to C8.

Activity Type	Activity
<p><b>C1.</b></p> 	<p><b>The Main Characters.</b></p> <p>Using the chart below, list the names of the main characters in the novel in the order in which they appeared (maximum = eight). Referring to the novel, copy one quote from each character which reveals to the reader, the personality of the speaker.</p> 

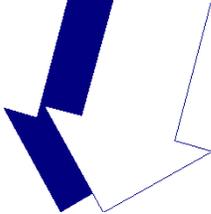
CHARACTER	QUOTATION

Activity Type	Activity
<p><b>C2.</b></p> 	<p><b>Character Development.</b></p> <p><b>A.</b> What effect did the main character’s adventures have on him/her? Did his/her <b>personality develop</b> or grow during the story? What do you think caused him/her to change? Give examples. Did the main character <b>learn</b> from his/her adventures? Was the change or changes for the better or worse? <b>Predict</b> how these changes might affect the main character’s personality (or life) in the future.</p> <p><b>B.</b> Answer the above questions for three other characters in the story. Use the following <b>chart</b> to complete your answers:</p> 

Character	Personality Development	Lessons Learned
<b>Main Character</b>		
2.		
3.		
4.		

Activity Type	Activity
<p><b>C3.</b></p> 	<p><b>Getting to Know You.</b></p>  <p>A good author will help the reader learn much about the characters in his/her novel. He/she will often use different ways to help reveal details of the characters: what they are really like – “what makes them tick”. A number of these methods are listed in the chart below. Scan the novel to determine how the author made <b>the main character</b> known to the readers, then fill in the <b>chart with examples</b>:</p>

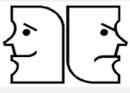
Things the author tells us	What his actions and words tell us	What other characters tell us about him/her.
Appearance.	How he/she acted.	How the other characters relate to him/her.

Activity Type	Activity
<p><b>C4.</b></p>  	<p><b>Heroes and Villains</b></p> <p>Using the chart below, compare the hero of the story with the villain. Three criteria are provided for you. Decide on two more appropriate criteria to include on the chart.</p> 

CRITERIA	HERO	VILLAIN
Appearance		
Occupation		
Age		

Activity Type	Activity
<p><b>C5.</b></p> 	<p><b>Fancy Meeting You Here.</b></p> <p>Choose an interesting character from the novel. Choose a character from another story, movie or real life. Plan a meeting between the two characters. Write their <b>conversation</b> in the form of a <b>play</b> or <b>story</b>.</p> <p><b>Minimum length:</b> 200 words.</p>

Use *Lined Pages* (p.34) or lined notebook for student work.

Activity Type	Activity
<p><b>C6.</b></p>  	<p><b>Beam me up, Scotty!</b></p> <p>Transport a character from your novel to your home. Write a story about his/her adventures. What would the character find there that would confuse, excite, sadden or scare him/her? How would the character behave? How would he/she get along with you and your family? Explain.</p> <p><b>Minimum length:</b> 200 words.</p>
<p><b>C7.</b></p>  	<p><b>And Then What?</b></p> <p>What do you think happened to the main character after the end of the story? Using your imagination, write a story telling what you think became of this person later in his/her life.</p> <p><b>Minimum length:</b> 200 words.</p>

**C8.**



**Interviews.**

Write an interview that you might have with a character from the novel. Use interesting questions and include the answers you think he/she might have given. Get a friend to act as the character. Put the interview on **tape** to share with others.

**Minimum length:** 5 minutes

**Student Assessment for Section C**

	Possible Mark	Mark Attained
Information Accurate	<b>5</b>	
Complete	<b>10</b>	
Organization	<b>5</b>	
Edited	<b>5</b>	
<b>TOTAL</b>	<b>25</b>	

## Complete One of the Activities in Section D.

K Use the supplied unit-specific work pages or a lined notebook for your assignment.

Activity Type	Activity
<p><b>D1.</b></p> 	<p><b>Main Events.</b></p> <p>List the most important events of the novel in <b>chronological order</b> (the order in which they happened). Write a sentence or two about each event. Please limit the number of events to <b>ten</b>.</p>
<p><b>D2.</b></p> 	<p><b>The Climax.</b></p> <p>Describe the <b>climax</b> of the story. How did the climax resolve the main <b>problem</b> for the principal character? In your opinion was this a satisfactory resolution to the conflict? Explain.</p>
<p><b>D3.</b></p>  	<p><b>A Picture's Worth ...</b></p> <p>Create <u>four</u> pictures depicting important events from the novel. Make sure that each picture is neat, coloured and in the proper order. Write a sentence under each picture to tell what is happening. Clip them together to make a small <i>book</i>.</p>
<p><b>D4.</b></p> 	<p><b>Time Passages.</b></p> <p>How many days, weeks, months or years did it take from the beginning to the end of the novel? Support your answer with quotations from the book.</p>
<p><b>D5.</b></p> 	<p><b>A Change is as Good as a Rest.</b></p> <p>Change an important event in the story. Describe what might have happened because of this change.</p> <p><b>Minimum length:</b> 200 words.</p>

## Student Assessment for Section D

### Activities D1 D2 D4 D5

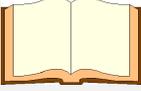
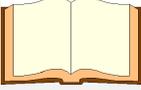
	Possible Mark	Mark Attained
Information Accurate	<b>5</b>	
Complete	<b>10</b>	
Organization	<b>5</b>	
Edited	<b>5</b>	
<b>TOTAL</b>	<b>25</b>	

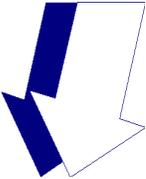
### *or* Activity D3

	Possible Mark	Mark Attained
Use of Materials	<b>5</b>	
Creativity	<b>10</b>	
Appropriate Theme	<b>5</b>	
Neatness	<b>5</b>	
<b>TOTAL</b>	<b>25</b>	

## Complete One of the Activities in Section E.

K Use the supplied unit-specific work pages or a lined notebook for your assignment.

Activity Type	Activity
<p><b>E1.</b></p>  	<p><b>Where are we anyway?</b></p> <p><b>a.</b> Where does the novel take place? Through the novel's description of the setting, and through your own <b>research</b>, write a complete description of the place or places where events happened in the story. From your research, how much has the setting changed from the present time to when the novel took place?</p> <p><b>b.</b> Locate the area on a map. Draw a <b>map</b> with the location highlighted &amp; include it with your report.</p>
<p><b>E2.</b></p> 	<p><b>Map Maker.</b></p> <p>Make a map to show <u>where the characters travelled</u> in this story. Label the map to show what happened in each place.</p> <p>Be sure that your map is accurate, neat, and colourful</p>
<p><b>E3.</b></p>   	<p><b>What's in a name?</b></p> <p>Choose the name of a place mentioned in the story. <b>Research</b> how this place got its name (i.e. What does the name mean? After whom was it named? Etc.)</p> <p><b>Or</b></p> <p>Make up a <b>legend</b> or story about how the place got its name.  <b>Minimum length:</b> 200 words.</p>

Activity Type	Activity
<p><b>E4</b></p> 	<p><b>A Comparison.</b></p> <p>Compare the setting of the novel with the setting in which you live. Use the framework below to note the similarities and differences between the two settings. The first two criteria on the chart have been supplied. Decide on <u>four</u> more specific criteria to complete the <i>criteria list</i>, then commence work.</p> 

Criteria	The Novel's Setting	Your Setting
Time Period		
Geographical Location		

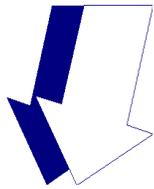
Activity Type	Activity
<p><b>E5.</b></p> 	<p><b>Customs and Conditions.</b></p> <p>What did you learn about the <b>customs</b> and <b>conditions</b> of the people in the story? List the things which are different to the culture in which you live, and things which you think were only usual for the people of that time. Under <i>customs</i> you might consider; ways of speaking/relating to others; ways of dressing, diet &amp; eating habits. Under <i>conditions</i>: transportation, ways of earning a living, kinds of homes.</p> <p><b>Minimum length:</b> 200 words.</p>
<p><b>E6.</b></p>  	<p><b>Change of Scene.</b></p> <p>Imagine that the novel was set in a different <b>time</b> and <b>place</b>.</p> <p>Choose a different setting for the novel (both time and place) and write a brief description of how such a change would have affected the novel. Include as much detail as possible. Consider not only how the change of setting would affect the novel's <b>plot</b>, but also how it would affect the <b>characters</b>.</p> <p>List at least <b>six</b> major changes.</p>

## Student Assessment for Section E

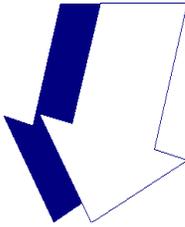
	Possible Mark	Mark Attained
Information Accurate	<b>5</b>	
Complete	<b>10</b>	
Organization	<b>5</b>	
Edited	<b>5</b>	
<b>TOTAL</b>	<b>25</b>	

**Complete One of the Activities in *Section F*.**

K Use the supplied unit-specific work pages or a lined notebook for your assignment.

Activity Type	Activity
<p><b>F1.</b></p> 	<p><b>Words That Describe.</b></p> <p>From the novel find words or sentences which will complete the following chart (try to find at least one example of each):</p> 

Words that describe ...	From the novel.
How something sounds	
How something looks	
How something smells	
How something tastes	
How something feels	
How something moves	
How something behaves	

Activity Type	Activity
<p><b>F2.</b></p> 	<p><b>Word Detective.</b></p> <p>From your novel find the word or words which meet the following criteria. List the page number where you found the word(s).</p> 

Find the word (or words) that show...	Word	Page #
someone is excited		
where something is		
a true fact (2)		
a possessive word		
action words (3)		
pronouns (3)		
a word with a prefix		
compound words (2)		
someone is angry		

Activity Type	Activity
<p><b>F3.</b></p>  	<p><b>Word Search.</b></p> <p>Using a computer program such as <i>Ultra Find and Circle</i>, or accessing a website such as <i>Word Search Maker</i> (<a href="http://www.teach-nology.com/web_tools/word_search/">http://www.teach-nology.com/web_tools/word_search/</a>) construct a word search puzzle using at least <b>twenty</b> difficult words from your novel.</p> <p>Have a friend attempt the puzzle.</p>
<p><b>F4.</b></p>  	<p><b>Crossword Puzzle.</b></p> <p>Using a computer program such as <i>Crossword Creator</i>, or accessing a website such as <i>Instant Online Crossword Puzzle Maker</i> <a href="http://www.puzzle-maker.com/CW/">http://www.puzzle-maker.com/CW/</a> construct a crossword puzzle (complete with clues) for at least <b>thirty-five</b> challenging words from your novel.</p> <p>Have a friend attempt the puzzle.</p>

### Student Assessment for Section F

	Possible Mark	Mark Attained
Information Accurate	5	
Complete	10	
Organization	5	
Edited	5	
<b>TOTAL</b>	<b>25</b>	

Complete One of the Activities in *Section G*.

Activity Type	Activity
<p><b>G1.</b></p> 	<p><b>Poster or Cover.</b></p> <p>Make a <b>poster</b> to advertise the book you read <b>OR</b> make a different <b>cover (jacket)</b> for the book.</p> <p>Make sure that your poster or cover includes the following:</p> <ol style="list-style-type: none"> <li><b>a. The Title / Author's Name</b></li> <li><b>b. A Coloured Picture</b></li> <li><b>c. Your Name.</b></li> </ol>
<p><b>G2.</b></p>  	<p><b>Illustration.</b></p> <p>Make a representation of the main character in your novel. Choose your own media:</p> <ul style="list-style-type: none"> <li><i>clay</i></li> <li><i>paper and cloth</i></li> <li><i>paint (use an easel)</i></li> <li><i>pieces of felt on a flannel board</i></li> <li><i>finger paint</i></li> <li><i>water colours</i></li> <li><i>pencil or crayons</i></li> <li><i>computer illustration</i></li> <li><i>3-D items, etc.</i></li> </ul>
<p><b>G3.</b></p>  	<p><b>Making a Scene.</b></p> <p>Draw (or paint) your favourite scene from the novel. Make sure that it is on white art paper and is drawn and coloured neatly. Write a description of what is happening in the picture on the back of the art work. You may wish to use a computer software program to complete your art work.</p>
<p><b>G4.</b></p> 	<p><b>Diorama.</b></p> <p>Create a diorama which illustrates a particular setting or scene from the novel.</p>
Activity Type	Activity

<p><b>G5.</b></p> 	<p><b>Comic Book.</b></p> <p>Make a comic book about the story you read, or a new story about the characters from your novel. You may wish to use a computer software program to complete this assignment.</p> <p><b>Minimum length: 6 frames.</b></p>
<p><b>G6.</b></p> 	<p><b>Collage.</b></p> <p>Create a collage using media of your choice which displays different events from the novel. Be ready to describe the collage to others and explain how each part relates to the novel.</p>
<p><b>G7.</b></p> 	<p><b>The Collection.</b></p> <p>Assemble collections of pictures/slides/video which depicts some scene/aspect of the novel. These items might be <b>geographical</b> or <b>historical</b> in nature. Your goal is to make the setting and plot more vivid to other readers.</p>
<p><b>G8.</b></p> 	<p><b>Portrait Mural.</b></p> <p>Make a large portrait mural of the characters in your story. Cut out the character's faces so that you and your friends can put your own faces in the cut-out holes.</p>

Student Assessment for Section G.

	Possible Mark	Mark Attained
Use of Materials	5	
Creativity	10	
Appropriate Theme	5	
Neatness	5	
<b>TOTAL</b>	<b>25</b>	



