Integration Rubric – Independent Novel Study: Created by English 122 students of school years 2013, 2014, 2016

-Choose 1 HOTs activity per Novel

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| **Bloom’s Taxonomy** | **Remembering** | **Understanding** | | **Applying** | **Analyzing** | | **Evaluating** | | **Creating** |
| Gardiner’s  *Multiple Intelligences* |  |  | |  | |  | |  |  |
| *Verbal/Linguistic* | X | X | | \*Create a debate between the protagonist and antagonist regarding the conflict of your novel. Present the dialogue of the debate.  \*Create a poem that relates to the main themes in your novel. Include a rationale that explains how the themes are linked. | \*Choose 3 elements of your novel that you would change. Explain how you would change them and why.    \*Write a letter to a character in your novel. In your letter criticize some of the decisions they made. Explain how you would have made different and why they would be better. | | \*Write a book review wherein you evaluate the effectiveness of the author’s character development and story development.  \*If you were given the chance to send a letter to a character in the book regarding a decision they made, what would you write? Write two letters to two different characters and give them advice. Min. of a page each.  \*Make a blog entry responding to the end of your novel? Do you feel this was an appropriate way to end the book? Why do you feel this way? | | \*Create an alternate ending of the story through the eyes of a secondary character.  \*Using the same introduction create a new plotline to this novel. Indicate rising action, climax, falling action and resolution. |
| *Visual/Spatial* | X | X | | \*Based on what you know about the main character’s personality, create a visual representation of his/her thought process during the novel.  \*Make a poster displaying the relationship between the protagonist and antagonist: how they are the same and how they are different?  \*Using the author’s description of a character, imagine what they would look like and draw the character. Back up your illustration with quotes from the novel.  \*Apply what you know about the theme/setting of the book, create a collage that describes your choice. Use words and pictures from magazines or the internet to do this. Also include a separate paragraph that describes how you collage applies the theme or setting.  \*Draw a part from the novel and explain why this scene made a significant impact on the plot of the novel. | \*Draw a storyboard to represent the conflicts in your novel. In your story board creatively include how you would have solved these conflicts if you were the author.  \*Create a drawing that represents the main theme reflected in your novel. Follow it up with a write-up explaining why this is the most significant theme. | | \*Create a graphic organizer wherein you outline the pros and cons of character decisions as you see them. | | \*Create a prediction chart wherein you use your knowledge of the characters, the story and how people behave to predict what happens to the characters after the story ends. |
| *Logical/Mathematical* | X | X | | \*Create a graph or group of graphs that compares and contrasts the personality traits of the protagonist and antagonist.  \*Create a diagram that displays the conflicts of the novel in chronological order.  \*Graph the emotional journey of the main character, using an X and Y axis crafted to your novel.  \*Create a timeline of your novel. Be sure to include the most important parts of the story: the rising action, conflict, climax, falling action and resolution. | \*Conduct a survey about a topic in your book and gather people’s opinions. Use a graph to chart your findings. | | \*Create an equation that connects everything in your book, and explain. | |  |
| *Naturalist* | X | X | | \*Create a visual representation of your novel using natural elements.  \*Compare the four seasons to four different parts of your novel. How do they relate?  \*Create a 5 day weather forecast based on the emotions of the main character in your novel. | \*Choose three different animals that reside in the wild to represent 3 of the characters within your novel, using what you know about their habitat, behavior etc. | | \*Explore any situation in your novel that you see as negatively or positively affecting our environment. In a case where the environment is negatively affected suggest alternatives. | | \*Using First Nation ideals regarding the importance of nature and connectedness to nature, creating a plan that might aid a character in your novel to heal emotionally, physically or spiritually. |
| *Musical* | X | X | | \*Apply the life lesson you learned from your novel to a song that already exists and write a rationale explaining how the song captures your novel’s theme.  \*Create a soundtrack for your novel. Choose songs that would accompany three parts of your book and explain why these songs work best. | \*Compose a song or rap that compares a character in your novel to you, or to differentiate between the time period of your novel and now. | | Find a sing that represents the theme of your novel. Support your claims with evidence from the novel. | | \*Create a melody that captures the main mood of your novel. Or the climax of your story. Provide a rationale.  \*Create a rhythm or beat which you think could accompany the climax of the novel and provide a rationale. |
| *Bodily/Kinesthetic* | X | X | | \*Get the class to join together and create a movement to go along with different emotions or actions in your book. Describe what is going on and why you chose that movement.  \*Choose a part of your novel you feel is the climax. Without words, create a dance that you feel interprets said scene.  \*Create a mimed skit that shows the actions and thoughts of the main character in one chapter of the book.  \*Chose a sport that best relates to your main character’s personality, use examples from the text to support your argument. | \*Choreograph an interpretive dance based on the path of the mood throughout your novel. | | \*Build an invention that you believe could solve the problem of one of the characters in your book and be able to justify your creation. | | \*Create a skit that emphasis the key theme of the play but in another time period.  \*Create a short skit that represents an alternative ending. |
| *Intrapersonal* | X | | X | \*In journal form, respond to a situation that happened in your novel and describe how you would have reacted to it. | | \*Take on the characteristics of the main character and describe how it would affect your daily life. Consider relationships, moral standing and daily routine. | \*Write an advice column to a character in the book that is struggling with something.  \*In a 500 word formal essay, discuss the main character’s flaws and how these flaws impact the overall outcome of the story. | | Re-write a major part of your book from another point of view. Include a rationale that justifies your decisions according to what you know about that character.  \*Pick a chapter that you’ve read and re-write it by adding a new character – you! Describe what you feel about what’s going on. |
| *Interpersonal* | X | | X | \*Discuss the different conflicts in your story and explain how they relate to your everyday struggles. | | \*Imagine that you are interviewing the author of your novel and question the choices he made regarding the elements of his story. Write likely responses to be included with your interview questions. | \*Considering the main character throughout your novel and the background knowledge you have of him/her, assess the similarities and differences you share by creating an essay, and how this helped you bond to the character.    \*Write a letter to the antagonist of your story explaining your stance on his/her actions. | | \* Use the characteristics of the people in your book, to match them to a person you know who is similar. Now, using inspiration from your novel, write a short story from the perspective of your ‘new characters’ and share it with the class. |