**Integration Rubric – Independent Novel Study: Created by English 122 students of fall 2013**

**\*\*\*Engl 11-2: Choose 2 HOTS Activities per Novel\*\*\***

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| **Bloom’s Taxonomy** | **Remembering** | **Understanding** | | **Applying** | **Analyzing** | | **Evaluating** | | **Creating** |
| **Gardiner’s**  ***Multiple Intelligences*** |  |  | |  | |  | |  |  |
| ***Verbal/Linguistic*** | X | X | | \*Choose 3 elements of your novel that you would change. Explain how you would change them and why.  \*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 theme in your novel. Include a rationale that explains how the themes are linked. | \*Journal about the themes in your novel and how they relate to your life.  \*Using your knowledge of formal and informal speech (slang), create a chart identifying the different linguistic components of your book and how that adds to overall character and plot development.  \*Analyze a character in your book. Make changes to the characteristics you don’t like and explain how these changes would improve the book/character in your opinion.  \*Compare the social status of the protagonist and antagonist. Do you believe their social ranking is a factor in the role they play in the story.  \*Compare the characters in your novel to people you know. What makes them similar/different. | | \*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 the, advice. Min. of a page each. | | \*Based on what you know about the characters in your story and the author’s writing style, re-write the ending of the story as you see fit.  \*Using the same introduction create a new plotline to this novel. Indicate rising action, climax, falling action and denouement.  \*Think of how the novel may have been written differently if the author had of been born in other time period. Write an essay in which you discuss what the differences in the novel would likely be.  \*Select a character in the novel that isn’t the main character. Rewrite an important event in their point of view. |
| ***Visual/Spatial*** | X | X | | \*Make a stop motion video that depicts the main character’s journey throughout the story.  \*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 choose. 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.  \*Interpret your view on how you see the setting of the novel. Now create a model of what you have interpreted. | \*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.  \*Draw a picture diagram connecting all the important parts in your book. | | \*Create a graph organizer wherein you outline the pros and cons of character decisions as you see them. | | \*Create a presentation using a poster board, PowerPoint etc. The purpose of the presentation will be to inform others about the author of the novel, what influenced them to write the novel, and what the novel is about. Create a minimum of two guiding questions that get the class thinking about the theme of your novel and represent the answers in your presentation.  \*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 v and y axis specialized 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 and dénouement. | \*Conduct a survey about a topic in your book and gather people’s opinions. Use a graph to chart your findings.  \*Construct a timeline that represents the changes in mood throughout the novel. | | \*Chart a character’s progress throughout the novel. Justify each stage using quotes from the novel. | | \*Create an equation that connects everything in your book. |
| ***Naturalist*** | X | X | | \*Go back through your novel and list the times in your novel that the atmosphere represents the character’s moods.  \*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? | \*Compare the energy of a character of your choice to the natural energy found in the environment.  \*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. | | \*Bring together a collection of natural elements that you believe represent the spirits of each character in your novel. Justify each selection. |
| ***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. | |  | | \*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 | | \*Perform a skit that showcases your favorite part of the novel.  \*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. |  | | \*Build an invention that you believe could solve the problem of one of the characters in your book and be able to justify you creation. | | \*Create a skit that emphasis the key theme of the play but in another time period.  \*Choose a part of your novel you feel is the climax. Without words, create a dance that you feel interprets said scene.  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. | |  | \*Write a piece wherein you evaluate your beliefs and the beliefs of a character in your book as a means of showing similarities and differences between you and the main character.  \*Write an advice column to a character in the book that is struggling with something. | | 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 | \*Engage your classmates in a discussion about your novel, and how themes from your novel are relevant to teenage life.  \*Do a presentation for the class that takes us inside your novel. Bring your novel to life.  \*Discuss the different conflicts in your story and explain how they relate to your everyday struggles. | | \*Write a letter to the antagonist of your story explaining your stance on his/her actions. | \*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. | | \*Take the major theme of your novel (life lesson) and explore that theme with the class in the form of an interactive presentation. |