**Independent Reading -- Dystopian Novel of Choice -- Flip Book -- Due May 2**

**Objectives:**

Determine and clarify meaning of multiple meaning words (as well as literary devices) while acquiring vocabulary knowledge.

Determine a theme and cite textual evidence to support ideas.

Explore the development and significance of characters, setting, and plot in storytelling.

Read independently and proficiently at grade level.

Write an objective summary of a text.

Purposefully and thoughtfully integrate visuals to clarify meaning and add interest.

Proofread for common errors in spelling, punctuation, sentence structure, word choice, capitalization, quote and cite, etc.

**Why a flip book?** A flip book is a way to neatly organize and deeply study your novel of choice -- particularly the literary elements involved in the art of storytelling. This is a chance for you to “sell” the novel to your classmates and weave together visual and written textual details as you design a graphic and creative display of your story knowledge. Your task is to honor the overall tone, mood, and purpose of the novel through your flip book design -- think of motifs, colors, symbols, and fonts that will match the author’s style. Use the following as a check-list to help make sure you complete all the parts.

**Suggested Materials:**

\_\_Two pieces of paper, folded and stapled into flip book form -- mounted on construction paper is optional (if you have alternative display idea, let me know)

\_\_Pencil

\_\_Black pen or typed and printed text for “final draft”

\_\_Colored pencils or markers (or any other art supplies you deem fit -- construction paper, collage magazines, glitter, scrapbook paper, stickers, ribbon, etc.)

\_\_Your novel of choice

**Dystopian Novel -- Flip Book Final Project Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Page 1**  **Front Cover**  \_\_Title  \_\_Author  \_\_Design a new cover by drawing a symbol that represents one of the book’s central conflicts, struggles, or “big ideas”  **Inside Flap**  Write an MLA heading and theme study.  \_\_Your name  \_\_My name  \_\_ELA Period  \_\_Date  **Theme Study:** Display the following information in a graphic/visual way.  **\_\_Theme**: Write an effective theme statement that includes the title of the book, the “big idea,” and the overall lesson/warning/moral demonstrated by the characters and events in your novel.  **\_\_Evidence**: Include 1-3 pieces of textual evidence that support your reason for thinking this is the author’s message (remember to focus on story elements such as the meaning of book’s title, how characters have changed, or key events) |

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| **Page 2**  **Word Study**  Deeply explore one **new** word. Create a quadrant (four squares) and write and circle the unknown word in the middle of the quadrant. Then, each square will include the following:  \_\_ **Context**: quote and cite the word as it is used in the sentence in the book -- underline the unknown word.  \_\_ **Denotation**: define the word according to its dictionary definition  \_\_ **Connotation**: write down associations and emotional reactions that are brought to mind when you think of the word...does the word have a positive or negative connotation?  \_\_ **Application**: in an original sentence of your own, use the word in a way that demonstrates your understanding of its denotative and connotative meanings -- underline the word in study  **Author’s Craft**  Deeply explore two examples of a literary device or figurative language. Create a quadrant (four squares) that include the following:  \_\_ **Examples**: identify 2 DIFFERENT examples of literary devices or figurative language. Quote, cite and label the examples  \_\_ **Explanation:** determinethe author’s meaning and what effect/impact/reason the author intended by using this device. |

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| **Page 3**  **Plot Diagram**  Include 6-12 plot points on a “Mt. Plot” or “Plot Mountain Range” that include and label the following:  **\_\_Exposition** (list main characters, setting, conflict)  \_\_**Rising action**  **\_\_Climax**  **\_\_Falling action**  **\_\_Resolution**  **Setting:** In a creative way, display these parts of setting:  **\_\_Year**: when does your story takes place (or best description/guess of time period)?  **\_\_Geographic location:** country, city, town...be as specific and detailed as possible  \_\_**Living conditions**: food, water, housing, clothing, travel, entertainment, death, climate, etc. -- cover what applies most significantly to your story  **\_\_Political System**: government rules and conditions -- laws of work, marriage, love, school -- again, cover what applies most significantly to your story  **\_\_Illustration:** You can draw a map of the city, a significant place...be creative |

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| **Page 4**  **Character Analysis --** a main character analysis/body-bio needs the following displayed in a creative way:  **\_\_Character**: Name, age and gender of main character you’ve chosen to analyze at the top of the page  **\_\_Speech--** quote 1-3 important lines/sentiments this character has said  **\_\_Action** -- list 1-3 important choices or behaviors conducted by your chosen character  **\_\_Thoughts** -- 1-3 internal conflicts your character is dealing with/struggling against  \_\_**Physical description** -- how the character looks -- draw and label 2-4 significant physical features  **“Book Talk” summary** is a well-developed paragraph that provides:  \_\_Title, author, genre of your book  \_\_BRIEFLY introduces: Main Character(s), Conflict, Setting, Plot, Theme and Author’s Style  \_\_Does highlight interesting points and grab the audience's attention  \_\_Doesn't give away any critical details or endings. |

Flip Book Rubric

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|  | 4 (90-100) | 3 (80-89) | 2 (70-79) |
| Demonstration of Objectives | -All steps completed with convincing accuracy of information  -Thorough, detailed, specific and relevant textual details  --Quotations and citations are consistently correct  -Deep, expert knowledge of story elements is demonstrated on every page | -All steps are complete with minor lapses in attention to detail or accuracy  -References to text are specific and relevant and mostly quoted and cited correctly  -Proficient knowledge of story elements is demonstrated | --All steps are attempted, but there are issues with accuracy and ability to follow directions  -Details or references to text are vague, irrelevant, or not consistently quoted and cited correctly  -Basic knowledge of story elements is demonstrated or some elements are not convincingly explained |
| Quality of Presentation | -Neat, organized, legible  -Attention to design quality, color, unique and thoughtful  -Student goes beyond instructions and takes ownership of the project to add own elements or touches of “flare”  -Strong skills editing and proofreading; student demonstrates a persistent effort to tackle grammar weaknesses | -Neat, organized, legible  -All pages include color and/or a “finished” look  -Student completes basic instructions and finishes the assignment according to expectations  -Proficient skills editing and proofreading, though student may still need to work on certain grammar skills | -Neat, organized, mostly legible  -Some/most pages include color and/or a “finished” look, but other pages look rushed or unfinished  -Student did not fully take the assignment to “final draft” quality  -Basic skills in editing and proofreading indicate that distracting or numerous errors remain or that student did not take the time to check work completely or integrate the year’s grammar lessons into own work |