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| **Independent Study Unit (ISU)**  **Book Presentations**  Now that you have had your last ISU meeting, you can start to prepare to present your novel to the class. Please remember that only your group has read your novel. No one else knows anything about it. You have to tell them. | Image result for clipart students doing presentations |

**POSTER**: Your group will create a **PowerPoint** about your novel. Please include lots of images that communicate key elements of the book or important parts of the story. The poster should not be lots of text. It should be mainly images with key words or sentences. You can use quotations that are important. The main information about your novel will be given to the class through you talking.

**PRESENTATION**: The purpose of the presentation is to not just retell the story. You must also critically analyse the story and reflect on its message and other literary elements. You are allowed to have notes, but please do not stand and only read from your notes, without ever looking up. Below is a list of all the features you need to talk about and give your analysis about, in order of presentation (1-3 is basic information, 4-6 is analysis):

1. Name of the novel and when it was first published
2. Name of the author and some essential background information on him/her
3. Basic plot – don’t spend too much time on this, just tell us who the main characters are, and the basics of what happened
4. Character development – how did the main characters change during the novel
5. Themes – explain each theme and how it is treated in the novel; what messages are conveyed?
6. Symbols (if any) – explain their meaning and associations

Make sure you include quotations as evidence of your analysis. **This is mandatory**. YOU MUST GIVE PAGE NUMBERS!

Your presentation needs to be **15-20 minutes long** and **everyone needs to speak** about an equal amount of time. No one person should dominate the presentation.

**NOTE**: **Plagiarism** will result in partial or **zero** marks. Marks will be given for only those elements, for example the poster, that were not copied without a source given. **MAKE SURE** you properly cite all sources used and show what words are quotations.

**The only RESEARCH needed is for the AUTHOR and PUBLISHING INFORMATION🡪 everything else should be YOUR OWN IDEAS based on the reading from the book!**

***Use the following checklist to ensure you include all components in your presentation:***

Basic Information

Name of the novel, when it was first published, other background/ contextual information about the novel

Name of the author and some essential biographical information about him/her

Basic plot summary

Analysis

Character development – with examples

Themes – with examples

Symbols – explain their meaning and associations

Quotations as evidence of your analysis. **This is mandatory**. You must give PAGE numbers.  
  
**Hand in:**

**1 PRINTED copy of your ISU PPT/Prezi** –Please write your name on the pages you created max 4 slides per page) **\*This is for me to make notes on of your presentation\***

The PowerPoint

Your ISU meeting notes

Your ISU presentation notes

Your ISU Portfolio package

Your rubric

**ISU Presentation Rubric Time: Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and**  **Understanding** | **Insufficient**  3.0 4.0 | **Level One**  5.2 5.5 5.8 | **Level Two**  6.2 6.5 6.8 | **Level Three**  7.2 7.5 7.6 | **Level Four**  8.4 8.9 9.5 10 | **K/U** |
| ▪ Demonstrates knowledge of the literary text with an  understanding of ideas, themes, and concepts  ▪ Demonstrates knowledge of speaking, presenting, and representing skills | ▪ demonstrates insufficient knowledge of the text, ideas, themes, and concepts  ▪ demonstrates unacceptable knowledge of speaking, presenting, and representing skills | ▪ demonstrates limited  knowledge of the text, ideas, themes, and concepts  ▪ demonstrates limited knowledge of speaking, presenting, and representing skills | ▪ demonstrates adequate  knowledge of the text, ideas, themes, and concepts  ▪ demonstrates some knowledge of speaking, presenting, and representing skills | ▪ demonstrates considerable  understanding of the text, ideas, themes, and concepts  ▪ demonstrates considerable knowledge of speaking, presenting, and representing skills | ▪ demonstrates thorough  understanding of the text, ideas, themes, and concepts  ▪ demonstrates a thorough understanding of speaking, presenting, and representing skills | **\_\_\_**  **10** |
| **Thinking** | 4.5 6.0 | 7.8 8.3 8.7 | 9.3 9.8 10.2 | 10.8 11.3 11.4 | 12.6 13.4 14.3 15 | **T** |
| ▪ Uses critical and creative thinking processes to select artifacts to analyze the novel  ▪ Integrates specific and compelling evidence to support ideas  ▪ Explains, analyses, and  synthesizes ideas, themes, and concepts | ▪ little evidence of effective critical and creative thinking processes  ▪ provides inadequate,  inaccurate, and/ or  irrelevant evidence  ▪ insufficient explanation of ideas | ▪ uses critical and creative thinking processes with limited effectiveness  ▪ provides limited supporting evidence which is frequently vague or inappropriate  ▪ provides limited explanation of ideas | ▪ uses critical and creative thinking processes with some effectiveness  ▪ provides some supporting evidence, but is occasionally vague or inappropriate  ▪ provides explanation and shows some analysis of ideas | ▪ uses critical and creative thinking processes with considerable effectiveness  ▪ integrates considerable and convincing supporting evidence  ▪ shows considerable analysis and synthesis of ideas | ▪ uses critical and creative thinking processes to a high degree of effectiveness  ▪ integrates substantial and compelling supporting evidence  ▪ shows thorough analysis and skillful synthesis of ideas | **\_\_\_\_**  **15** |
| **Communication** | 4.5 6.0 | 7.8 8.3 8.7 | 9.3 9.8 10.2 | 10.8 11.3 11.4 | 12.6 13.4 14.3 15 | **C** |
| ▪ Organizes information and ideas with clarity and focus  ▪ Uses language and style  appropriate to purpose and audience (diction, voice, sentence structure, devices)  ▪ Communicates and interacts with the audience | ▪ lacks clear sense of direction  ▪ demonstrates a lack of  competence in the use of  language and style  ▪ little communication and/or interaction with the audience | ▪ frequent loss of focus and logical sequencing of ideas  ▪ language and style are  frequently ineffective and demonstrate limited sense of audience and purpose  ▪ communicates and interacts with the audience with limited effectiveness | ▪ occasional lapse(s) in focus and/or logical sequencing of ideas  ▪ language and style are  occasionally ineffective, but demonstrate some sense of audience and purpose  ▪ communicates and interacts with the audience with some effectiveness | ▪ organization is clear, focused, and logical  ▪ language and style are effective and demonstrate a considerable sense of audience and purpose  ▪ communicates and interacts with the audience with considerable effectiveness | ▪ organizes information and ideas with a high degree of coherence and unity  ▪ language and style are  sophisticated, well-crafted, and engaging with a strong sense of audience and purpose  ▪ communicates and interacts with the audience with a high degree of effectiveness | **\_\_\_\_**  **15** |
| **Application** | 3.0 4.0 | 5.2 5.5 5.8 | 6.2 6.5 6.8 | 7.2 7.5 7.6 | 8.4 8.9 9.5 10 | **A** |
| ▪ Makes connections within and between information to presentation  ▪ Visuals are used to enhance the content of the presentation | ▪ makes little to no connections within and between information to presentation  ▪ visuals **a**re not accessible and/or included | ▪ makes few connections within and between information to presentation  ▪ visuals are somewhat accessible and included | ▪ makes some connections within and between information to presentation  ▪ visuals are accessible, creative, and included | ▪ makes considerable connections within and between information to presentation  ▪ visuals are accessible, creative, and important | ▪ makes considerable connections within and between information to presentation  ▪ visuals are accessible, creative, professional, and important | **\_\_\_\_**  **10** |
| **Comments:** |  |  |  | Reading or Presenting:  Eye c.  Voice:  Pace:  Fluency: |  | **Total**  **\_\_\_\_**  **100** |