

Novel Study Project Outline and Rubric

Character Development

St. Rose Junior High, Grade 7 LA

After completing your novel, you will be required to create a detailed project demonstrating your understanding of the overall novel, with an emphasis of character type and development.

You must include:

- 1) An understanding of the different character types, and how these are reflected in your novel (protagonist, antagonist, round, flat, dynamic, static, confidante). You must write give an example of each character type from your novel and explain why that character reflects the specific character type (minimum 4-5 sentences for each type). Include visuals.**
- 2) An understanding of character development and description. You must be able to clearly demonstrate a deep understanding of the protagonist and antagonist in your novel, and how they develop throughout the novel. You will need to write a minimum 1-2 page (12 font, double spaced typed, 1.5 pages written double spaced) descriptive write up about each.**
- 3) Create 5 questions you would want other readers to ponder in order to increase their understanding of the theme, characters, plot and/or lessons learned throughout the novel.**
- 4) Pick 10 awesome word choices from your book that you would like to use in your own writing. Provide a definition of each.**

You may choose any format to demonstrate your knowledge and understanding. All projects will be presented in class. You must be able to bring the supplies needed for your project to school, as 5 classes will be given in which to work on this project in between February 8th-12th, 2016. The final presentations will be due on February 18th, 2016. **All projects must be complete and at school on February 18th, 2016.**

Novel Study Project Rubric

Name : _____ Class: _____

/36

	Excellent (4)	Good (3)	Needs Improvements (2)	Not Acceptable (1)
The Basics	Title, author and name of student are clear and attention grabbing.	Title, author and name of student are clear and neat.	Title, author and name of student are not clear and/or messily presented.	Title, author and name of student are not present or in disarray and difficult to read.
Expresses ideas and opinions to connect, enhance and build understanding related to character types	There is strong understanding of the character types shown in the project. It is precise and easy to follow.	There is an understanding of the character types shown in the project. It is clear and easy to follow.	There is a lack of understanding of the character types shown in the project. It is not easy to follow.	There is very little understanding of the character types shown in the project. It is confusing to read or not enough details.

Expresses ideas and opinions to connect, enhance and build understanding related to character development	The student has a strong understanding of the protagonist and antagonist in their novel. It is easy to imagine what the character looks like and how they behave.	The students has a good understanding of the protagonist and antagonist in their novel. It is easy to imagine what the character looks like and how they behave.	The student has some understanding of the protagonist and antagonist in their novel. It is hard to imagine what the character looks like and how they behave.	The students has lacks understanding of the protagonist and antagonist in their novel. It is very difficult to imagine what the character looks like and how they behave.
Question Creation	The students has chosen 5 intriguing, complex questions for other readers to ponder.	The students has chosen 5 good questions for other readers to ponder.	The students has chosen 3-4 good questions for other readers to ponder.	The students has chosen less than 3 good questions for other readers to ponder and/or the questions seemed unrelated to the novel.
Word Choice	The student has chosen 10 excellent word choices and has a clear understanding of how to use them in their own writing.	The student has chosen 10 good word choices and has a clear understanding of how to use them in their own writing.	The student has chosen 7-9 good word choices and has a general understanding of how to use them in their own writing.	The student has chosen less than 7 good word choices and/or has a lack understanding of how to use them in their own writing.
Represents ideas and information through the creation of visual, print, multimedia and oral texts using appropriate conventions	There are 0-1 errors to be found within the project.	There are 2-3 errors to be found within the project.	There are 4-5 errors to be found within the project.	There are more than 5 errors found within the project.
Visual Presentation	The project is creative, neat, and appealing to look at. Extra effort is apparent.	The project is neat, easy to read, and appealing to look at.	The project may be messy, uncoloured, or disorganized in appearance.	The project is very messy, or not understandable. Images do not represent the novel.
Oral Presentation	Student presented their work in a clear, animated, and interesting manner.	Student presented their work in a clear, understandable manner.	Student presented their work, though at times it was not clear or easy to understand.	It was difficult to understand the student when presenting, or did not demonstrate an understanding of the novel orally.
Punctuality	Work was completed on time and in perfect order.	Work was completed on time, though may have had to fix something last minute.	Work was completed and handed in a day late.	Work was completed and handed in more than a day late.