**English Grade 12 – ISU**

**Part I: Choose a Novel**

Choose one book from the list below and research it.

You will be responsible for finishing this novel on your own free-time during the March Break.

19th Century

Frankenstein – Mary Shelley

Wuthering Heights – Emily Bronte

Crime and Punishment – F. Dostoyevsky

Pride and Prejudice – Jane Austen

Oliver Twist – Charles Dickens

Les Miserables – Victor Hugo

Moby Dick – Herman Melville

War and Peace – Leo Tolstoy

Gulliver’s Travels – Jonathan Swift

The Picture of Dorian Gray – Oscar Wilde

A Doll’s House – Henrik Ibsen

Twenty Thousand Leagues under the Sea – Jules Verne

20th Century

Slaughter House Five – Kurt Vonnegut

1984 - George Orwell

Catch 22 – Heller

The Time Machine – H.G. Wells

Heart of Darkness – Joseph Conrad

Portrait of the Artist as a Young Man – James Joyce

For Whom the Bell Tolls **or** A Farewell to Arms – Earnest Hemingway

Night – Elie Wiesel

A Clockwork Orange – Anthony Burgess

Lord of the Rings – J.R.R. Tolkien

Their Eyes Were Watching God – Zora Neale Hurston

Grapes of Wrath – John Steinbeck

One Flew over the Cuckoo’s Nest – Ken Kesey

The Autobiography of Malcom X **or** Roots – Alex Haley

21st Century

Song of Solomon – Toni Morrison

The God of Small Things – Arundhati Roy

Angela’s Ashes – Frank McCourt

The DaVinci Code – Dan Brown

Love in a Time of Cholera – Gabriel Garcia Marques

**Part II – Reading Notes (at least 6-10 pages)**

As you are reading, you will be responsible for writing notes on the reading. Pay attention to setting, characterization, plot development, significant quotes with explanation and progress through the Hierarchy of Needs (refer to presentation) **Notes Mark: /30**

**Part III – Seminar**

You will then have a 20-30 minute presentation about all the relevant points on the novel. You will be responsible for creatively explaining the novel to your classmates. It will end in questions

The first 5 minutes will be to give background on the author

The next 5 minutes explaining basic plot details / setting.

The remaining 20 minutes, will be dedicated to a verbal-visual essay. You will have to argue the notion of **self-actualization** in the novel. **This portion of the presentation should ONLY include pictures and quotations from primary and secondary sources.**

**Verbal-Visual Essay Topic**: Explain how the protagonist or another main character self-actualizes by relating it to Hierarchy of Needs.

**Part IV – Reflection**

After the seminar is complete you will write-up a two page reflection.

**Both will be double-spaced in MLA format**

The first page will explain the struggles you faced during this assignment. You will discuss any difficult parts of the reading, note-taking process or seminar. This should be one short paragraph.

Next, you will explain what you liked best and what the easiest part of the assignment was. This will also be one short paragraph!

Finally, you will relate the book you read to one personal experience in your own life.

**Self-Reflection Mark:**

**/15**

The second page of the reflection will be about the presentations of your peers.

Choose 5 other presentations that you took notes on.

Then explain why you found these five presentations and the books discussed interesting. What did you like about your peers’ presentations and what did you think they could improve on.

**Peer-Reflection Mark:**

**/15**

Notes due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Seminar Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Categories | **Level 1** | Level 2 | **Level 3** | Level 4 |
| **Knowledge and**  **Understanding /10** | Seminar demonstrated limited knowledge of facts, terms and concepts from the novel | Seminar demonstrated some knowledge of facts, terms and concepts from the novel | Seminar demonstrated considerable knowledge of the novel and includes some terms | Seminar demonstrated thorough knowledge of the novel and includes English terms |
| **Thinking and Inquiry**  **/10** | Seminar exhibited originality with limited success | Seminar exhibited originality with some success | Seminar exhibited originality with considerable success | Seminar exhibited originality with a high degree of success |
| **Communication**  **(Oral)**  **/10** | Language and/or delivery resulted information being communicated orally with limited effectiveness | Language and/or delivery resulted information being communicated orally with some effectiveness | Language and/or delivery resulted information being communicated orally with considerable effectiveness | Language and/or delivery resulted information being communicated orally with high degree of effectiveness |
| **Application**  **/10** | Seminar was not organized in an effective manner  Ineffective facilitation of class discussion (1 question) | Seminar was organized in a somewhat effective manner  Moderately effective facilitation of class discussion (2 questions) | Seminar was organized in an effective manner  Effective facilitation of class discussion (3 questions asked) | Seminar was organized in a highly effective manner  Very effective facilitation of class discussion (4 questions asked) |

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| **Did the student demonstrate:** | Yes | No |
| Eye contact with audience |  |  |
| Suitable /volume and tone |  |  |
| Demeanor: showed interest |  |  |
| Ability to respond to questions |  |  |