

Book Group Project – creating a study guide

Your task is to read a novel of your group's choice and prepare a study guide (with the answers!) to be used by students your age. Your aim should be that, after completing your guide, the reader will have a thorough knowledge of:

- the features of the novel;
- an in-depth understanding of author's purpose;
- the wider implications of the story.

You must include the following:

1. A summary of the story
2. Background information on the author
3. A series of comprehension questions designed to test surface features as well as critical thinking of the text
4. A task which involves an in-depth character study
5. A task (or tasks) which involves investigation into theme (or themes)
6. A task which will direct the reader to consider the setting of the novel
7. A task which will involve critical thinking about the author's style and craft
8. At least one 'extension' activity (or extra for experts)
9. Answers (and suggested responses) to questions

You can organize your activities in any way you choose BUT you must include at least:

1. One visual task
2. One written task
3. One oral task
4. One marking guide for an activity

Suggested activities:

- Crossword
- Multi-choice questions
- A Quiz
- Designing a dust jacket/movie poster/advertising or publicity poster
- An assignment
- A research task
- Creative writing exercise

The choice is endless.

Be creative but keep in mind the aim of the study guide.

Presentation:

You are to present your study guide in a published form. It will be 'copywrite' i.e. your group owns the intellectual rights but, if it meets the standard, will be 'published' in English Online for other teachers and students to use.

Marking schedule:

You will be assessed on the following:

- Evidence of critical thinking
- Mechanical accuracy
- Clarity of expression (especially in instructions)
- Completion of all requirements
- Originality in content
- Originality in presentation

Your group:

Title of Book: _____

Due Date: _____

Book Group Project – creating a study guide Marking Schedule

Check List

Book Title:
Names:

- A summary of the story
- Background information on the author
- A series of comprehension questions designed to test surface features as well as critical thinking of the text
- A task which involves an in-depth character study
- A task (or tasks) which involves investigation into theme (or themes)
- A task which will direct the reader to consider the setting of the novel
- A task which will involve critical thinking about the author's style and craft
- At least one 'extension' activity (or extra for experts)
- Answers (and suggested responses) to questions
- One visual task
- One written task
- One oral task
- One marking guide for an activity

Excellence: 12-13 tasks completed
Merit: 10-11 tasks completed
Achieved: 8-9 tasks completed
Not Achieved: less than 8 tasks completed

Total number of tasks completed _____ / 13

Evidence of critical thinking

Achieved/Merit/Excellence

Originality in content

Achieved/Merit/Excellence

Originality in presentation

Achieved/Merit/Excellence

Overall Grade

Mechanical accuracy	Achieved/Merit/Excellence
Clarity of expression	Achieved/Merit/Excellence
Completion of all requirements	Achieved/Merit/Excellence

Marking Criteria and Judgment Statement

Judgment Statement:

Achieved: at least four at Achieved level

Merit: at least three at Merit level and three at Achieved level

Excellence: at least three at Excellence level and three at Achieved level

Marking Criteria

	Not Achieved	Achieved	Merit	Excellence
<i>CRITICAL THINKING</i>	Not showing ability to think critically. A basic approach	Some critical thinking about ideas, style, character, plot, setting etc	Good analysis of text. Critical thinking evident	Analytical and thoughtful Perceptive critical thinking.
<i>ORIGINALITY IN CONTENT</i>	Un-sustained evidence of originality with content or tasks.	Structure of content and use of language and level of tasks is straightforward.	Structure of content and use of language and level of tasks is appropriate to audience and purpose.	Structure of content and use of language and level of tasks is fully developed. Original and/or innovative.
<i>ORIGINALITY IN PRESENTATION</i>	Presentation without appropriate presentation techniques.	Uses appropriate verbal and visual techniques.	Uses appropriate verbal and visual techniques with effect.	Uses appropriate verbal and visual techniques with striking and/or original effect.
<i>MECHANICS</i>	Limited skills. Run-on sentences. Spelling errors, weak punctuation. Grammatical Problems.	Sentences and Punctuation are basic but clear. Limited syntax. Minor spelling and grammar errors but not intrusive.	Greater range of sentence structures. Good syntax skills. Punctuation used confidently. Occasional errors.	Cohesive and ambitious sentence structures. Interesting syntax. Controlled punctuation. Rare errors. Confident, controlled writing.
<i>EXPRESSION</i>	Expression is limited. No real clarity. Meaning of sentences is often unclear. Vague.	Able to explain things reasonably clearly. Some points could be expressed with greater clarity.	Details and ideas explained with confidence. Clear points. Able to be clear and persuasive.	Concise, clear language. Judicious choice of words. Complex ideas expressed clearly. Persuasive. Concise.