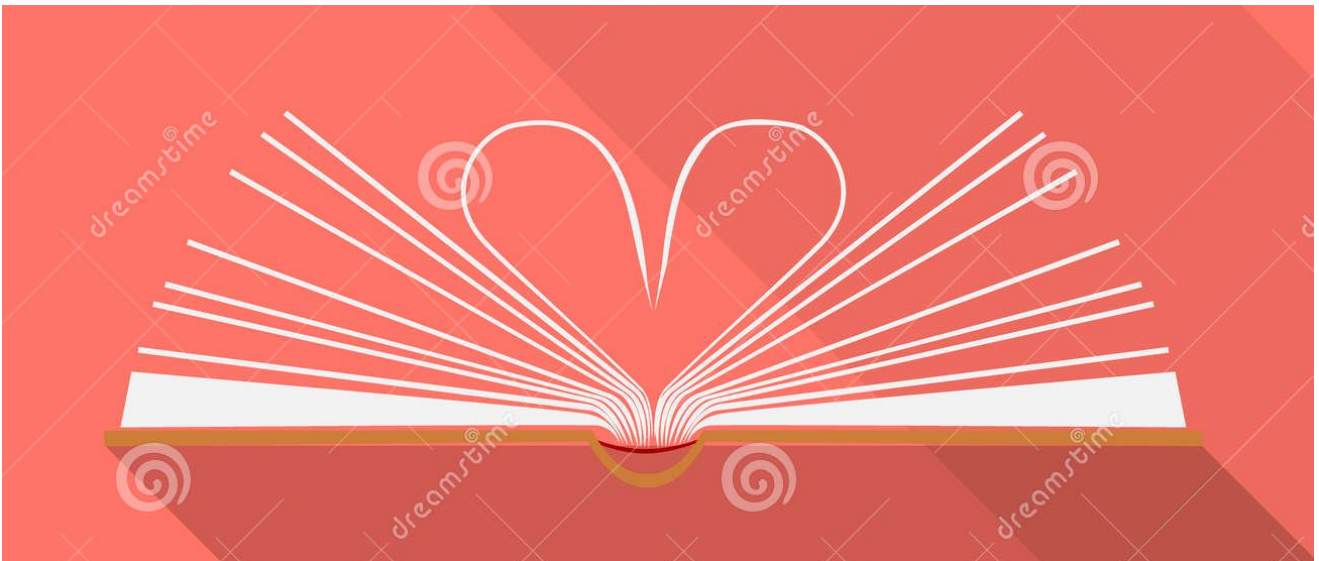


*Responding to Literature*



*Responding in different ways to a book opens up opportunities for further understandings and helps you develop ideas for your own creative work. Choose one of the following activities and make sure you explore your ideas in depth and with the full extent of your creativity.*

**1. Character astrology signs.** After reading brief descriptions of the astrology or sun signs, decide which signs you think three of the main characters from your book were born under. Write an explanation of why you think they fit the sign, drawing on their actions, attitudes, and thoughts from the book.

**2. Social worker's report.** If the events in the novel merit it, write up a report as a social worker would on the conditions in the home and whether or not it is a good environment for a child, or on the emotional/psychological factors relevant to a character or a number of characters.

**3. Create a website.** Select two characters and design a home page for each of them, picking out appropriate backgrounds and pictures and then creating information that would tell a viewer about your characters. Also, create links to at least five different sites that you think your characters would be interested in. Then write up and post on the page and an explanation of how you made the decisions you did and what you believe this tells us about the characters. You can adapt this exercise to suit your interests- just make sure to discuss this

with me.

**4. Yearbook entries.** Imagine what three characters from your novel were like in high school. Find a picture of a person to represent each character. Under each picture place the following information which you will create: nickname of character; activities, clubs, sports they were in and what years; class mock award such as “class clown”; quotation that shows something about the person and what is important to him or her; favorites such as colors and foods; a book that has had a great impact on him or her; voted “most-likely-to” what?; plans after high school.

**5. Music.** After reading your novel, decide how you would divide up the book into sections. Then select a piece of music that you think captures the feel or tone of each section. Record the pieces and if possible do voice-overs explaining what is happening in the novel during the piece of music and why you felt this piece of music fits the section of the novel.

\*Another option **creating a collage or piece of art** that you think represents/explores the key ideas in the novel, or the issues relating to the characters. Remember that you can be as creative as you like with this exercise and your work can be a symbolic representation of your ideas. However, you need to produce a rationale justifying those ideas.

**6. Character monologues.** Select an event in the story that characters have different views on. (For instance, Willie in *Crazy Horse Electric Game*, his girlfriend, his mother, father, and friends all have different views on his running away.) Then, write up two or three characters’ opinions on the same event in the form of monologue (one person talking to him or herself).



## MYP Year 5 - Language and Literature Rubrics

<b>Criterion C: Producing text</b>	
i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.	
<b>1 - 2</b>	i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination or sensitivity and <b>minimal</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience iii. selects <b>few</b> relevant details and examples to develop ideas.
<b>3 - 4</b>	i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination or sensitivity and <b>some</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience iii. selects <b>some</b> relevant details and examples to develop ideas.
<b>5 - 6</b>	i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination or sensitivity and <b>substantial</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience iii. selects <b>sufficient</b> relevant details and examples to develop ideas.
<b>7 - 8</b>	i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and <b>perceptive</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b> .