Using your knowledge of the novel (its plot, characters, themes), choose **two** of the following creative options:

The minimum requirements will help you achieve a Level 3. Level 4 requires extra

input and dimensions. Start planning now so you may achieve your best.

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| **Character Letter, Diary or Journal:**  Choose one character and a key scene involving the character. Write an entry in a format that mulls over their present position, detailing how they feel about the choices they have made in the past and about their future choices. Make direct reference (quotations and dialogue) to the text.  OR Write a letter to another character in the text about your concerns  Minimum: 10 sentences | **Facebook Summary:** (This option counts as 2)  Demonstrate your understanding of plot by creating a Facebook page for three of the characters in the novel.  Look at the link <http://www.angelfire.com/art2/antwerplettuce/hamlet.html>  a mock Facebook page created for Hamlet to see what you can create.  Then on paper create a Facebook Wall. Check out Shmoop’s ***The Giver*** for summaries then reduce the information into 10 – 15 Facebook status updates for 3 characters. |
| **Characterization:**  Choose two characters in the novel and identify 3 qualities these characters exhibit. Find 3 quotes from the text to support what you have depicted about their characteristics.  For level 4, create coloured portraits of each of your characters. | **The Movie Cast:**  Imagine that you are a casting director and asked to audition and assign different actors to play the parts of all the characters in ***The Giver***. You need actors who have proven they can play the types of roles you are going to assign them. You may choose based on looks or on characteristics but you must explain why you chose that actor and how they fit the role.  Make a poster that includes the character name, a picture of the actor you have chosen to portray them, and a few character traits that you see the chosen as being able to play the assigned character.  **\*\*You may not choose the actors from**  **the version we watched in class.** |
| **Top Ten:**  Create a David Letterman type Top Ten List. Highlight what is effective or amusing about the plot, the characters, etc. You may pick any topic. Create a poster and reveal your Top Ten by beginning with ten up to one. You may use comedy even though there is much tragedy in the novel. | **Movie Poster:**  You have been hired to design a promotional movie poster for ***The Giver***. Make sure your poster includes title and author in an effective font. Have a graphic that effectively conveys tone and plot. Choose a central quotation as your tagline or highlight a theme from the novel. Include a director and the actors as characters. |
| **Adaptation**:  Create an artistic work that conveys tone, theme and characters from *The Giver*.  You may create a comic strip, a play, or a graphic novel. Choose 10 – 15 key points from the plot to complete your assignment. | **Why Should I Care?**  Often people want to know why they should read a text. Discuss 3 reasons of your own as to why ***The Giver*** is relevant and has something important to say to students and our society in general today. Write 3 – 5 sentences to explain each reason you have listed. |
| **Music Soundtrack:**  Choose the music for a soundtrack of *The Giver*. 1. Create a playlist that includes the song title, artist  and lyrics.  2. Create the cover for this selection of songs.  3. Write an explanation of why you chose each song  and for what scene or chapters you would use each  song. Explain how the song fits the novel.  (You may not use My Name is Jonas by Weezer- other than the title, it does not connect to the novel.)  Turning in the actual music is optional. | **Write a continuation to the book**  Imagine what you think might happen in the next chapter.  The chapter must be at least one typed page – 12 font |

This site may be helpful: [www.shmoop.com/the-giver](http://www.shmoop.com/the-giver)

Look at analysis, characterization, plot, etc.

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|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Level R** |
| **Knowledge of Novel** | Excellent understanding of the novel; insightful; good links | Moderate understanding of the novel; adequate links | Some understanding of the novel; some links | Limited understanding of the novel; few links | No understanding of novel; no links |
| **Thinking Skills**  Critical thinking skills in analysis | Excellent; criteria complete and further developed  Uses critical thinking skills in analysis of topic with high degree of effectiveness | Adequate; all criteria met Uses critical thinking skills in analysis of topic with considerable degree of effectiveness | Some organization; missing an element  Uses critical thinking skills in analysis of topic with some degree of effectiveness | Limited organization; missing a few elements  Uses critical thinking skills in analysis of topic with limited degree of effectiveness | No organization; missing many elements  Uses critical thinking skills in analysis of topic with very limited effectiveness |
| **Application**  Spelling, punctuation, and grammar (at grade level) | Uses lang. conventions with a high degree of accuracy and effectiveness. | Uses lang. conventions with considerable accuracy and effectiveness. | Uses lang. conventions with some accuracy and effectiveness. | Uses lang. conventions with limited accuracy and effectiveness. | Uses lang. conventions with very limited accuracy and effectiveness. |
| **Communication**  Communication of information and ideas  Communicates to audience with purpose | Communicates info and ideas with a high degree of clarity and organization; extremely neat  Communicates with a strong sense of audience and purpose | Communicates info and ideas with considerable clarity and organization; neat  Communicates with a considerable sense of audience and purpose | Communicates info and ideas with some clarity and organization; somewhat neat  Communicates with some sense of audience and purpose | Communicates info and ideas with limited clarity and organization; not neat – needs lots of work  Communicates with a limited sense of audience and purpose | Communicates info and ideas with very limited clarity and organization; not neat at all  Communicates with a very limited sense of audience and purpose |

**Comments:**