Independent Novel Study

Procedures: Students in each grade level group will participate in an independent novel study and then report important components of their individual novels including the following: historical value, social concerns, and economic concerns. Please read your novel and complete the following activities during the next five weeks:

1. **Week 1**: due by February 14, 2014 ![C:\Users\thoak\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4T82KAHY\MC900355065[1].wmf]()
2. Go the class webpage at <http://thoakdcps.weebly.com> and click the following links: English, Independent Novel Study, **Novel Survey Form**.
	1. Complete an online application identifying the title of your novel, the name of the author, the copyright date, the name of the publisher, the city, and the state.
3. Use the online dictionary site that we practiced with <https://www.learnthat.org/dictionary> and fill out all categories on the “Own the Word” graphic organizer in your folder.
4. **Week II**: due by February 21, 2014
5. List the characters’ names on the plot diagram handout and the “Building a Story” handout.
6. Fill out the setting on the plot diagram handout and the “Building a Story” handout.
7. Complete any two blocks on the “Life Size Character Analysis” handout.
8. **Week III**: due by February 28, 2014
9. Identify the primary problem the main character is having in your novel and write it in the “Building a Story” handout.
10. Go the class webpage at http://thoakdcps.weebly.com and click the following links: English, Independent Novel Study, Blog and answer my question on the page.
	1. Read the character problems that at least two of your classmates entered, and respond to their posts with two possible solutions.
11. Complete two more blocks on the “Life Size Character Analysis” handout.
12. **Week IV**: Due by March 7
13. Complete all activities in your folder and turn in for grading.
14. Students will collaborate in small groups and determine common themes contained within their novels. The themes will be evaluated and discussed with the entire class.
15. Week V: Due by March 14
16. Students will be given an instructional sheet with directions and choices to prepare a final project to present to the class which will analyzing the setting, the major elements of the plot, and the primary problem and solutions the main character encountered as a result of cultural diversity.

**Additional Information**: Integration of other subject areas: The students will read novels that correspond to their social science grade levels. The sixth grade students will read novels dealing with slavery and racial segregation. The seventh grade students will read novels dealing with essential character traits considered necessary to live civilly amongst others by being trustworthy, honest, courteous, respectful, responsible, accountable, and self-reliant, as well as contributing to society by obeying the law, practicing patriotism, making sound decisions, and practicing service to the school and/or local community. The eighth grade students will read novels about characters in other continents including the Caribbean, Europe, Africa, Asia, Australia, and Antarctica. The eighth grade students will analyze cultural influences such as social, economic, political, and environmental factors. They will also analyze the impact of political conflict or regional events on the individual problems of the main characters in the novels.