

## CANADIAN HISTORICAL FICTION BOOK REPORT

DATE DUE: \_\_\_\_\_

After reading one of the chosen books, you must do following:

1. Outline the entire plot of your book, either in sentences or in point form, making sure to include elements explaining all of the key areas (setting, characters, conflicts, crisis, climax, and denouement.)
2. In a brief paragraph, describe what aspects or events of Canadian history are used in this story, and what you learned about those aspects or events by reading the story.
3. Using the Internet at home, in the school library, in the school lab, or in the public library, search out at least three sites that offer further information about this time in Canadian history. Print at least one page of information that reflects what you have found. Make sure you have chosen the best of the three sites.
4. Using the correct format for citing online information according to the MLA style, record the three sites you found as a bibliography. Also record your actual novel using the MLA style for novels and other print resources in book form. (see information on MLA style formats given to go with this assignment.)
5. Using the format of a Venn Diagram, create a comparison between the life and interests of your novel's main character (in the past) and yourself (in the present). One circle would naturally include many details of your character's life and interests, and the other circle would be for your interests and life. Those things you have in common would be in the centre of the circles. These may be done on the computer, or by hand on large paper, depending on your skill level with the computer and on the amount you find to compare. (HINT: there should be many things that are similar and many things that are different.)

AS YOU CAN SEE, THIS IS A MAJOR ASSIGNMENT WHICH ENCOMPASSES LITERATURE, HISTORY, AND INFORMATION STUDIES. GIVE IT YOUR BEST EFFORT, AND BE PREPARED TO SPEND A LOT OF TIME ON IT!

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### MLA STYLE BIBLIOGRAPHIES: Electronic Sources (e.g. articles from websites)

Martin, Martha L. "The History of Students Misbehaving in Class." *Windsor Star* (2000): n. pag. Online. Available: <http://www.martinkids.html> (2000, Feb. 16).

### EXPLANATION:

(Author in reverse name order. "Title of Article." *Name of Complete Work* (date of publication): page number or n. pag. if there aren't any specified. Type of resource. URL address (date you visited URL).

(This will work for most online sources, though there are slight variations for CD Roms, Newsgroups, e-zines, etc. The punctuation shown between each category matters!)

## RUBRIC FOR HISTORICAL FICTION BOOK REPORT

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Assignment was handed in late and incomplete.	Assignment was handed in late, but is complete.	Assignment was handed in on time and complete.	Assignment was handed in on time, complete, and with extras added.
No new knowledge in the history of Canada was demonstrated. A comparison of the novel's period to today was inconsistently done.	Some new knowledge in the history of Canada was demonstrated. A comparison of the novel's period to today was partially done.	Much new knowledge in the history of Canada was demonstrated. A comparison of the novel's period to today was brief, but done.	Much new knowledge in the history of Canada was demonstrated in detail and applied. A comparison of the novel's period to today was extensively done.
Few literary concepts and plot elements were demonstrated correctly. From the plot outline it is unclear whether the student read the book and understood it.	Most literary concepts and plot elements were demonstrated correctly. From the plot outline it is somewhat unclear whether the student read the book and understood it completely.	All literary concepts and plot elements were demonstrated correctly, though in simple and sometimes confusing terms. From the plot outline it is clear the student read the book and understood it.	All literary concepts and plot elements were demonstrated correctly. From the plot outline it is clear the student read the book and understood it, and that the student can explain it clearly and in flawless style.
Information studies work (Internet research) was inconsistently done. Many things were missing. Instructions were rarely followed.	Information studies work (Internet research) was mostly done. Some things were missing. Instructions were followed in some cases.	Information studies work (Internet research) was completely, though simply, done. Nothing was missing. Instructions were followed in most cases.	Information studies work (Internet research) was consistently done. Nothing was missing and many things were added. Instructions were followed flawlessly.
A great many errors in spelling and grammar are evident.	Many errors in spelling and grammar are evident.	A few errors in spelling and grammar are evident.	Virtually no errors in spelling and grammar are evident.

HISTORY LEVEL: \_\_\_\_\_

READING LEVEL: \_\_\_\_\_

INFORMATION STUDIES LEVEL: \_\_\_\_\_

WRITING LEVEL: \_\_\_\_\_

OVERALL THIS PROJECT RECEIVES: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_