TEACHER'S GUIDE

Grades 7

Laughing Wolf
a novel
Nicholas Maes

Kathleen Grainger, O.C.T, B.ES

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BOOK SUMMARY

It is the year 2213. Fifteen-year-old Felix Taylor is the last person on Earth who can speak and read Latin. In a world where technology has defeated war, crime, poverty, and famine, and time travel exists as a distinct possibility, Felix's language skills and knowledge seem out of place and irrelevant.

But are they?

A mysterious plague has broken out. Scientists can't stop its advance, and humanity is suddenly poised in the brink of eradication. The only possible cure is *lupus ridens*, or Laughing Wolf, a flower once common in ancient Rome but extinct for more than two thousand years.

Felix must project back to Roman times circa 71 BC and retrieve the flower. But can he navigate through the dangers and challenges of the world of Spartacus, Pompey, and Cicero? And will he find the Laughing Wolf in time to save his own family and everyone else from the Plague of Plagues?

ABOUT THE AUTHOR

Nicholas Maes is a high-school history teacher and also teaches classics at the University of Waterloo. His previous novel for young people is *Locksmith*, and he published an adult novel, *Dead Man's Float*, in 2006. He lives with his wife, three children, and a rabbit in Toronto. Learn more about his books at *http:// nicholasmaes.com*.
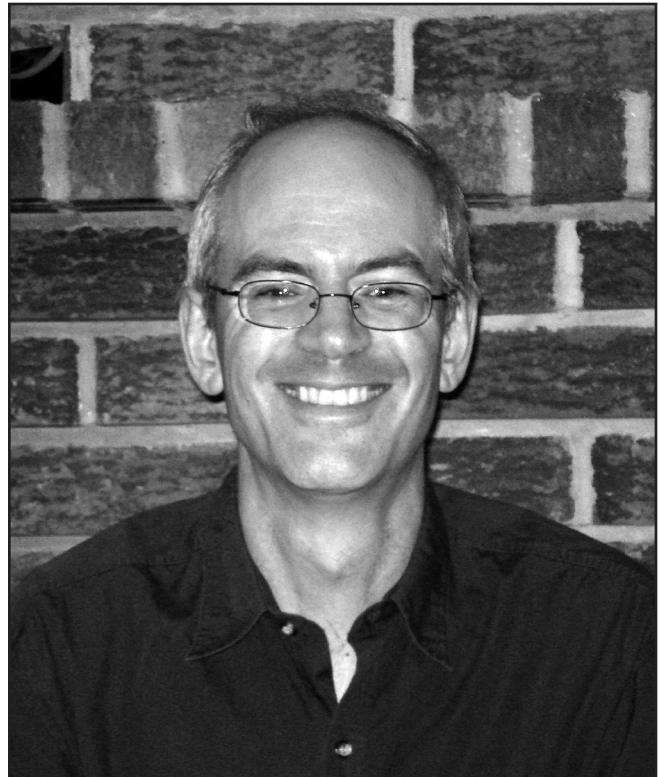
ONTARIO CURRICULUM CONNECTIONS: GRADE 7

Activities/strategies linked to the Ontario Curriculum (Grade 7) can be found in the Post Reading Strategies section.

LANGUAGE

Reading 4.1, 4.2
- *Assess own reading of novel.*

Reading 1.1 – 1.9; Oral Communication 1.1 – 1.8 and 2.2 – 2.4
- *Conduct a literature or information circle*

Reading 1.7, 1.9; Writing 1.1 – 4.3; Oral Communication 1.1 – 3.2
- *Persuasive argument/speech from a different perspective*

Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2
- *Write a news or magazine article*

Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2; Oral Communication 1.1 – 3.2
- *Conduct an interview*

Language: Oral 2.1, 2.3-2.7; Reading 1.4, 1.6, 1.9; Writing 1.1, 1.2, 1.4-1.6, 2.1-3.8; Media Literacy 3.1-4.2
- *Rewrite a scene from a different perspective*

Media Literacy 3.1-4.2
- *Persuasive Media*

GEOGRAPHY

Themes of Geographic Inquiry, Natural Resources.
- *Conduct an interview*

Geography: Themes of Geographic Inquiry, Natural Resources
- *Research how modern technology has affected the environment*

SCIENCE

Understanding Life Systems: interactions in the environment, 1.1 and 1.2
- *Research how modern technology has affected the environment*

THE ARTS
Drama and Dance
- *Rewrite a scene from a different perspective*

Visual Arts
- *Persuasive Media*

PRE-READING ACTIVITIES

Review the features and elements of narrative text**.**

After analyzing book cover and reading book summary, discuss what kinds of knowledge students think they might need to know. Activate/provide background knowledge through viewing images, videos, and/or reading about:
- ancient Rome -famous people, cities, clothing, culture, food, gladiators, events, etc.
- manipulation of the environment and cause/effect of species loss

Discuss the book cover. What might it tell the reader about the content? Discuss how this cover might encourage people to read the book or discourage them from reading it.

CHAPTER CHUNKS

One way of breaking up the novel to make it more manageable is to create chapter chunks. This is especially helpful for students who find reading a challenge.

Chunk 1: pp5-54, Chapters 1-4
Chunk 2: pp55-121, Chapters 5-9
Chunk 3: pp122-187, Chapters 10-14
Chunk 4: pp188-248, Chapters 15-19

VOCABULARY BUILDING

The following word lists are suggestions for the intermediate level. There are other words in the book that might be more appropriate to meet the needs of the various reading levels in the classroom

ROMAN TERMS

toga p5	denarii p5	sestertius p5	legate mummius p14	imperator p14
aqueducts p20	praetor p25	adulescens p88	oppidum p91	taberna p110
Retiarius p112	Murmillo p113	Hoplomachus p113	Thraex p113	
Via Appia p228	centurion p232			

CHUNK 1: PP5-54

reverie p6	catabolized p12	askew p13	muster p15	decimation p15	pockmarked p20
Decrepit p20	volley of arrows p22	cataphracts p22	impeccably p24	luster p24	cache p25
plunder p26	crucified p26	prostrate p27	plumage p27	raucous p27	alighted p27
apparition p28	superstitious p28	theoretically p30	aligned p30	vector p30	coefficient p30
transposed p30	brusqueness p31	subdued p31	immunologists p34	quarantined p34	eluded p34
decree p34	prohibits p34	egress p40	dumbfounded p40	edict p41	pensive p47
apprehensive p55					

CHUNK 2: pp55-121

abruptly p63	ungainliness p64	contorting p71	brash p80	cumbersome p80
intuitive p80	transpire p83	engulfed p83	scouring p85	stylobate p85
elongated p85	frieze p85	depicted p85	meandering p86	agog p86
branishing p87	commotion p87	servile p88	ramparts p88	prefect p88
hamlet p91	clamour p91	vigorously p91	anguish p91	ecstatically p93
epitome p95	descried p98	defied p98	alcoves p100	sanctity p112
comptempt p112	feinting p120	precint p120	compensate p121	slackening p121
lolled p121				

CHUNK 3: pp122-187

encryption p138	cacophony p152	monstrosities p153	motes p175	travertine p176
ornate p176	comestibles p178	mulling p182	profound p182	imbecilic p182
staunch p187				

CHUNK 4: pp188-248

innumerable p202	tether p203	bulwark p203	stripling p203	annihilation p204
tumult p205	fervour p220	obliquely p220	disgruntled p227	sated p227
distraught p227	crone p228	sombre p235	inestimable p239	tumultuous p240
condescension p241	indescribable p242	prowess p247	inevitably p247	

DURING READING QUESTIONS

The following questions are suggestions for reading comprehension and improving thinking skills. The questions reflect a range of Bloom's Taxonomy levels (http://learningandteaching.dal.ca/bloom.html). The questions can be answered in a variety of formats: written, oral, graphically, computer generated, etc.

CHUNK 1: PP5-54

1. Why are the first few paragraphs in italics? What reading strategies did you engage? Did this excerpt make sense the first time you read it? p5
2. What clues are there that tell you almost immediately that the story is not set in present day? p7
3. On p9 Felix wonders about the Medevac not going to Stockholm or Oslo. What does this tell you about the type of travel in Felix's time?
4. What do you think Common Speak is? p10. Why do they have it?
5. Felix's father said, *"a book enhances the leisure of reading because the contents seem unique and important"* p10. Reflect on this statement.
6. What is a Portadoc? Is there anything like that available today? p10
7. What do you think Reason on World Union day is? p11
8. What reading strategy did you use to figure out what Dispersion Portal meant? p12
9. What does *"…ill at ease…"* mean? p14
10. What do you think the *"…hygiene recess…"* is? p17
11. What's the purpose of the ultra-violet burst? p17
12. What language do you think *"vale file mi"* and *"vale pater"* is? Explain your answer. p23
13. Reread the event on p28. Make some predictions about this event.
14. On p35 the president makes a speech. His final words are *"…peace, rationality and constructive thoughts."* What does this tell you about the kind of world that Felix lives in?
15. The talk show host is outraged at Felix's attempt to pass on information. From Angstrom and the callers' reactions, what can you say about society's views in this novel? p54
16. Can you relate to Felix's frustration at trying to pass on important information but because he's a kid he doesn't get taken seriously? p54
17. Chapter chunk summary. Include the problem.
18. Start a list of character traits for both Felix and Carolyn. Keep adding to it as you read further. Also start one of yourself and one of your friends and keep adding to it as you think of more traits. (BLM 1)
19. What characters have you been introduced to? Start a character relationship map, indicating main and secondary characters. (BLM 2)
20. What is the setting? (BLM 3)

CHUNK 2: pp55-121

1. As Felix looked at the earth from his monitor, he asked himself, *"when one pondered the world in relation to the universe, did it matter humans were faced with extinction?"* p63. Reflect on that question.
2. Why didn't Felix have any choice but to help the General and Dr. Lee? p69
3. Can you relate the 'halo' game Carolyn was playing to any game that you know of or play? p71
4. What does *alpha-wave adjustment* mean? What were the clues? p72
5. Why does Felix assume Carolyn would resent any reference to religion? p77
6. What does the Professor mean by his statement, *"The people are as brutal as they are civilized"*? p79
7. What words didn't the General finish in his sentence to Felix at the bottom of p81?
8. "Even as he envied them their ERR, Felix suspected that they'd been robbed of something crucial." p82. Reflect on this statement.
9. What is the author trying to convey by putting *"melt"* and *"fabric"* in quotation marks? p83
10. Imagine what it would be like to be Carolyn — only having seen her world and suddenly stepping back into ancient Rome. Sketch the world as Carolyn knows. Then sketch what she sees when she first arrives in Ancient Rome. p85
11. Guess what "*curate ut valeatis"* means (p88). Then look it up. Were you correct or close to correct? What reading strategies did you use to help formulate your guess?
12. Why do you suppose the future world that Felix and Carolyn live in doesn't have crops, horses, chickens and other animals? pp89-91
13. How did Felix go too far at the dinner table? Why did his comments upset the Romans? p105
14. Felix and Carolyn have a discussion about religion and war. Has much changed between 71 B.C. and now? p112
15. In your own words, explain why Pompey and his followers turned nasty towards Felix and Carolyn. p118
16. If you were faced with a similar dilemma as Felix about going back in time to save humanity in a machine that hasn't been tested on humans yet, what choice would you have made? Why?
17. Summarize Chunk 2.
18. Add to your current setting web or create a new setting web.
19. Add any new characters to your character relationship map.

CHUNK 3: pp122-187

1. Using the Cause and Effect graphic organizer (BLM 4), record the events as indicated on p129 that happened because of 9/11.
2. Reflect on Felix's statement about language being like food. p143
3. Why is Carolyn so negative about religion? p148

4. When Felix and Carolyn go back to the future, but wrong time, they hear the president's last speech. Notice he ended his speech with *"God bless us all."* Why did he change his ending? p159
5. *"…provided them with little purchase for their feet"* p165. In what way is *purchase* being used in this phrase?
6. When Felix and Carolyn met with the soldiers on p184, Felix noticed they were quite nervous and skittish. Why would that be?
7. Summarize Chunk 3.

CHUNK 4: pp188-248

1. Why are Felix and Carolyn captured and frowned upon at the camp? p191
2. What does *"…at this point he began to embroider…"* mean? Is he sewing? p193
3. What was the purpose of Felix fighting the Roman? p198
4. Why hadn't Magonus and the other leaders heard of Crixus and Castus? p204
5. In your own words, what is Felix saying when he answers Spartacus about winning the battle. p211
6. Why did Felix go berserk and starting running and running until Carolyn tackled him? p224
7. What reading strategy(s) did you use to understand what *"…a bed of greens received them"* meant? p224
8. On p227 Felix and Carolyn "*quit the field*". What does *quit* mean in this context?
9. Felix had manipulated the time machine to allow him to go to a specific time and date (pp237-238). Compare this information to the predictions you made in Question 13 in Chunk 1. Were you close?
10. On p242 Stephen indicates that Felix' language skills are unimportant. If you could speak for Felix, what would you say in rebuttal to Stephen's comments?
11. Could the last line in the book have more than one meaning? Explain.
12. Go back to your Character Traits list for Felix and Carolyn. Create a Venn Diagram which shows their different and common traits. Now do the same thing with the list you made for yourself and your friend. (BLM 5)
13. Summarize chunk 4.
14. Using the information from your chapter chunk summaries, plot the main events on the Action Graph to show the development of the story. (BLM 6)

POST READING ACTIVITIES
CURRICULUM CONNECTIONS

Assess your own reading of this novel. Did you find it easy or hard to read? What activities/strategies and/or discussions helped you to better understand the story? (i.e. pre-reading, during reading, post-reading). What might have made it easier/harder to get through? Jot down your thoughts to be ready for an oral discussion with the teacher.

   Gr. 7 Language: Reading 4.1, 4.2

Conduct a literature or information circle to discuss questions, issues, and perspectives, that this book addresses as well as issues that exist in our community, city, and the world at large. Some ideas:
- how much humans might be able to control in the future with technology ie. emotions, weather, elimination of hardcopy books
- Is history important? Does it/can it shape our future?
- Impact of religion
- Slavery — use Spartacus' speech on pp216-217
   Gr. 7 Language: Reading 1.1 – 1.9; Oral Communication 1.1 – 1.8 and 2.2 – 2.4

Write a persuasive argument/speech supporting the perspective of one of several points of view on the importance of history, language skills, emotion, etc.

   Gr. 7 Language: Reading 1.7, 1.9; Writing 1.1 – 4.3; Oral Communication 1.1-3.2

Write a news or magazine article related to the plague, the mysterious antidote that suddenly appeared, the heroic efforts of Felix and Carolyn, etc.

   Gr. 7: Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2

Develop questions and script for conducting an interview with Felix, Carolyn, Stephen and/or another character in the story. Videotape the interview(s) to create a media work. This could also be a forum for a televised debate relating to environmental issues such as the elimination of species. (BLM 7)

   Gr. 7 Geography: Themes of Geographic Inquiry, Natural Resources.
   Gr. 7Language: Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2; Oral Communication 1.1 – 3.2

This story may be used as a companion to researching how modern technology has affected the environment, solutions for overcoming environmental problems, and strategies for protecting the environment. Follow the Research Process outlined in *Imagine the Learning* (Toronto District School Board, 2007) to select and research topics. The culminating task could be anything from a written report to a power point presentation, or televised debate.

   Gr. 7 Science: Understanding Life Systems: interactions in the environment, 1.1 and 1.2
   Gr. 7Geography: Themes of Geographic Inquiry, Natural Resources

Select a scene from the story and rewrite it from the perspective of that character (first-person perspective). Tell (written, and/or media form/drama) the story in the role of that character.

> *Gr. 7 Language: Oral 2.1, 2.3-2.7; Reading 1.4, 1.6, 1.9; Writing 1.1, 1.2, 1.4-1.6, 2.1-3.8; Media 3.1-4.2*
> *Gr. 7 The Arts: Drama and Dance*

Create a piece of media such as a poster or brochure to persuade people in Felix's world that reading 'old-fashioned' books are good, or that learning history is good.

> *Gr. 7 Language: Media 3.1-4.2*
> *Gr. 7 The Arts: Visual Arts*

Alter the story. Change one event and make a written, point form outline showing how the storyline would change with your alteration. Some suggestions:
- the time machine spit Felix and Carolyn out into this year and they couldn't get back to their own time dimension
- they got stuck in the year 71 BC
- the flowers didn't survive the time travel trip back to their world
- you choose an event in the book and alter it

There are several themes running through the story (e.g. friendship, teamwork, environmental issues, ethical issues). Identify 2 of them and explain (written, graphically or orally), using examples from the text, these themes.

What did you like best about the novel? Make sure you include examples from the text in your answer.

Create a board game. Some suggestions:
- snakes and ladders idea, but with time machine and robots, or gladiators and legionnaires
- adventure quest- survival in Roman times or in the year 2213 with quests to move on
- trivia game — Roman history

Choose an event (favourite, scariest, happiest, etc.) and rewrite the event as a script for a play. In a small group, rehearse and present the work to the class.

If you made this novel into a movie, whom would you choose to play which character? List your choices, in brackets mention some of the works the actor has been in, and beside each give a brief explanation for choice.
- E.g. Felix, Actor: Hayden Christensen (Star Wars II Attack of the Clones); reason for choice: young, has played a heroic character in a science fiction movie)

Can you relate to Felix or Carolyn in any way? Explain, using examples from the book and your own experiences.

Using the information from your chapter chunk summaries, re-create *Laughing Wolf* as a short graphic novel.

Retell your favourite scene in a comic strip.

Look at the book cover again. How do you feel about it? Do you like it? Re-design the book cover to make it more appealing.

[B] Character Education

Laughing Wolf may be used to illustrate and discuss the following character traits: respect, responsibility, honesty, empathy, integrity, cooperation, teamwork and perseverance.
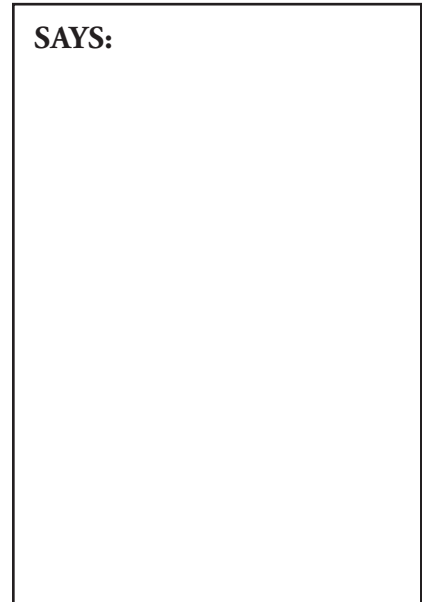
APPENDIX

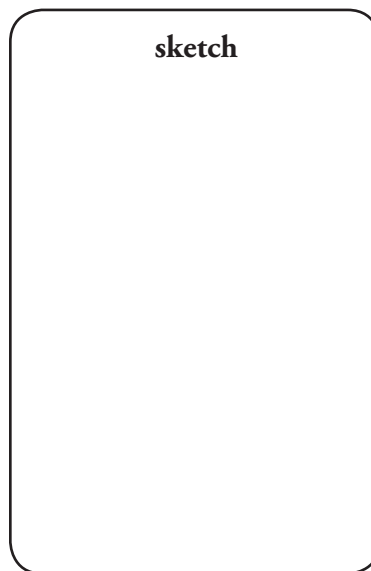**BLM 1**

CHARACTER TRAITS MAP

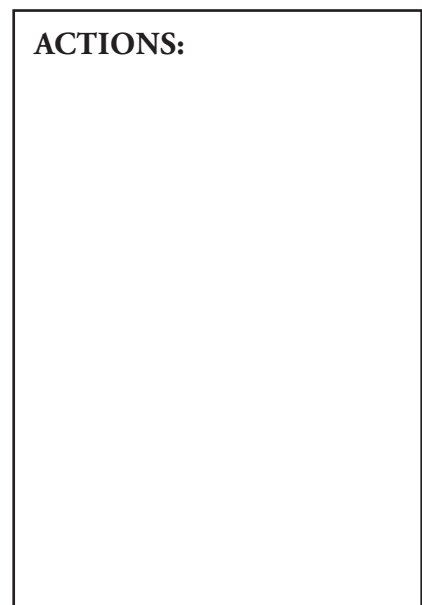**APPEARANCE (LOOKS):**

SAYS:

CHARACTER:

sketch

FEELINGS:

ACTIONS:

CHARACTER RELATIONSHIP MAP
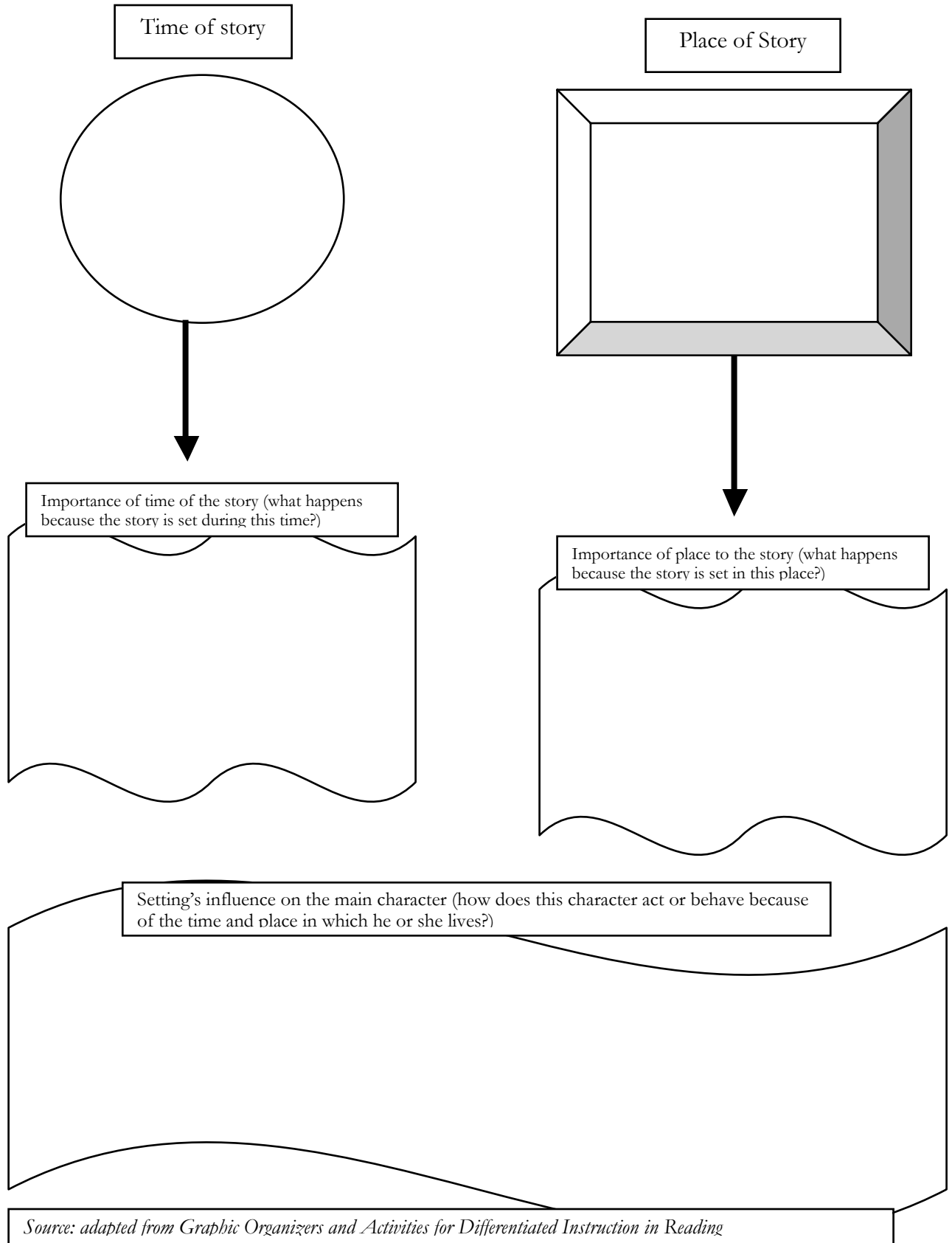
Legend
Main Characters
Secondary/ Supporting Characters

SETTING WEB

Time of story

Place of Story

Importance of time of the story (what happens because the story is set during this time?)

Importance of place to the story (what happens because the story is set in this place?)

Setting's influence on the main character (how does this character act or behave because of the time and place in which he or she lives?)

Source: adapted from Graphic Organizers and Activities for Differentiated Instruction in Reading

BLM 4

CAUSE AND EFFECT: EVENTS AND CONSEQUENCES

Event #

Happened because:

Consequence:

Event #

Happened because:

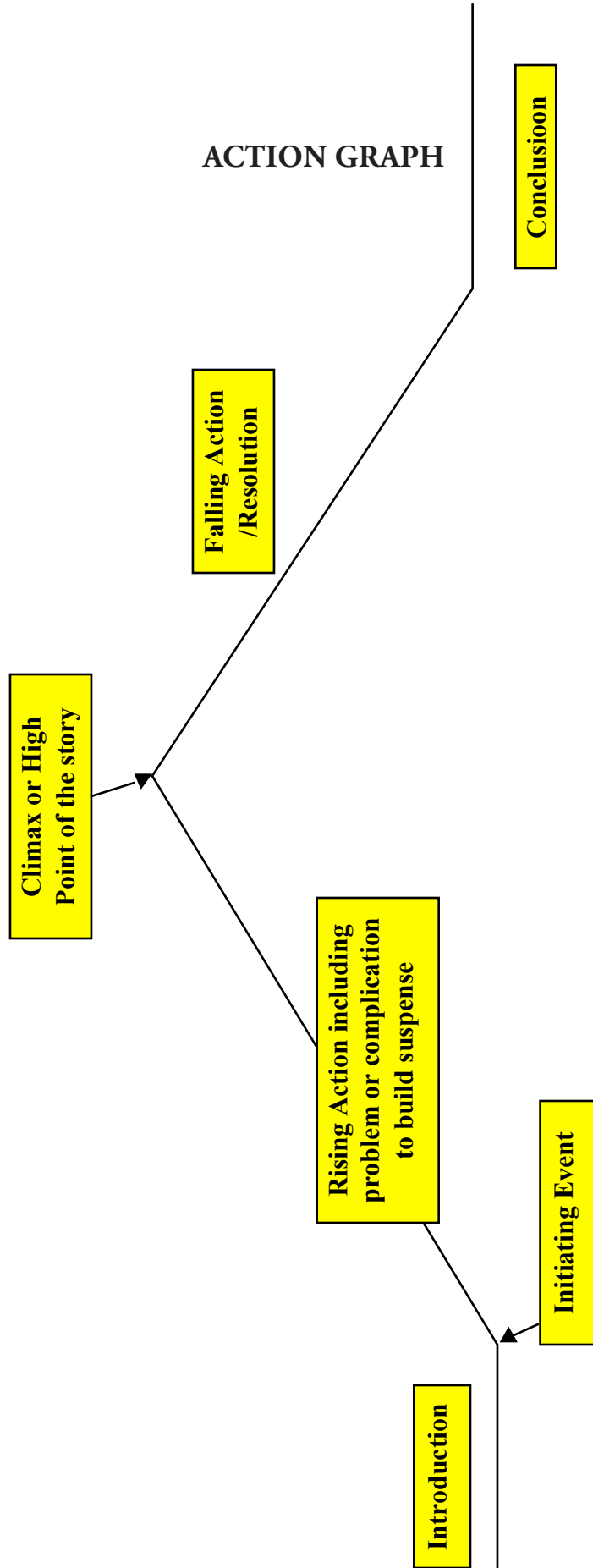Consequence:

COMPARE AND CONTRAST

What is different?

What is different?

What is the
same?

ACTION GRAPH

Conclusioon

Falling Action /Resolution

Climax or High Point of the story

Rising Action including problem or complication to build suspense

Initiating Event

Introduction
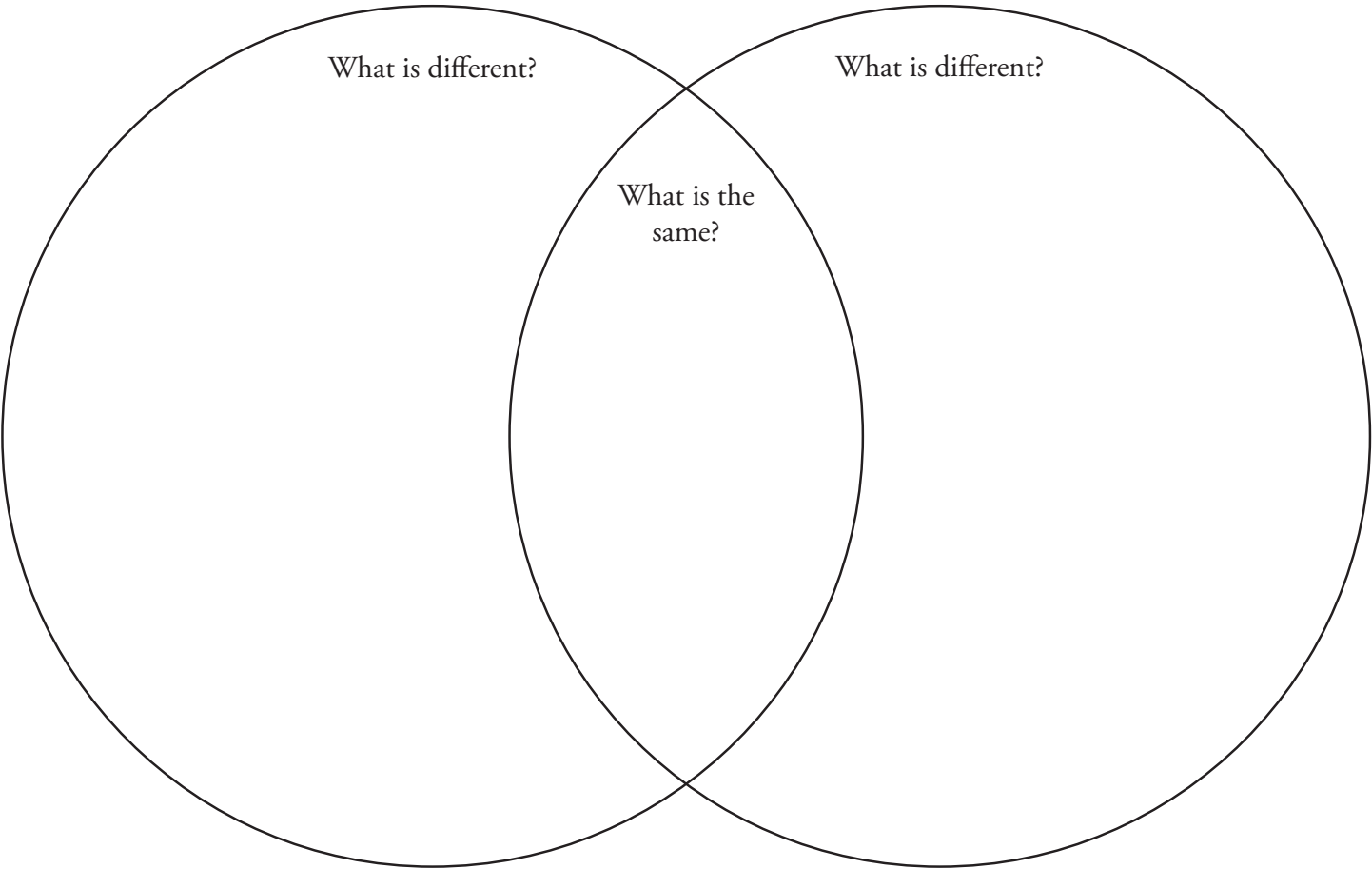
BLM 7

THE "Q" CHART

The Q-chart below gives a framework for creating questions. Start your question with a word from the first column and add a verb from the top row. The combination you choose will drive your questions.

Discussion questions should lie within the "Predict" and the "Synthesis and Application" boxes. For example, *"When would…?"* or *"Why might…?"* are good beginnings for discussion questions. Avoid starting discussion questions with starters such as *"What did…?"* or *"How can…?"*

	IS	DID	CAN	WOULD	WILL	MIGHT
WHAT						
WHERE						
WHEN		Factual			Predict	
WHO						
WHY		Analytical		Synthesis and Application		
HOW						

ASSESSMENT TOOLS

INTERVIEW QUESTIONS SIMPLE RUBRIC

To be completed by ONE CLASSMATE and your teacher.

Classmate Name _____ Date_____

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

This section to be completed by teacher--

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

Source: chnm.gmu.edu/fairfaxtah/lessons/documents/questionsrubric.pdf

PODCAST RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Introduction/Lead	• no intro • intro gives no info about topic • doesn't engage listener	• trite or overdone • gives little info about topic •minimally engages listener	• somewhat catchy • gives some important info about topic • engages listener toward end	• catchy and clever • gives important information about topic •engages listener immediately
Topic/Depth of Podcast	• podcast has no topic • podcast doesn't engage listener • podcast is completely off-topic	• irrelevant or inappropriate topic • topic minimally engages listener (adds no new info or is off topic) •podcast minimally addresses topic, has only one perspective when more are available, or offers little information	• relevant topic but more frivolous • topic somewhat engages listener (covers well-known ground, adds little new info) • podcast addresses topic but doesn't delve into all angles or perspectives (surface-level information)	• important and relevant topic • topic engages listener (is important to or educates listener) • clear focus for topic • podcast addresses topic thoroughly, delves into all angles or perspectives of topic
Sources for Podcast	• podcast has no quotes at all	• podcast involves few or no appropriate and informative sources • podcast includes few or no stakeholders • podcast has no quotes from "expert" sources	• podcast involves some variety of appropriate and informative sources • podcast includes some, but not all, stakeholders from all angles • podcast has quotes from some "expert" sources, but quotes are not best choices	• podcast includes a wide variety of appropriate and informative sources • podcast includes stakeholders from all angles • podcast has appropriate quotes from all "expert" sources (best sources for podcast)
Conclusion	• no final summary or conclusion	• conclusion is too abrupt or offers no summary information	• conclusion somewhat wraps up podcast, but does not summarize key information	• conclusion effectively wraps up podcast, summarizing key information

Professionalism	• podcaster is unprofessional or garbled • podcaster clearly has no script (is impromptu) • no source quotes • sections have no organization	• podcaster is not very clear and does not know topic or script • podcaster has not rehearsed pieces of podcast prior to recording • source quotes are not clear or are not part of podcast • sections show little organization	• podcaster is mostly clear but it is clear podcaster is merely reading off script • podcaster has rehearsed some pieces of podcast prior to recording • source quotes are mostly clear but need some editing • sections show some organization	• podcaster is clear and well-spoken (not reliant on script) • podcaster has clearly rehearsed podcast prior to recording • source quotes are clear and well-edited • sections are organized clearly and cohesively

Source: my-ecoach.com/online/resources/3654/podcast_rubric.do

UNDERSTANDING/CREATING A MEADIA TEXT RUBRIC

(*Media Studies K-12.* Toronto District School Board, 2005, p73)

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Describes a media text with limited effectiveness	Describes a media text with some effectiveness	Describes a media text with considerable effectiveness	Describes a media text with a high degree of effectiveness
	Rarely uses information from a media text	Inconsistently uses information from a media text	Frequently uses information from a media text	Consistently uses information from a media text
Thinking	Analyzes and assesses a media text with limited clarity	Analyzes and assesses a media text with some clarity	Analyzes and assesses a media text with clarity	Analyzes and assesses a media text clearly and precisely
Communication	Uses conventions appropriate to the audience and purpose with limited effectiveness	Uses conventions appropriate to the audience and purpose with some effectiveness	Uses conventions appropriate to the audience and purpose with considerable effectiveness	Uses conventions appropriate to the audience and purpose with a high degree of effectiveness
Application	Compares media text to own experience with limited clarity	Compares media text to own experience with some clarity	Compares media text to own experience with clarity	Compares media text to own experience clearly and precisely
	Creates a media text with limited effectiveness.	Creates a media text with some effectiveness	Creates a media text with considerable effectiveness	Creates a media text with a high degree of effectiveness

Source: Ann de Mota, *Speechless* Teacher Resource Guide

CLASS DEBATE RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Information	Information had several inaccuracies or was usually unclear	Most information was accurate and clear, but not usually thorough	Most information was accurate and clear	All information was accurate and clear
Rebuttal	Counter-arguments were not accurate or relevant	Most counter-arguments were accurate and relevant, but several were weak	Most counter-arguments were accurate, relevant, and strong	All counter-arguments were accurate, relevant, and strong
Organization	Arguments were illogical and did not follow a premise	Arguments were logical, but did not always follow a premise	Most arguments were logical and clearly followed a premise	All arguments were logical and clearly followed a premise
Understanding of Topic	The team did not exhibit an adequate understanding of the topic	The team understood the main points of the topic and presented those well	The team clearly understood the topic and presented with ease	The team clearly understood the topic fully and presented convincingly
Respect for Other Team	Language, responses, and body language were consistently disrespectful	Showed moderate respect for other team in language, responses, and body language	Showed respect for other team in language, responses, and body language	Showed high respect for other team in language, responses, and body language

file:///Andromeda/Desktop%20Folder/favorites/Education/…tro_project/content/html/information/debate_rubric.html

DIFFERENT PERSPECTIVE RUBRIC

Adapted from the Achievement Chart in the Ontario Language Curriculum gr.1-8

Skill	Level 1	Level 2	Level 3	Level 4
Understanding of Content	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Use of planning skills	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
Use of critical/ creative thinking process	Uses critical/ creative thinking processes with limited effectiveness	Uses critical/ creative thinking processes with some effectiveness	Uses critical/ creative thinking processes with considerable effectiveness	Uses critical/ creative thinking processes with a high degree of effectiveness
Expression and organization of ideas/information	Expresses and organizes ideas/ information with limited effectiveness	Expresses and organizes ideas/ information with some effectiveness	Expresses and organizes ideas/ information with considerable effectiveness	Expresses and organizes ideas/ information with a high degree of effectiveness
Communication for different purposes in oral and written forms	Communicates for different purposes with limited effectiveness	Communicates for different purposes with some effectiveness	Communicates for different purposes with considerable effectiveness	Communicates for different purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology	Uses conventions, vocabulary and terminology with limited effectiveness	Uses conventions, vocabulary and terminology with some effectiveness	Uses conventions, vocabulary and terminology with considerable effectiveness	Uses conventions, vocabulary and terminology with a high degree of effectiveness

PERSUASUVE POSTER RUBRIC

	1	2	3	4
Position Statement	Statement of position cannot be determined	Position is stated, but is not maintained consistently throughout work	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated
Supporting Information	Evidence is unrelated to argument	Argument is supported by limited evidence	Evidence clearly supports the position; but there is not enough evidence	Evidence clearly supports the position; evidence is sufficient
Aesthetic Qualities	There is a total lack of structure	Page layout contains most necessary elements. Elements are not neatly spaced on page or not well organized	Page layout is attractive and neat. Material could be presented in a more organized manner	Page layout is attractive, neat and well organized
Sentence Structure	Work pays little attention to proper sentence structure	Work contains structural weaknesses and grammatical errors	Sentence structure is generally correct. Some awkward sentences do appear	Sentence structure is correct
Punctuation & Capitalization	There are four or more errors in punctuation and/or capitalization	There are two or three errors in punctuation and/or capitalization	There is one error in punctuation and/or capitalization	Punctuation and capitalization are correct

Source: www.district2.nbed.nb.ca/mentors/Lessons%20k5/SBPersuasive%20Poster%20Rubric.doc

RELATED RESOURCES

Book review
http://umanitoba.ca/outreach/cm/vol15/no22/laughingwolf.html

Blooms Taxonomy
http://learningandteaching.dal.ca/bloom.html

Ideas for integrating IT
http://www.ideastoinspire.co.uk/index.html#3

http://www.ideastoinspire.co.uk/index.html#4

Comic Life software for creating graphic novels

Beers, Kylene. *When Kids Can't Read, What Teachers Can Do: a guide for teachers 6 - 12.* Portsmouth: Heinemann, 2003.

Brownlie, Faye. *Grand conversations, thoughtful responses: a unique approach to literature circles.* Winnipeg: Portage and Main Press, 2005.

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Language.* Ministry of Education of Ontario, 2006.

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Social Studies.* Ministry of Education of Ontario, 2004.

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Science.* Ministry of Education of Ontario, 2007.

Ministry of Education of Ontario. *Finding Common Ground: Character Development in Ontario Schools, K-12.* Ministry of Education of Ontario, 2008.

Toronto District School Board. *Genre Gems.* Toronto District School Board, 2006

Toronto District School Board. *Imagine the Learning.* Toronto District School Board, 2007.

Toronto District School Board. *Just the Facts.* Toronto District School Board, 2003.

Toronto District School Board. *Media Studies,* Toronto District School Board, 2006.

Withererll, Nancy L. and Mary C. McMackin. *Graphic Organizers and Activities for Differentiated Instruction in Reading.* New York: Scholastic Inc., 2002.