

English 10 Inquiry Unit

Mrs. Carmichael's class

"Inquiry" has been described as a seeking for truth, information or knowledge by asking deep and meaningful questions.

Your inquiry unit allows you to read a major work, a dramatic work, essays, short stories and poetry on a common theme, subject or idea. As you read, you are going to formulate a BIG QUESTION. A Big Question has no simple or easy answer, but is still worth considering and working on. The process of considering a big question helps us to understand ourselves and the world we live in, even if we never find a single true "answer".

THIS IS NOT A SELF-PACED UNIT. One of the things I would like you to learn is time management, and this does NOT mean handing in rushed work at the end of a course. Each of your assignments will have a due date. You may, of course, work ahead and submit assignments early.

Before you begin, you must have finished your novel and handed in five learning guides. You must also have created a big question and had it approved. A good inquiry question:

- requires thought and revision to create. Your first idea for a question is unlikely to be your final idea.
- has more than one answer
- has a very deep meaning
- requires a lot of information to create a response
- doesn't have a yes or no answer
- takes effort and time to respond to
- is a question you care about exploring

You are going to need to locate some texts to go with your big question. To be on the safe side, please get these approved before you put a lot of work into them. Of course you can see me, but I will also accept anything approved by the school librarian, Ms. Baker. Other places to look for inspiration are Google searches, recommendations by friends and family, and your own experience. You will need to find:

- a drama related to your big question. This may not be the movie version of your novel.
- A fiction text. Fiction means "largely a work of the imagination", and is most likely to be a short story. If you have read a novel already that relates well with your big question, you may use it, but I do not expect you to read a second novel.
- A non-fiction text. This will be something mainly fact based. You may use a web page, but please make sure that it is from a reputable source – or prove why it is not.
- A free choice text. This may be a group of at least three poems; another drama (you MAY use the dramatization of your novel for this one); a documentary, another short story, or another non-fiction text
- A visual image (photo, visual art piece, map, graph, or anything else that presents information in visual form.

Learning Guide 14: Drama

What you will hand in:

- Critical review of a drama
- Verbal Visual Collage

Activity 1: Select and watch your drama selection

Your drama selection can be in script format, a live production, or be a professionally produced movie. It must be narrative (tell a story), so documentaries will not work well for this selection, but you can use a documentary for your “free choice” later in the Inquiry project, so make a note if you find a good one while looking for your drama. Your drama **MUST** have something to do with your inquiry question. Your drama should be meaningful and important enough to contribute to your thinking about your inquiry question.

YOU CANNOT USE THE MOVIE VERSION OF YOUR NOVEL FOR THESE ASSIGNMENTS.

You need to complete BOTH of the assignments below:

Activity 2: Critical Review of the Drama

A film review is written for a web page, a magazine, or newspaper, and its purpose is to give people an idea of what the movie or play is like so that they can decide whether or not to spend their time and money seeing it. For your inquiry unit, you may choose a movie, a live theatre performance, or a script. This must have something to do with your Big Question.

Your assignment is to write a film review of the movie you have selected to go with your “Big Question”. You must carefully view the movie, and because you will need to include quotes or specific examples, you should have a copy that you can view more than once: a DVD, a Netflix selection, or a recorded presentation. Of course, if you are viewing a live presentation, this may not be possible. In this case, you should write your review as soon as possible after seeing the performance. In your review, you should include the following information:

- If it is a script, you need to include the title, author and publishing details in the opening paragraph. If it is a live production, you need to mention the title, author, director, main actors, the date and venue of the performance. If it is a movie, you need to mention the title, director, year, author, main actors, and country of production. In other words, if your reader decides to give this production a viewing, where would he or she find it? Since this is tough to work into an opening with an interesting hook, many magazines just list these detail as a header, above the article itself, and I suggest you do the same.
- Come up with a creative title. This is your first chance to “hook” your reader.

- Begin by giving the gist of the plot – the general situation, setting, and main problem. DON'T give the end away. This is called a “spoiler” and papers can even be sued for spoiling the end of a movie or play.
- In your next paragraph, explain how it relates to your big question. Why did you choose it? What does this drama have to add to a discussion of your big idea?
- In the next paragraph or two, give your opinion of the drama. Was it well done? What did you like about it? What was good? What could have been done better?
- Finish with a recommendation to the reader. Should your readers invest their time and money viewing this drama? What kind of person would be interested?

Aim for about 250 words. This should be a polished piece of writing, word-processed or written in ink.

I will be marking for:

- Your citation of the play, either as “top” information, or in the opening lines.
- Your creative title.
- Your plot summary.
- Your discussion of the “big question”
- Your opinion of the drama
- Your recommendation
- Your writing
- Your mechanics.

As always, I am happy to discuss your assignment with you. See me with any questions!



Activity 3: Theme Project: Verbal Visual Collage

For your theme project, you are going to identify the theme of your drama.



A VERBAL-VISUAL COLLAGE uses visuals (drawings, sketches, illustrations from magazines, photographs, etc.) mixed with writing to get at the meaning, the theme(s), the intent of the drama you have studied. This assignment is NOT about art but about INSIGHT. However, the assignment uses the “stuff” of the artistic and graphic world to help make its point. Your collage should be on at least regular **blank** paper (8 ½ x 11-inch), or you can use your own paper to make something a little larger. There is no need to use cardboard poster stock.

- ❑ Read the evaluation sheet and note how your work will be marked.
- ❑ Write an eloquent theme statement that reflects the main thought behind your drama. Remember that a theme must be:
 - A sentence, not just a word. (“War is destructive psychologically”, not “War”)
 - Universal, not just specific to this one text (“Ambition can lead people to do evil things”, not “Macbeth was too ambitious”)
 - About the drama as an entire unit, not just one section or part
 - Written in an original and thoughtful way, and not as a cliché.
- ❑ Choose at least five words, phrases, or quotations from your play that reflect this theme. (This is the verbal part.)
- ❑ Choose at least five images, pictures, or symbols that represent this theme. These really should be your own (I am not worried about your artistic ability). If you do “borrow” pictures from the Internet or from a magazine, YOU MUST CREDIT YOUR SOURCES OR THEY WILL NOT COUNT. You really should manipulate these images in some way (turn them into a collage, colour them, etc.) rather than just use someone else’s work.
- ❑ The title of your novel and the author must appear on your poster.
- ❑ On the back of the collage, write or paste an explanation of **at least two paragraphs** explaining why you chose this theme statement, and how the pictures and verbal statements on your collage reflect this theme.

VERBAL-VISUAL COLLAGE

EVALUATION SHEET

Name _____

Date submitted: _____

| | I am happy with this | Teacher's comments |
|--|-----------------------------|---------------------------|
| I have written an eloquent theme statement that reflects my motif. | | |
| My collage shows that I have read and understood the drama I selected | | |
| I have included at least five visual images that reflect my theme | | |
| I have included at least 5 quotes from the drama I selected | | |
| I have arranged my collage in a creative and appealing way that shows good workmanship | | |
| The written explanation of my choice of images, quotations, and comments is clear and concise. | | |
| Total | | |

When you mark my collage, I would like you to notice . . .

Learning Guide 14 & 15: Prose

The next section of your Inquiry Project is where you choose three prose selections. (Prose is the opposite of poetry, so prose includes anything textual that isn't a poem.)

Your prose selections must be

- Published
- At grade level and intended for senior students or adults
- Appropriate for school
- Related to your big question.

In the classroom we have quite a few anthologies. Anything selected from these anthologies is acceptable for this Inquiry project.

- One of your texts must be **fiction**. (People often get this one backwards. Fiction means that it is made up, or a creation of the imagination – a short story or novel.)
- One of your texts must be **non-fiction**. A good source for this is the Internet. I have often had success typing a student's "Big Question" into the search bar. Make sure that your source is reputable and that the information is valid.
- Your third text is **free choice**. As long as it is prose, and related to your "Big Question" it is acceptable. You might choose another short story, another essay, a graphic novel, a web page blog or entry, a documentary, another drama, or almost anything else. Many students in the past have chosen the movie that goes with their novel.

Activities 2, 3 and 4: Analyze your prose texts

Complete an investigation of each of your texts. Each of your texts needs to be handed in on a separate piece of paper.

- 1) Create a bibliographic entry for each text. This should be the first thing on the page. We will go over the rules for creating an MLA style entry, but there is an example below.
- 2) Write a "Connection" paragraph (or a few sentences) explaining how your text relates to your big question. Why did you choose it?
- 3) Write a question that you would like to answer in a literary response. This should be a question with depth, requiring more than a simple answer, and should give you room for discussion. This is the question you will answer in your "Stand-Alone" style response. Many short story anthologies already have good questions, but you should practice writing your own, as this is a skill you will need in higher education. If you are stuck, try one of the following:
 - a. What is the theme or thesis of the text?

- b. What motivates the characters to do what they do?
 - c. What change occurs in the protagonist?
 - d. Who is the narrator or speaker in this text? From what point of view is it told? Can you trust the point of view?
 - e. What is the thesis, and how does the author develop the argument?
- 4) Write a Stand-Alone style literary response of 150 – 300 words to answer your question. As a literary response, your paragraph should incorporate the title of the text, the author's name, and the format in the first sentences or two. Remember to use specific examples or quotes from the story to support your points. Remember to use the objective voice.

I will be marking:

- Your bibliographic entry
- Your connection to your Inquiry question
- Your question itself (feel free to check this with me before you begin.)
- The answer to the question you ask. (Marked out of 6, times four)

Most of the marks for each of these three assignments will come from the quality of your paragraph answer.

EACH OF YOUR THREE assignments will look something like this:

My Name

Inquiry Project: "Text 1", Fiction

Lastname, Firstname M. "Name of Short Story". *Title of Book it is Published In*. Editor: First. M Last. City: Publisher, Year Published. Page(s). Method of Publication.

Arnason, David. "A Girl's Story". *Echoes 12: Fiction, Media and Non-Fiction*. Editors: Francine Artichuk et al; Don Mills: Oxford University Press, 2002. Pages 227-234. Text.

Inquiry Question Connection:

My Inquiry Question is "How does art imitate life?" and this story connects to it because in "A Girl's Story" the narrator is trying to explain how . . .

Question(s):

How does the author use visual imagery to make a connection?

My Literary Response:

"A Girl's Story" by David Arnason uses visual imagery to make a direct connection with the reader and to further the theme that life is important and should be valued. According to Smith, "If you want your character to be really beautiful there has to be some minor defect," and this clearly shows that the author . . .

Learning Guide 16: Visual Image

Visual and graphic texts have particular features for communicating ideas that are different from written texts. In many cases, the message needs to be communicated very quickly, often in a single glance. For this part of your inquiry project, you need to choose a visual image that connects somehow to your Big Question. This can be a cartoon, a graphic novel, a photograph, a painting, sculpture or other work of art, a chart, a graph, a map, or anything else that relies on images as much as or more than text to get the information across.

You should be able to print, photograph, or copy the image so that I can see it – and so that you can find it again.

Activity 1: Analyze a picture

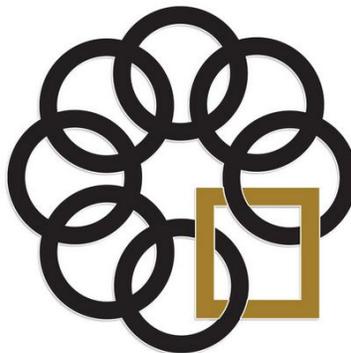
The first part of your assignment is to:

1. Create an MLA citation for your image. You need to be able to state where you found your image, and if it is a photo of something else, where it can be found on the Internet.
2. Name the format of your visual image, and the creator of the image. (“This is a sculpture called “David” by “Michelangelo”. “This is a graffiti tag by an unknown person.”)
3. **Briefly** describe (no more than 150 words) what this image has to do with your big question.)

Activity 2: Create your own symbol

Create a symbol that represents your big question. A symbol is a graphic representation of a complex idea. Because no words are used, a symbol is open to interpretation. Your symbol should fit on an ordinary 8.5 x 11 sheet of paper. You may not use a symbol from the Internet without modifying it in a significant way.

For example, this is a symbol for my Big Question, “Does acceptance mean that all people need to be the same? Can you understand why?”



Learning Guide 17 & 18: Essay and Project

What you will hand in:

- A personal essay
- A project, representing 2 – 3 week's worth of work

Activity 1: Your personal essay

Here's how to do it:

1. Give your essay an interesting title.
2. In your essay, you will discuss your Big Question. What is it? What does it “mean”? Why is it significant/important/interesting?
3. What are a few (three or four) of the most important things people should know about your Big Question? This will be the body of your essay. You should introduce the four texts that you will talk about.
4. You must include at least **FOUR QUOTATIONS** in your personal essay, taken from your novel, your movie, your three prose texts, or your poems. You need to “set up” your quotations (explain why you chose them) and you need to discuss them. You need to do an “in-line” citation that will match your list of works cited.
5. You should also include a section where you tell the reader what YOU learned, or changed your mind about, or understand better, after working on this project. What did you find out for the first time? What did you change your mind about? What do different people say? Do they agree? Do you agree with “most people”? You **DON'T** have to use all (or any) of these questions, but you should come up with something meaningful that shows that you have studied your big question carefully. What do you find important?
6. In a personal essay, it is fine to use “I” and express your own opinion.
7. You need to include a List of Works Cited. This is also known as a Bibliography. My advice is to make use of EasyBib.com, because this will make sure that your format is perfect! The most common thing people forget is the hanging indent.

This is one of the most important parts of this unit, because you are synthesizing all of the information and ideas you have worked on since you started the unit, and this is reflected in the weight given when I assess your work. In other words, it is worth a lot!

I will be marking for:

- Your title.
- Your explanation of your big question.
- Your discussion of your texts. You should show an insightful understanding of each, and have good examples.
- The integration of your quotations and the in-line citation.
- Your discussion of what you gained from the Inquiry unit project.
- Your List of Works Cited.
- Your writing.
- Your mechanics.

Essays submitted late will be given a letter grade only, without any explanation or comments.

Activity 2: Sharing what you have learned

By now you have read a novel, watched a movie, read three prose selections, selected an image, read three poems, and summed up your learning in a personal essay. Now it is time to share your experience with the class.

To begin, ask yourself: What are the most important things that I learned, realized, or noticed about my Big Question? These are your Big Ideas.

Your big ideas are the focus of your project. Because each student will do his or her own project in a way that reflects his or her learning, I am not able to provide a specific rubric. Instead, I will assess your project as follows:

Demonstrates a deep understanding of their own Big Question

Represents three weeks of work and is a good example of the type of project chosen.

Shares this information with the rest of the class (or others, by arrangement)

You may come up with your own idea. Please see me for approval first.

Here are some ideas students have done in the past:

- Give a presentation to the class with a PowerPoint or Prezi presentation on your Big Ideas; Kahoot quiz; or other visual aide. In other words, teach the class.
- Create an interactive web page about your Big Ideas, paying attention to the rules of web page design.
- Write and perform a song with lyrics that reflect your learning. Explain how your song reflects your Big Ideas.
- Perform an interpretive dance to a medley of chosen music. Explain how your song reflects your Big Ideas.

- Write a short story, play, or series of poems that have a theme based on your Big Ideas. Be prepared to explain how this relates to your big question.
- Perform a concert, (or create a fantasy concert) with songs and/or acts that reflect your theme. Perform it, or otherwise make it available, and write about why you chose each item.
- Create an animation that shows your Big Ideas. Explain it.
- Create a series of memes (6 or so) to demonstrate your Big Ideas. Write or present a brief explanation of how they fit together and relate to your big question. Present to the class.
- Create an Awareness Campaign to promote important concepts in your Big Ideas. Pretend that the class is the society that has requested your presentation, and convince them to hire you to create their ad campaign. Be specific in what you would do.
- Create a graphic novel based on your Big Ideas.
- Make a painting, collage, drawing or other visual representation of your Big Ideas. Be prepared to explain it.
- Create a questionnaire to assess people's awareness or opinions or attitudes. Have at least 100 people fill out your questionnaire (this can be done on line). Write a report on your findings.
- Create a brief film or documentary on your Big Ideas.
- Perform a speech, monologue or a stand-up comedy routine.
- Write and perform a skit, "interview" or puppet show.

Whatever you do, this should reflect what you do best, and what you think will show what you learned as you worked through this Inquiry project.

Your mark will be given as:

| | | |
|----|------|---|
| A+ | 100% | Students in the "A" range show talent and originality and are exceptional, exceeding the expectations of most English 10 students. They have looked into their Big Ideas at a deep, meaningful, and inferential level. Their product is completed to a high degree of accuracy. Their learning is shared in a meaningful and engaging way. |
| A | 91% | |
| A- | 86% | |
| B+ | 82% | Students in the "B" range show competence and understanding. They have looked into their Big Ideas in a serious way, and have clearly learned about their topics, with flashes of insight. Their product is complete, accurate, and reflects care and planning, and attention to detail in the execution. Their learning is shared in a meaningful and engaging way. |
| B | 78% | |
| B | 73% | |
| C+ | 67% | Students in the "C" range have completed an adequate project with flaws. They have looked into their Big Ideas in a serious way, and are able to demonstrate some learning at the literal level. Their product is complete, but may show some lack of attention to detail or difficulty with the mechanics of their chosen task. Their learning is shared to some degree. |
| C | 60% | |
| C- | 50% | |
| D | 40% | Students who have a "D" mark did not complete the project in its entirety, did not show a deep and meaningful reflection of their big ideas, OR did not share their project with the class, but completed other, important aspects of this project. This is not a passing grade. |

