

English 12

Learning Guides 16 and 17: Inquiry Projects

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.
- 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.
- 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 12 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.