Outcomes:

- talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinion and point of view
- discuss how interpretations of the same text might vary, according to the prior knowledge and experience of various readers
- express the themes of oral, print or other media texts in different forms or genres
- analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others
- discuss and explain various interpretations of the same oral, print or media text
- discuss character development in terms of consistency of behaviour and plausibility of change
- create oral, print and other media texts on common literary themes
- select information sources that will provide effective support, convincing argument or unique perspectives
- organize ideas and information by developing and selecting appropriate categories and organizational structures

Our task with is to create a “Study Guide” for Swallowing Stones. Your study guides will become part of the public record on Swallowing Stones and will be posted in PDF form on the internet. In addition, we will offer our best study guides to the Airdrie Public Library for use in display and information to readers.

Your Literature Guide will focus on many of the ideas we develop in class around the novel, and should be discussed at length with members of the class in your work-groups. Although there are many ways to structure a guide of this type, you may want to look at the Lit Charts shown in class as a guideline. Also, the following MUST appear in your Literature Guide:

- discuss and outline the plot including the importance of plot twists and using the plot outline presented to you at the beginning of the year (Intro, Initial Incident, Events in Rising Action, etc.)
- show the development of central characters (describe them and how they change) through the novel, and briefly describe minor characters, also discuss how believable the choices are that these characters make.
- discuss the setting, and show the importance of the setting (time, place) to what happens in the novel
- describe and interpret the themes of the novel, make sure that you have discussed this with others in the class and present multiple themes taking place.
- an understanding of the stages of grief that are presented in the novel and how they fit with ideas and interpretations of grief you have researched and discussed with others in the class. (include where you found your stages of grief).
- each of the above sections should include specific examples and quotes to help a reader understand why you have chosen the information you have.

Your final guide must look like a published (or publishable) Literature Guide that you would see on sale online or in a bookstore. Choose an attractive layout and style and add appropriate graphics to enhance your guide.

You are encouraged to discuss, share your work and collaborate with others in the room to create greater understanding. The more you work together, the better each individual guide will be!

*Please see second page for an advanced option for further study*
Should you wish to enhance your understanding and the depth of your learning with this assignment, you may optionally choose to add an additional section to your guide in which you compare and contrast other literature you find with *Swallowing Stones*. While you can links any aspect of the novel (Characters, Setting, Plot, Theme) the best sources to choose will connect with more than one element of the novel. This section should be structured to show another student how to write in a meaningful way about either the similarities or differences in the two texts. You may choose another novel, a play, short story, poetry, or any other literary form you feel would work.

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<tbody>
<tr>
<td>Showing Knowledge</td>
<td>Project displays thorough and varied interpretations of the novel.</td>
<td>Project displays effective and multiple interpretations of the novel.</td>
<td>Project displays consistent and at least two interpretations of the novel.</td>
<td>Project displays minimal and insufficient interpretation of the novel.</td>
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<td>Understanding Themes</td>
<td>Themes are thoughtfully represented and supported with persuasive direct evidence from the novel.</td>
<td>Themes are carefully represented and supported with effective direct evidence from the novel.</td>
<td>Themes are adequately represented and supported with generalized evidence from the novel.</td>
<td>Themes are inadequately represented and supported with superficial evidence from the novel.</td>
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<tr>
<td>Understanding Structure</td>
<td>Project displays diverse interpretation of the parts of the novel including plot, character, setting and theme.</td>
<td>Project displays thorough interpretation of the parts of the novel including plot, character, setting and theme.</td>
<td>Project displays basic interpretation of the parts of the novel including plot, character, setting and theme.</td>
<td>Project displays minimal interpretation of the parts of the novel including plot, character, setting and theme.</td>
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<tr>
<td>Collaboration</td>
<td>Care has been taken to display diverse opinions and perspectives of others in class, and these opinions have contributed effectively to the project.</td>
<td>Care has been taken to display alternate opinions and perspectives of others in class, and these opinions have contributed positively to the project.</td>
<td>Care has been taken to display opinions and perspectives of others in class, and these opinions have contributed to the project.</td>
<td>Little display of the opinions and perspectives of others in class; these opinions have not generally contributed to the project.</td>
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<tr>
<td>Presentation &amp; Organization</td>
<td>Guide is creative and publishable. Categories and organization chosen are ideally suited to the content of the novel.</td>
<td>Guide is clean and presentable. Categories and organization chosen are well suited to the content of the novel.</td>
<td>Guide is effective and legible. Categories and organization chosen are generally suited to the content of the novel.</td>
<td>Guide is ineffective and/or illegible. Categories and organization chosen are not well suited to the content of the novel.</td>
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