|  |  |  |
| --- | --- | --- |
| ***Whangdoodles* Connections Requirements** | **Check list** | **Points Received** |
| One page dedicated to 2 connections you can make about the plot, characters, theme, main ideas, emotions… with other aspects of life (events in history, people in history…).  Ask yourself:  -What powerful messages are being made?  -How does the author try to ***em***power the reader?  -What powerful people are similar to the powerful elements of the novel? |  |  |
| 5-8 original, student-created sentences explaining the relationship of each connection to an element of the novel (10 sentences minimum with quotes).  RL5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).   |  | | --- | | RI5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text. | |  |
| Uses an accurately cited quote to support ideas for each connection.  RL5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |
| Neat, well-written (preferably typed) sentences with no grammatical or punctuation errors  L5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use underlining, quotation marks, or italics to indicate titles of works. 2. Spell grade-appropriate words correctly, consulting references as needed. |  |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Similarities:**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Quotes to support #1:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Similarities:**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Quotes to support #2:

|  |  |  |
| --- | --- | --- |
| **Power Graph Requirements** | **Check list** | **Points Received** |
| One page that contains a large chart (pie graph or bar graph) illustrating the division of power in the novel as you see it. Who has the most power? Who has the least? The answer to these questions should be obvious to anyone looking at your graph.   * Analyze patterns and relationships. 5.OA * Represent and interpret data. 5.MD |  |  |
| There is a clearly defined key/legend explaining the elements of the graph/chart |  |
| Neat, graphic with straight lines and no grammatical or punctuation errors |  |
| A neatly typed explanation of why you believe the power of the novel to be distributed as you drew it within the chart/graph (at least 12 sentences in length with topic and concluding sentences). A level 4 would have supporting quotes and well-explained summaries for support in addition to the minimum requirements listed above.  Neat, well-written (preferably typed) sentences with no grammatical or punctuation errors  L5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use underlining, quotation marks, or italics to indicate titles of works.   Spell grade-appropriate words correctly, consulting references as needed.  RL5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).   |  | | --- | | RI5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text. | |  |

Rank the power in the novel *The Last of the Really Great Whangdoodles*:

Not all of the lines need to be used. You explain/justify your answers in your elaborating/supporting sentences.

|  |  |
| --- | --- |
| 1. The most power | Supporting Details/Evidence: |
|  | Supporting Details/Evidence: |
|  | Supporting Details/Evidence: |
|  | Supporting Details/Evidence: |
|  | Supporting Details/Evidence: |
|  | Supporting Details/Evidence: |
| The Least Power | Supporting Details/Evidence: |