

TEACHER'S GUIDE



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NOTES TO TEACHER

This teacher's guide links *Locksmith* with Ontario Elementary Grade 7 Language, Geography and Science curriculum expectations. The Specific Expectations that are linked to this novel can be found in the Post Reading Activities chapter.

SOME THEMES/BIG IDEAS THAT OCCUR THROUGHOUT THE BOOK ARE:

- Examines big ideas and questions such as: How might we preserve/restore our resources and environment? Why do we have a responsibility to protect our environment?
- World issues such as protecting the environment, pollution, and global warming. These issues reflect big ideas and questions that involve respect for the environment, personal and collective responsibility.
- *Locksmith* illustrates how people can interact with and change the environment. They can affect resource sustainability and the health of the environment in a negative way.
- *Locksmith* 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.
- *Locksmith* may be used to illustrate and discuss the following character traits: respect, responsibility, honesty, integrity, and perseverance. For instance, discussions and activities relating to “responsibility” could involve accessing prior knowledge regarding different views on the environment among First Nations peoples and early European explorers, current environmental issues (activists, large corporations, government intervention) in the news, and strategies being implemented to protect the environment.

BOOK SUMMARY

Twelve-year-old Lewis Castorman is a master locksmith: there is no lock on earth that he can't open. He's flattered when world-renowned chemist Ernst K. Grumpel invites him to New York City and offers him a lock-picking assignment. His confidence turns to dismay, though, when he learns this job will take him to Yellow Swamp in northern Alberta, the scene of a disastrous chemical spill a year earlier.

Lewis's parents are missing and the key to their whereabouts seems to lie in Yellow Swamp. So Lewis embarks on a quest into the unknown with his friends Alfonse and Adelaide. Along the way, they encounter giant talking frogs, enormous leeches, a flesh-eating maze, mutated ants, and the forbidding bog itself, all bizarre creations of the nefarious Grumpel.

Something rotten is about to be unleashed on the planet, and the Locksmith may be the only one who can avert disaster. But will he unlock the ultimate secret in time?

MEET THE AUTHOR



Nicholas Maes is a high school history teacher and also teaches classics at the University of Waterloo. His adult novel *Dead Man's Float* was published in 2008, and he has published several short stories and reviews in a variety of journals, including *Fiddlehead* and *Dalhousie Review*. He lives in Toronto.

PRE-READING STRATEGIES

1. Compare the features of fiction and non-fiction text
 - Oral discussion in class.
2. Discussion/lesson about symbols/logos in our society, evolution of the symbol/logo and what they represent (arriving at the frog symbol on the front of *Locksmith* book cover)
 - Examples of symbols/logos: Nike swoosh (<http://en.wikipedia.org/wiki/Swoosh>), World Wildlife Fund Panda (<http://wwf.ca/>), Coca-Cola, etc. http://www.logoblog.org/famous_logo_design.php
 - Bring the discussion around to the cover of *Locksmith* and the use of the frog and smoke stacks and what these symbols might tell us about the book
 - Have students design their own symbol/logo that represents something important to them. Students can then present their design to the class, explaining what it represents.
3. After analyzing book cover and reading the book summary discuss what kinds of knowledge students think they might need to know (activate prior knowledge about biotic/abiotic elements of swamp, meadow, forest, alpine ecosystems [Science]; different ecosystems that can be found in Northern Alberta [Geography])
 - think, pair, share
 - shared or class mind map for elements of a swamp – keep posted somewhere in classroom for later reference
4. Activate and/or provide background knowledge through discussion, reading of non-fiction documents and articles on current worldwide environmental issues and examine the various perspectives that exist. (example: <http://wwf.ca/>)

DURING READING STRATEGIES

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 have difficulties reading or reading long novels.

Chapter Chunks:

- Chapters 1-4 (pgs.1-51)
- Chapters 5-10 (pgs. 52-108)
- Chapters 11-15 (pgs. 109-168)
- Chapters 16-end (pgs. 169-232)

If doing a shared reading aloud, there are plenty of places to stop and talk about the images that the author is creating in the readers' minds. Several creative writing or art activities could come from the student's creative imagination.

There are also several areas to stop and have discussions/lessons about specific environmental issues related to Geography and/or Science content. For example: p.46 – 49, which talks about how the Yellow Swamp was altered. Stop and have an oral discussion about the biotic and abiotic elements and their interactions in this swamp ecosystem (refer to mind map that was made earlier in pre-reading). (Science grade 7, Understanding Life Systems 3.1, 3.2, 3.3)

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.

Find each word in the story. Read the sentence in which it is used. Using a dictionary, write the definition of the word as it is used in the story. Watch out for words that are not the root word. Use the word in a new sentence that reflects the same meaning.

CHAPTERS 1-4 (pgs.9-51)

- preposterous p. 9
- lathes p.13
- puny p.16
- scrawnier p.17
- intimidating p.21
- blueprints p.22
- fissure p.22

engulfed p.24
immaculate p.27
recoiled p.33
thermal p.44
lintel p.45
precarious p.49

CHAPTERS 5-10 (pgs. 52-108)

skeptical p.53
intrigue p.53
interjected p.54
pneumatic p.62
breach p.64
antiseptic p.64
outlandishly p.66
vials p.75
geysers p.82
intervene p.90
hydrokinesis p.94
enzyme p.91
mirage p.100
discordant p.103
enkindles p.105
brethren p.106
anoint p.106

CHAPTERS 11-15 (pgs. 109-168)

conveyance p.109
incessant p.110
desynopsis p.111
raucous p.112
Stradivarius p.118
bracken p.123
pheromones p.127
bulbous p.129
concoction p.132
prodigious p.141
bludgeon p.141
gargantuan p.156
ingenious p.165

CHAPTERS 16-END (pgs. 169-232)

blighted p.173
vaporous p.173
pummelling p.176
apprehensive p.180
anabolic p.188
chronolium p.188
microscopic p.195
outlandish p.195
lackadaisical p.200
orb p.206
extraction p.212
sinews p.213
inhibitor p.216
obliterating p.216
monstrosities p.224

READING QUESTIONS/ACTIVITIES

The following questions (and some activity ideas) 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.

CHAPTERS 1-4 (PGS.1-51)

- 1) Who are the main characters and what are the relationships between them? Create a mind map of these characters.
- 2) Why do you think all the roads and buildings in the town of Mason Springs have the Grumpel name in them?
- 3) Do you think it was right for Lewis to react the way he did when Elizabeth insulted his mother? Why or why not? What would you have done?
- 4) How would you react if you were Lewis when he discovers he's living with a couple of amphibians that he thought were human?
- 5) Would the discovery of the true identity of Mrs. Gibson help explain the oatmeal and onion porridge? Why or why not?
- 6) What do you think was in the object that the helicopter dropped into Yellow Swamp? Why and how did the local environment begin to change? Make some predictions about how this might or might not be important later in the story.

- 7) Summarize what has happened so far in the story. This can be written or using a graphic organizer.

Stop reading and answer the questions in the Self Evaluation Chart. Be sure to leave room for following chapter chunks. (BLM #9)

CHAPTERS 5-10 (PGS. 52-108)

- 1) How does the author show that the limo driver speaks differently than Lewis and his friends? Is there a reason why the limo driver speaks differently? Explain.
- 2) If you were faced with a similar dilemma as Lewis about going to see Mr. Grumpel in New York, what choice would you have made? Why?
- 3) On page 60 the author uses a simile, “darkness hit him like a boxer’s glove.” Did you understand what the author was trying to convey by using this particular simile? Explain your thoughts.
**Teacher note - good opportunity for a mini-lesson on similes and metaphors
- 4) How does the author draw the reader into the plight of the characters when Todrus announced there were leeches in the mud that they were swimming through?
- 5) Does the author make reference to other things that you can identify with? Does that make you more or less interested in the story? Why or why not?
- 6) With a partner or small group: On a map of North America, trace out the route you think the helicopter might have taken to get from New York City to northern Alberta. Identify the kinds of landforms/ecosystems Lewis and his friends might encounter while trekking in northern Alberta.
- 7) Start a list of character traits for both Lewis and Alfonse. 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)

Stop reading and answer the questions in the Self Evaluation Chart. Be sure to leave room for following chapter chunks. (BLM #9)

CHAPTERS 11-15 (PGS. 109-168)

- 1) On page 126, second paragraph from the top, Lewis has several questions running through his head. What would your answers be if you were asked the same questions?

“If Grumpel was running short of supplies, was that why all his factories had closed except the one in New York City? And if his

chemicals were as rare as Todrus said, where had Grumpel found them to begin with? Were they somehow connected to the lock in Yellow Swamp? But why would he hide them in northern Alberta?"

- 2) As Lewis and his friends are being carried into the ant colony, they realize the poem that the Stranger and Todrus recite on p.105 and 106 is the formula for cracking the lock in Yellow Swamp. Make your own "formula poem" for something that you want to keep a secret or want to memorize.
- 3) How does Adelaide feel after her brother is carried away by the giant black flies? In what ways do you think Alfonse's death and life experience will alter the relationship between himself and Adelaide?
- 4) Have you ever experienced feeling ashamed of your behaviour towards a friend or family member? How did you deal with it?
- 5) Throughout the story the author engages our sympathy for Lewis. How does he do this? Use evidence from the text to prove your point.
- 6) Make a list of all the oversized animals that Lewis, Alfonse and Adelaide have encountered so far, including Todrus, Gibiwink and the Stranger. Refer back to their physical descriptions in the text and sketch/draw what you think these oversized animals look like to Lewis, Alfonse and Adelaide.

Stop reading and answer the questions in the Self Evaluation Chart. Be sure to leave room for last chapter chunk. (BLM #9)

CHAPTERS 16-END (PGS. 169-232)

- 1) Throughout the story, Alfonse talks about his Bombardier comic superhero and every time he starts, one of his friends or his sister cuts him off. Why do you think the author does this? Are any of the Bombardier stories ever useful in their adventures?
**Teacher note - an associated activity could be to explore the name Bombardier as one of Canada's great companies
- 2) Change the plot for any **one** of the following events:
 - escaping the spiders with the parachute p.175-177
 - parachute taking them to Yellow Swamp p.179
 - Lewis couldn't 'pick' the lock on the creature p.190
 - the bats didn't come after the creature flew off p.197
- 3) Rewrite the ending of the story if any one of the following events didn't happen as they did:

- Lewis couldn't get the receiver off the creature
 - Lewis and his friends couldn't figure out where the Grumpels were keeping Lewis' dad
 - the blue powder that transformed the salamanders, frogs and bats didn't transform 'The Stranger'
- 3) Go back to your Character Traits list for Lewis and Alfonse. 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 #2)
 - 4) Graphically summarize the story. (BLM #3)
 - 5) Complete the chart Organization and Features of Narratives (BLM #4)
 - 6) There are several themes running through the story (e.g., friendship and environmental issues). Identify two of them and explain (written, graphically or orally), using examples from the text.
 - 7) What did you like best about the novel? Make sure you include examples from the text in your answer.
 - 8) Assess your own reading of this novel. Did you find it easy or hard to read? What activities, strategies, 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. Or continue to use BLM #9.

POST READING STRATEGIES

ONTARIO ELEMENTARY CURRICULUM CONNECTIONS FOR LANGUAGE, GEOGRAPHY AND SCIENCE

LANGUAGE

(Intermediate)

- 1) Conduct a literature or information circle to discuss the questions, issues and perspectives that this book addresses as well as issues that exist in our community, city and the world at large. (Gr. 7: Reading 1.1 – 1.9; Oral Communication 1.1 – 1.8 and 2.2 – 2.4)
- 2) Write a persuasive argument/speech supporting the perspective of one of several points of view on the Yellow swamp contamination, i.e. the monopoly held by the Grumpel family, etc. (Gr. 7: Reading 1.7, 1.9; Writing 1.1 – 4.3; Oral Communication 1.1 – 3.2)
- 3) Write a news or magazine article related to the contamination of Yellow Swamp, Mr. Grumpel as a “model” citizen, etc. (Gr. 7: Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2)
- 4) Develop questions and script for conducting an interview with Mr. Grumpel, Lewis Castorman, 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. See geography connections. (Gr. 7: Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2; Oral Communication 1.1 – 3.2)

GEOGRAPHY

(Grade 7)

- 1) The story lends itself to exploring current articles and perspectives related to this as well as online/conference style discussion regarding what has been learned in class, what has been discussed in current articles and connections to related world issues and perspectives. (Geography: Grade 7 – Themes of Geographic Inquiry)

SCIENCE

(Grade 7)

- 1) 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. (Science: Grade 7 – Understanding Life Systems: interactions in the environment, 1.1 and 1.2)

CHARACTER EDUCATION

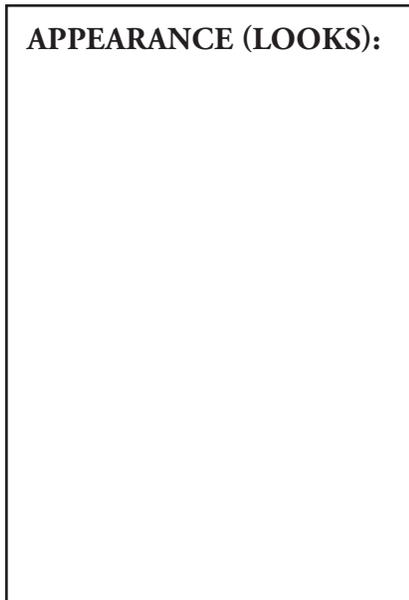
Locksmith may be used to illustrate and discuss the following character traits: respect, responsibility, honesty, and integrity, and perseverance. For instance, discussions and activities relating to “responsibility” could involve accessing prior knowledge regarding different views on the environment among First Nations peoples and early European explorers, current environmental issues (activists, large corporations, government intervention) in the news, and strategies being implemented to protect the environment.

APPENDIX

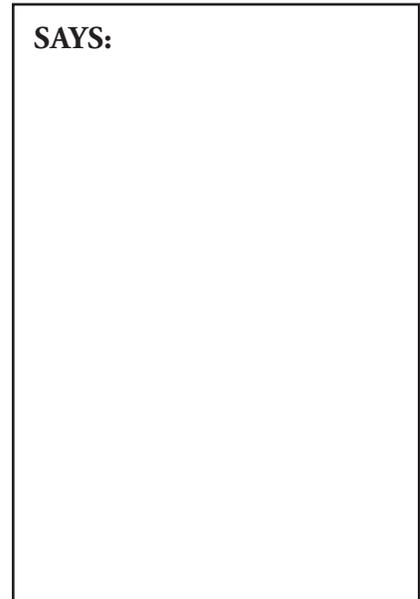
BLM #1 Character Traits graphic organizer for main characters

CHARACTER TRAITS MAP

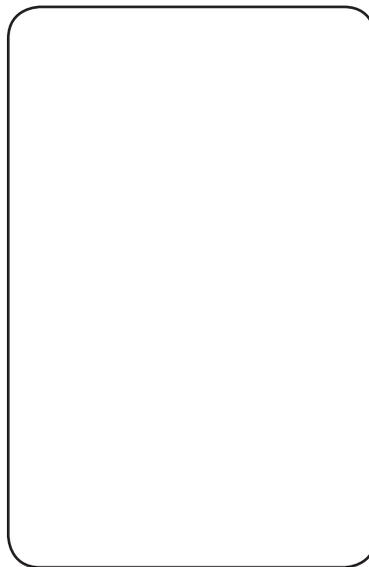
APPEARANCE (LOOKS):



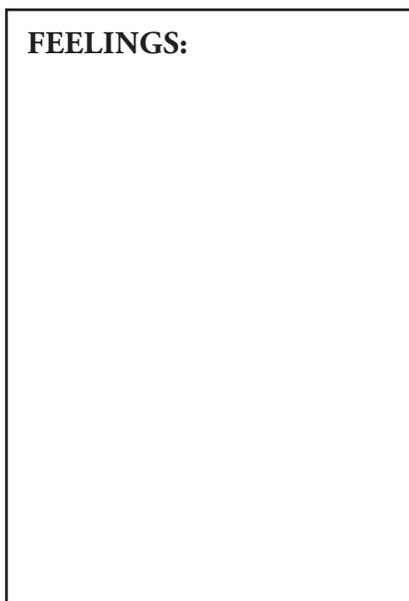
SAYS:



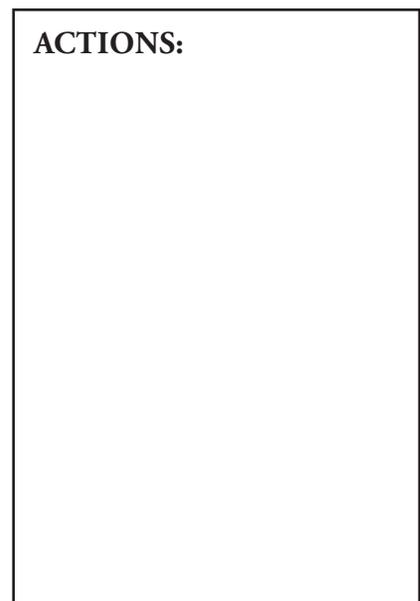
CHARACTER:



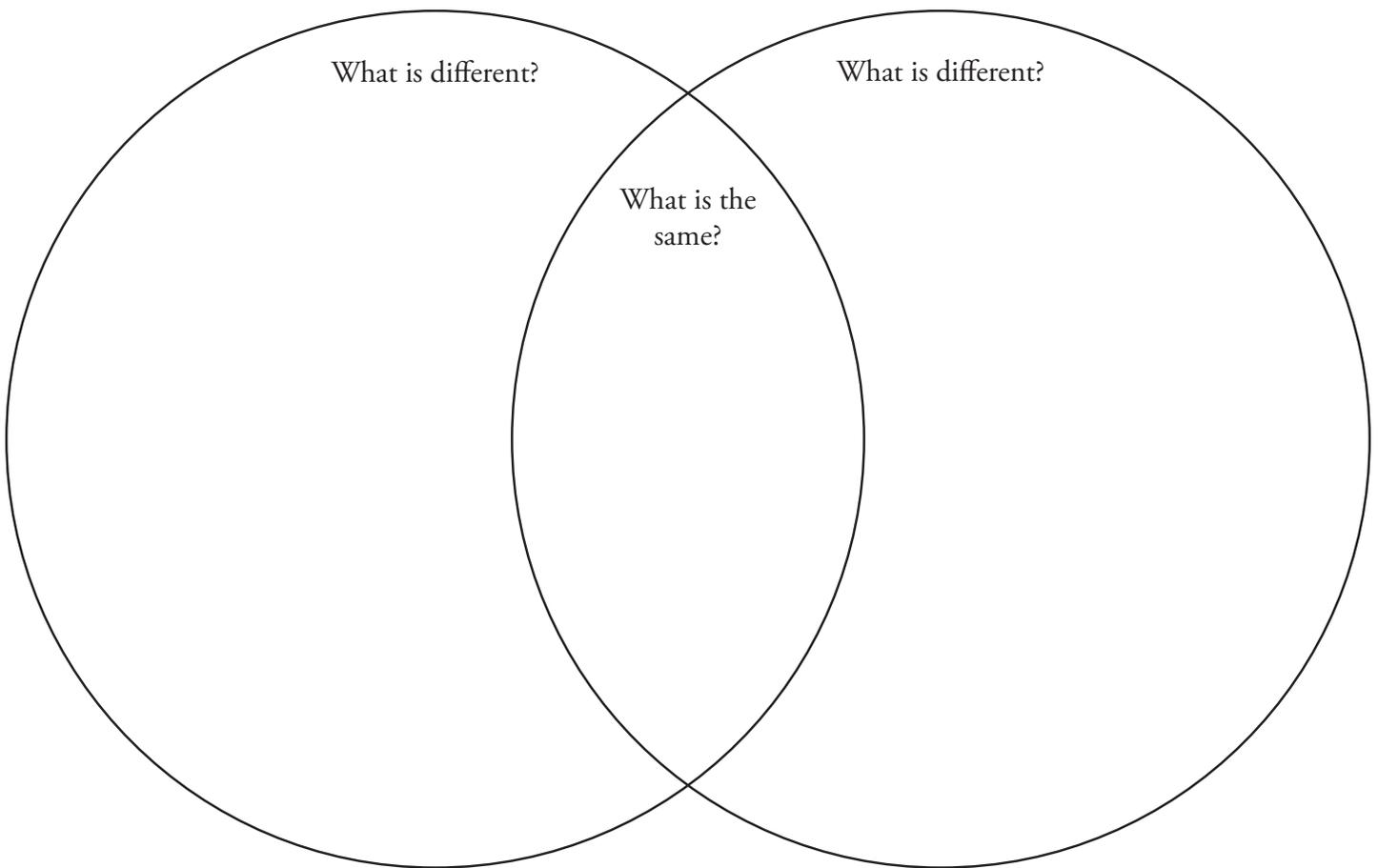
FEELINGS:



ACTIONS:

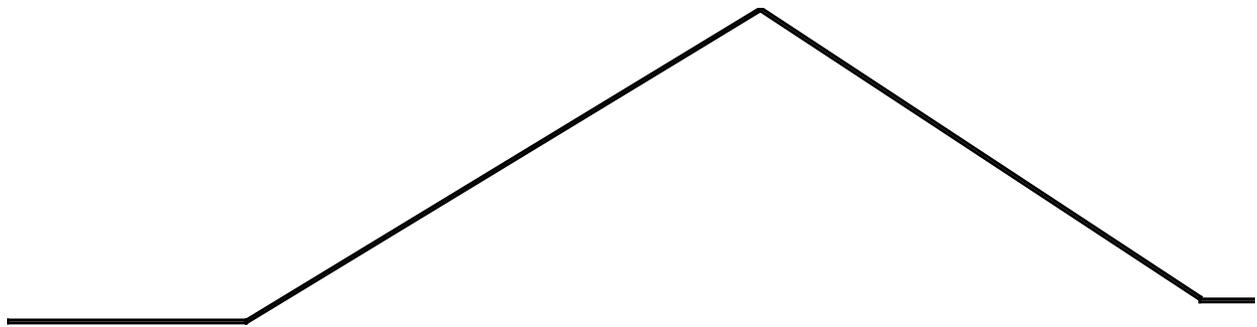


COMPARE AND CONTRAST



BLM #3 Action Graph/Plot Development

Record the events depicted in your storyboard on the action graph below to show the development of the story.



INITIATING EVENT (THE EVENT THAT GETS THE MAIN CHARACTER INVOLVED IN THE STORY. WITHOUT THIS EVENT, WE WOULDN'T HAVE A STORY.)

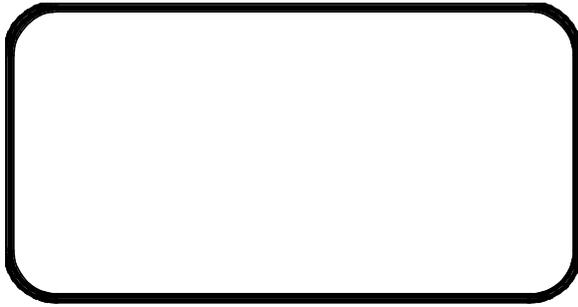
PROBLEM(S) (WHAT OBSTACLES DOES THE MAIN CHARACTER HAVE TO OVERCOME? THESE ARE THE EVENTS THAT CREATE EXCITEMENT AND BUILD SUSPENSE TO THE CLIMAX OR HIGH POINT OF THE STORY.)

RESOLUTION/SOLUTION(S) TO THE PROBLEM(S) (HOW DOES THE AUTHOR TIE UP THE LOOSE ENDS?)

CONCLUSION (MAY BE THE MORAL TO THE STORY)

Other Useful Graphic Organizers

BLM # 5 Story Sequence/Plot Development



1 _____



2 _____



3 _____



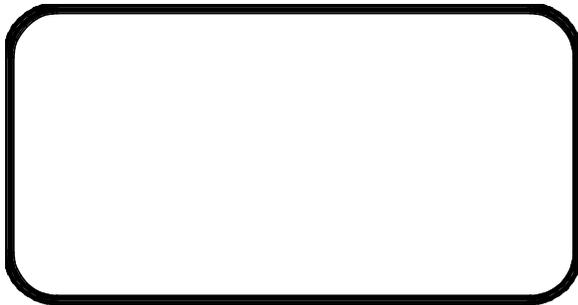
4 _____



5 _____



6 _____



7 _____



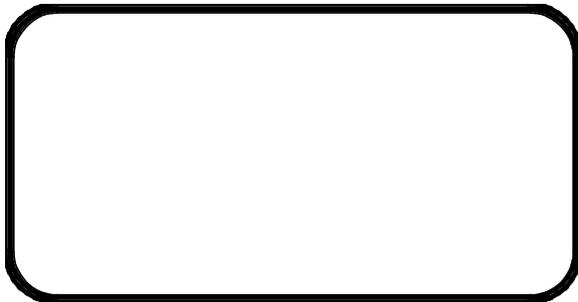
8 _____



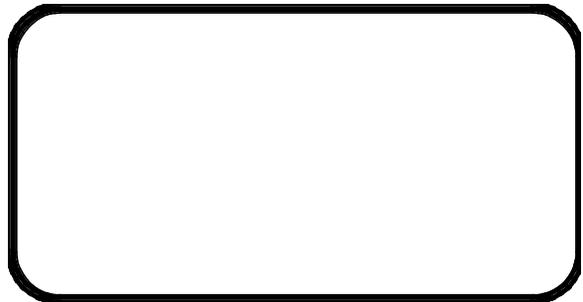
9 _____



10 _____



11 _____

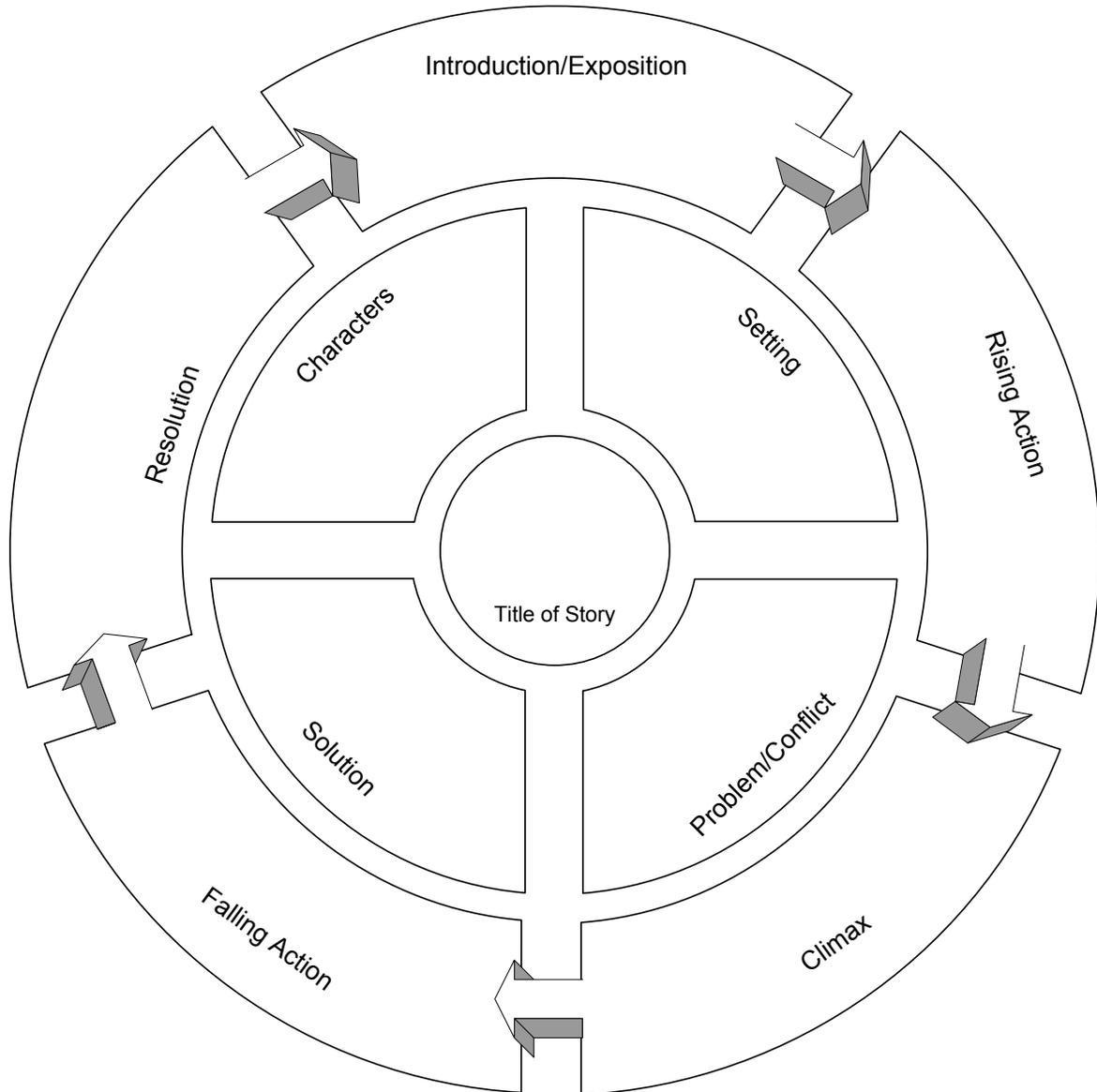


12 _____

KWL Chart

What do I know?	What do I want to find out?	What did I learn?

Story Organizer



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Cause and Effect: Events and Consequences

Event #

Happened because:

A diagram consisting of two horizontal rectangular boxes stacked vertically. To the left of the top box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the top box. To the left of the bottom box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the bottom box.

Consequence:

Event #

Happened because:

A diagram consisting of two horizontal rectangular boxes stacked vertically. To the left of the top box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the top box. To the left of the bottom box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the bottom box.

Consequence:

SELF-EVALUATION/METACOGNITION FOR ORAL COMMUNICATION, READING, OR WRITING ACTIVITIES

Complete this chart after each stage of the novel study. Once you have completed this, there will be an opportunity for peer, teacher, and full class discussions regarding the strategies you found helpful and how you might use these and others to improve as a listener, speaker, reader, and writer.

	Helpful Strategies	How I can use these to improve as a listener/ speaker/reader/writer
Strategies I found helpful before listening/speaking/reading/writing:		

<p>Strategies I found helpful during listening/speaking/reading/writing:</p>		
--	--	--

Strategies I found helpful after listening/speaking/reading/writing:		
--	--	--

ASSESSMENT TOOLS

RUBRICS

UNDERSTANDING/CREATING A MEDIA TEXT RUBRIC (Media Studies K-12. Toronto District School Board, 2005, page 73)

Skill	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

RUBRIC FOR WRITING/PRESENTING A PERSUASIVE ARGUMENT ON AN ISSUE

Skill	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Demonstrates a limited understanding of the various points of view on this issue	Demonstrates some understanding of the various points of view on this issue	Demonstrates a clear understanding of the various points of view on this issue	Demonstrates a thorough understanding of the various points of view on this issue
Thinking	Develops ideas in a very limited way by using a few examples which may or may not be relevant to support assertions.	Develops ideas in a limited way by using some appropriate and/or relevant evidence to support assertions	Develops ideas competently by using sufficient, appropriate, and relevant evidence to support assertions	Develops ideas thoroughly by using extensive, appropriate, and relevant evidence to support assertions
Inquiry/Research Skills	Selects a few of the relevant facts to support the argument, with minor errors and/or misinterpretations	Selects some of the relevant facts to support the argument, with some minor errors and/or misinterpretation	Selects most of the relevant facts and uses them effectively to support the argument	Selects all or almost all of the relevant facts and uses them convincingly and with some complexity to support the argument
Communication	Presents ideas simply with little awareness of the intended audience	Presents ideas simply with some awareness of the intended audience	Presents ideas effectively to reach the intended audience	Presents ideas clearly, precisely, and/or creatively to reach the intended audience
	Uses very simple persuasive writing techniques	Uses some simple persuasive writing techniques	Uses persuasive writing techniques of some complexity	Uses complex persuasive writing techniques
Organization of Ideas	Organizes ideas and information in a very limited way with many disruptions in the flow of ideas	Organizes ideas and information in a simple way with a few disruptions in the flow of ideas	Organizes ideas and information appropriately with a smooth flow of ideas	Organizes ideas and information clearly and concisely with a smooth flow of ideas
Application	Uses conventions with a limited degree of accuracy	Uses conventions with some degree of accuracy	Uses conventions with a general degree of accuracy	Uses conventions with a high degree of accuracy
	Shows little or no evidence of empathy for those who hold the point of view being argued	Shows limited evidence of empathy for those who hold the point of view being argued	Shows empathy for those who hold the point of view being argued	Shows empathy for those who hold the point of view being argued

GEOGRAPHY PROJECT RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Knowledge of terms, facts, definitions	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Understanding of concepts, ideas	Demonstrates limited understanding of concepts, ideas	Demonstrates some understanding of concepts, ideas	Demonstrates considerable understanding of concepts, ideas	Demonstrates thorough understanding of concepts, ideas
Map, Globe & Graphic Skills	Map depicts minimal required content	Map depicts some of the required content	Map depicts required content	Map accurately and creatively depicts required content
Application of concepts, ideas	Applies concepts/ ideas in familiar contexts with limited effectiveness	Applies concepts/ ideas in familiar contexts with some effectiveness	Applies concepts/ ideas in familiar contexts with considerable effectiveness	Applies concepts/ ideas in familiar contexts with a high degree of effectiveness
Transfer of concepts, ideas	Transfer of concepts/ideas to new contexts with limited effectiveness	Transfer of concepts/ideas to new contexts with some effectiveness	Transfer of concepts/ideas to new contexts with considerable effectiveness	Transfer of concepts/ideas to new contexts with a high degree of effectiveness
Making Connections within and between environmental and social contexts	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

LANGUAGE WRITING RUBRIC
6+1 Trait Writing Model Essay Rubric

Skill	Level 1	Level 2	Level 3	Level 4
Focus on Topic (content)	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear, but there is a need for more supporting information.	Main idea is clear, but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.
Accuracy of Facts (content)	No facts are reported or most are inaccurately reported.	Most supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	All supportive facts are reported accurately.
Introduction (organization)	There is no clear introduction of the main topic or structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction is inviting, states the main topic, and previews the structure of the paper.
Sequencing (organization)	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader.	Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.
Flow & Rhythm (sentence fluency)	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are awkward or difficult to understand.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are awkward or difficult to understand.	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.
Word Choice	Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.	Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural, and not forced.

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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

GROUP ORAL PRESENTATION RUBRIC

Skill	Level 4	Level 3	Level 2	Level 1
Participation of Group Members	All group members participate equally	All group members participate	Some group members participate	Only 1 or 2 group members participate
Audibility	All group members speak clearly and are easy to understand	Most group members speak clearly and are easy to understand	Some group members are difficult to understand	Only 1 or 2 group members can be understood
Organization of Presentation	Presentation is highly organized and information is presented in an effective manner	Presentation is easy to follow and information is organized	Presentation is somewhat easy to follow; Information is somewhat organized	Presentation is difficult to follow; Information is lacking and/or unorganized
Preparedness	Whole group is ready when they are called; presentation set-up is quick and efficient	Most of group is ready when they are called; presentation set-up does not take long	Most of group is ready when they are called; some presentation materials are not organized	Some of the group is ready when called; presentation materials not organized

THE FOLLOWING ARE ASSESSMENT IDEAS THAT CAN EASILY BE MADE CROSS-CURRICULAR DEPENDING ON THE SKILLS BEING ASSESSED:

- Science Rubrics that could include:
 - biotic/abiotic elements and interactions in various ecosystems
 - modern technology and integration with the environment
 - appropriate vocabulary (i.e. scientific terminology)
 - research techniques
 - presentation skills

- Geography Rubrics that could include:
 - mapping skills
 - research techniques
 - knowledge and understanding of current environmental issues
 - visual and oral presentation skills

- Language Rubrics
 - writing techniques
 - appropriate text/media forms
 - appropriate vocabulary (i.e. persuasive language in a persuasive piece)
 - research skills
 - oral communication/presentation skills

Students can demonstrate their learning in a variety of different ways, depending on academic ability, available technology, skills being assessed, time and space constraints and access to resources.

RELATED RESOURCES

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