

Communications 12

Module 2 Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's ***Communications 12*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

Please note that the rights to reproduce materials from the *Communications 12 Blackline Masters* is restricted to the individual purchaser. Teachers may reproduce solely for use with their own classes.

The Communications 12 course consists of three modules, the blackline master CD, *Communications 12 Companion Website*. Communications 12 is available in both print and online versions. Communications 12 components can be purchased individually. All are available from Open School BC.

To order, contact:

Open School BC Customer Service Team
Phone: 250-356-2820 (Victoria)
1 888 883 4766 (Toll-free)
info@openschool.bc.ca

or visit our website at

<http://www.openschool.bc.ca/>

Copyright 2012 Open School BC, Victoria, British Columbia. ALL RIGHTS RESERVED. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited publication, storage in a retrieval system, or transmissions in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission, contact Open School BC.

Activity 1

Comparison of the Two Paragraphs

Compare the paragraph in this lesson to the article in the textbook.

1. Which version would you want to take with you to an apartment inspection?
 - a. paragraph in this lesson
 - b. article in textbook
2. Which version has a more consistent sentence format? (presenting the information using the same sentence structure throughout: question, command, or statement)
 - a. paragraph in this lesson
 - b. article in textbook
3. Which version uses numbers to identify different steps and to separate ideas?
 - a. paragraph in this lesson
 - b. article in textbook
4. Which version organizes the inspection by room or by structure?
 - a. paragraph in this lesson
 - b. article in textbook
5. Which version contains a title telling you what the article is about?
 - a. paragraph in this lesson
 - b. article in textbook

Activity 1

Powerful Verbs

Fill in each blank with a verb. Note that the choices offered avoid wishy-washy verbs that merely suggest an action (should, may, might). Instead, powerful verbs that instruct are used (check, look, write, turn, ask).

1. _____ the landlord to repair any problems you need fixing.
 - a. Ask
 - b. Check
 - c. Look
 - d. Plug
 - e. Turn
 - f. Write

2. _____ (A) on the lights and plug them into electrical outlets to be sure that they are working.
(A) is
 - a. Ask
 - b. Check
 - c. Look
 - d. Plug
 - e. Turn
 - f. Write

3. _____ everything down.
 - a. Ask
 - b. Check
 - c. Look
 - d. Plug
 - e. Turn
 - f. Write

4. _____ at the walls around the tub for mildew or rotting.

- a. Ask
- b. Check
- c. Look
- d. Plug
- e. Turn
- f. Write

5. _____ for evidence of leaks around doors and windows.

- a. Ask
- b. Check
- c. Look
- d. Plug
- e. Turn
- f. Write

6. _____ at the floors for marks or scratches.

- a. Ask
- b. Check
- c. Look
- d. Plug
- e. Turn
- f. Write

7. _____ that all taps work without leaking.

- a. Ask
- b. Check
- c. Look
- d. Plug
- e. Turn
- f. Write

Section 1 Assignment: Part 1

Practice Producing Ideas

Now, it’s your turn to practise. Let’s look again at the topic of apartments. Your task is to produce ideas that could be used in a “how to find an apartment” similar to the “how to inspect an apartment” we read in the text. In your writing, you should include the process of finding an apartment and also what to look for in an apartment.

Instructions

Record ideas about finding the right apartment.

Your final checklist should contain:

- ☐ at least five steps about the process of finding an apartment (how do you begin looking)
- ☐ at least five apartment criteria (what are you looking for—i.e., location).

Use the Producing Ideas Template provided to help you:

- a. determine your purpose and audience
- b. generate ideas (you don’t need to research this topic)
- c. organize your ideas (by logic, chronology, or sequence)
- d. create an outline (topic and concluding sentences are not needed)—you will need to add additional main ideas to the template

To see a summary of A, B, and C, view the Three Steps to Effective Communication Summary at the end of this section assignment part. You might find it useful to keep a copy of this document on hand, as we will be referring to it numerous times in this module.

Evaluation Guidelines	Marks
Producing Ideas Template Completion	/5
Informal outline Completion, organization	/6
Total	/11

The Three Steps to Effective Communication

Step 1: Producing Your Ideas

Understand Your Purpose and Know Your Audience

Make sure you understand the purpose of your communication

- what is it you want to say?
- why do you want to say it?

Know your audience

- who will be reading/hearing your work?
- what might they want to know about the topic?

Gather and Generate Ideas

Once you know the purpose of your communication and identify your audience, you can begin collecting information.

Gather Ideas:

If you don't know your topic well, your first step will be conducting some research.

- try the internet, library, books, magazines, interview

Generate ideas:

Sometimes the subject is something familiar. In this case, you need to get the ideas already in your head onto paper. Use one of the following techniques:

- **Brainstorm** – make a list of possible ideas
OR
- **Cluster** – put topic in middle of page (connect associated words)
OR
- **Free write** – just write whatever comes to mind about the topic (Ideas do not have to be written in complete sentences – just get them down!)

Organize Your Ideas

Whichever way you choose to collect your ideas, the next step is to organize them.

- **Narrow** your topic and create a topic sentence for a paragraph or a thesis statement for a composition
- **Select** the usable material, discard the rest
- **Organize** your ideas into an outline

Step 2: Processing Your Ideas

- create a first draft of your communications product
- put your ideas into sentences, paragraphs, or bullets
- focus on getting ideas onto paper in a semi-logical, cohesive manner
- avoid focussing on grammar, spelling, or punctuation

Step 3: Polishing Your ideas

- if possible, walk away from your first draft.
- don't think about it for a few days or at least a few hours.
- go back with a fresh perspective
- read it out loud to yourself. Identify weak areas.
- complete the Editing and Proofreading Checklist

Section 1 Assignment: Part 2

Polishing “How to Find an Apartment”

Now it’s time to polish “How to Find an Apartment.” You have already produced and processed your ideas on this topic in previous activities.

Your goal is to create an effective, easy-to-follow final copy.

Before you submit your final copy, make sure you have applied all the techniques related to parallel structure, including using action verbs at the beginning of each step.

Grammar Checkup

The concept of parallel structure can be applied to a sentence as well as to a document. To review parallel structure, go to *Writing on the Run!* and complete the tutorials and exercises on parallel structure, found in the “Sentence Errors” section.

Evaluation Guidelines	Marks
How to Find an Apartment Checklist Visual Design Scoring Guide × 3	/18
Total	/18

Section 1 Assignment: Part 3

“How To” Presentation

Your assignment is to write your own “how to.” We looked at “How to Inspect an Apartment”. This is a good model to follow. In your assignment, make sure you include ALL the steps so that the audience can follow the instructions.

Instructions

Follow the three steps to effective communication (producing, processing, and polishing) to develop a set of instructions (a “how-to”) for a communication-based task involving technology. See suggestions below:

- ❓ how to send/receive a text-message
- ❓ how to send a picture (or other attachment) by email
- ❓ how to post a video on a Website
- ❓ how to program phone numbers into your cell phone
- ❓ how to forward messages from your cell phone to your home phone
- ❓ how to set up/access your voice mail

Note: *If you wish to explain a task involving communication that is not on this list, consult your teacher for approval.*

Audience: Assume your audience is out of the technology loop. They don’t know what is going on with computers, cell phones, or PDAs. You may have to include a picture of a phone with the parts you will be referring to clearly labelled. You may have to include a picture of what your audience may see on the computer screen at a certain step in the process.

Content: Your final copy must include:

1. at least five steps
2. titles, subtitles
3. numbers/bullets
4. action verbs at the beginning of each step (parallel structure)
5. visual aids to show what the audience might see or to point out parts/labels
6. logical/chronological order
7. plain language - avoid jargon, technical language, acronyms, and abbreviations (i.e., put the SRL in the greek, next to the shock)

Optional Forms of Presentation:

You don’t have to present your “how to” on paper. It can be presented in a PowerPoint presentation instead. Whichever option you choose, you must present it effectively and hand in all draft work.

Option A: Paper Presentation

Create your “how to” on paper, similar to “How to Inspect an Apartment.”

Option B: PowerPoint Presentation

If you use PowerPoint, you can have the steps appear one at a time, use visual clips or download pictures/ diagrams to aid in your explanation. Use your imagination, but remember, you will be marked based on the criteria listed above.

Note: Make sure you try to follow your own instructions before handing in your assignment. Even better, get someone else to follow your instructions.

Step A: Produce Ideas Template

Use the Producing Ideas Template to gather and generate ideas for your presentation.

Step: B: Process Ideas

Create a first draft of your “how to” presentation. Focus on getting your ideas onto paper in a semi-logical, cohesive manner in the presentation option that you have chosen.

Step: C: Final Editing and Proofreading Checklist

Use the Final Editing and Proofreading Checklist to polish your ideas.

Step: D: Final Presentation

Revise your draft making changes based on corrections made while polishing. Submit your final project to your teacher.

Evaluation Guidelines	Marks
Producing Ideas Template Completion	/5
Final presentation Visual Design Scoring Guide × 5	/30
Total	/35

Activity 1

Identifying Different Types of Writing

Instructions

Read each of the following paragraphs about clocks and identify the type of writing primarily used: descriptive, expository, narrative, or persuasive.

1. Replacing the batteries of your clock is easier than putting on your shoes. First, turn the back of your clock towards you and find the battery compartment cover. Push down on the latch on the top of the battery cover with your finger, and then pull the cover toward you. There will be batteries lying under the cover. Remove all the existing batteries and install new ones according to the polarity (+ and -) diagram in the battery compartment. Lastly, replace the battery compartment cover. As you can see, it is easy to change the batteries in a clock.

Answer: _____

2. The clock on the wall of my office complements its surroundings nicely. Its face is cream coloured as are the office walls. The frame is oak, matching the desk and cabinetry of the office. The numbers and hands on the clock are the same caramel colour. The hands, delicate and slim, move around soundlessly so as not to disturb the people working there. This clock fits well into its surroundings.

Answer: _____

3. Many businesses would benefit from having a clock like the one in my office. First, this clock is a very quiet clock. It doesn't disturb anyone at work. Second, the clock has a very professional appearance. Its wooden frame and matching numbers and hands are tasteful and classic. Thirdly, the clock is of a standard size, not too big or too small, so can be placed almost anywhere. The numbers and hands are easy to read too. For all these reasons, the clock in my office would work well in any number of business situations.

Answer: _____

4. It was a cold and rainy day when I fell in love with the new clock in my office. I came into work on this particular morning to see a flat square box on my desk. Inside was the clock. I had been complaining to my boss that I never knew what time it was and this made it difficult to know when to go for break or lunch, or even when to leave work for the day. He didn't seem sympathetic at first, telling me to buy a watch. When I told him that I couldn't afford it on the meagre salary he paid me, he gave in. Now, here it was, a clock for the office wall. I already knew exactly where I would put it - in the middle of the wall opposite my desk in plain view for me as well as the customers entering the office. I unwrapped the package with trembling hands. Would I like it? Would it be attractive? Would it match the environs? I tore off all the cardboard and bubble wrap—of which there was a considerable amount—and finally saw it. Professional, tasteful and oak—just like my desk and the cabinetry of the office. I did fall in love that day and have been gazing into the face of my new companion five days a week ever since.

Answer: _____

Activity 1

Thesis Statements

Complete the chart below by writing a divided thesis statement when an undivided one is provided, and an undivided thesis when a divided one is provided. The first one is done for you as an example.

Undivided Thesis	Divided Thesis
Being a lawyer requires specific skills.	Being a lawyer demands three qualities: the ability to analyze ideas, an interest in people, and patience with details.
Joining the military is a valuable experience.	
Pollution is a serious problem.	
	Television entertains people, educates people, and improves their understanding of the world.
A healthy lifestyle includes exercise.	

Activity 2

Attention Grabbers

Aside from communicating the main idea, one purpose of the introductory paragraph is to get the reader's attention. The writer has some time to accomplish this task before the thesis statement (the last sentence of the introduction).

Review the types of attention grabbers listed and then complete the multiple-choice activity that follows.

anecdote - small story used to demonstrate a point

shocking statistic or fact - a fact, figure, or statistic that will surprise the reader

famous quotation - if it is from a recognized authority, it will help make your claims believable

rhetorical question - this kind of question provokes thought and helps get the reader involved in the topic. You should provide the answer in your writing.

situation placement - throwing the reader into the situation of the character in your story - especially popular when writing a narrative

1. It had been a great day. My wife Lisa and my three children, Kate 12, Jacob 9, and Penny 7, were on our way home from a Christmas party. Unfortunately, on that same street was a young man who had just left a bar and was racing another vehicle.
 - a. anecdote
 - b. shocking statistic or fact
 - c. famous quotation
 - d. rhetorical question
 - e. situation placement

2. Do unto others as you would have them do unto you.
 - a. anecdote
 - b. shocking statistic or fact
 - c. famous quotation
 - d. rhetorical question
 - e. situation placement

3. George had a friend who had killed his best friend in a drinking and driving accident. He went to visit his friend often—in jail. Sometimes, he drove to the jail drunk.
 - a. anecdote
 - b. shocking statistic or fact
 - c. famous quotation
 - d. rhetorical question
 - e. situation placement
4. MADD (Mothers Against Drunk Driving) Canada estimates there are somewhere between 1425 and 1600 impaired crash fatalities in Canada each year (3.9–4.4 deaths per day).
 - a. anecdote
 - b. shocking statistic or fact
 - c. famous quotation
 - d. rhetorical question
 - e. situation placement
5. What if it were your mother, daughter, or aunt who was killed in a drinking driving accident?
 - a. anecdote
 - b. shocking statistic or fact
 - c. famous quotation
 - d. rhetorical question
 - e. situation placement

The Rest of the Story...

Writing body paragraphs

In an expository composition, each body paragraph should address one main point of support for the thesis. It should also

- ☐ begin with a topic sentence
- ☐ end with a concluding sentence
- ☐ provide details in between

Typically, a composition has two or three body paragraphs.

In a narrative composition, the form is not so strict. Basically, the body of the composition is where you tell your story. Each paragraph should focus on one main idea or event in the series of events that make up the story. Usually a new paragraph demonstrates a change in setting or situation.

Writing the Concluding Paragraph

The last paragraph of a composition has a variety of functions:

- ❑ Summarize and reinforce the main points
- ❑ End with an appropriate clincher. This ending sentence, like the grabber, can come in different forms:
- ❑ draw a conclusion
- ❑ leave the reader with a strong impression about the topic
- ❑ leave the reader with something to do (for example, get that graduation certificate or go to Jamaica)

A narrative composition returns to the idea expressed in the introduction (My life would never be the same).

Section 2 Assignment: Part 1

Unusual Jobs

Often, descriptive writing is blended with exposition (explanation). Here, we will look at an example of this blended writing technique. You will also get an opportunity to practise this blend.

Step A: Reading: “Weird, Odd and Unusual Jobs”

Tip for reading an Internet article

We read on the computer differently than we do books. We tend to skim more and look for key words rather than reading the whole text. This is an effective strategy to find information. Before you read, skim the article and find key information about each of the people described in it. This is a way to determine why you are reading something before you even begin. With this in mind, read and maybe even take notes as you read.

Read the article, “Weird, Odd and Unusual Jobs” in *Between the Lines 12* (page 91). This was originally published as an Internet article. This article examines a number of uncommon jobs and explains why people enjoy them.

Step B: Key Information

Make a chart summarizing key information about each of the individuals profiled in this article. Use only details specifically stated in the article. Copy the following template.

Name	Job	Special Skills	Benefits	Drawbacks
Rion White	Taxidermist	Hunting Sculpting Painting Airbrushing	Works with animals Often works outdoors	None stated

Step C: Your Dream Job

If you could have any job in the world, what would it be? Describe your dream job and include your answers to the

following questions. Your response should be 125–150 words. What are some probable benefits and drawbacks of the job?

- ❑ What would the challenges of the job be?
- ❑ Is it high-risk or a low-risk job?
- ❑ Would you work alone or with others?
- ❑ What would others say about the way you perform your job?
- ❑ Would your job be important to society?

Be sure to proofread and polish your paragraph.

Evaluation Guidelines	Marks
Chart of profiled jobs Completion	/5
Dream job paragraph Composition Scoring Guide × 2	/12
Total	/17

Section 2 Assignment: Part 2

The Business of Writing

Why do we need to know how to write a composition? Imagine that the car you just bought from a used car dealership broke down on the way home. You may wish to write a letter (in composition style) to voice your discontent and request a replacement car while yours is getting repaired, or you may wish to return the car altogether and get your money back. This is just one practical application of the composition structure.

For this assignment, you will be asked to write a letter of praise or complaint. The body of the letter itself will take the form of a composition.

Step A: Reading: “Methods of Complaining”

Read “Methods of Complaining” in *Between the Lines* 12 (page 421).

Step B: Writing a Letter

Review the sample complaint letter at the end of “Methods of Complaining.” This letter combines descriptive, expository, and persuasive writing and is in the form of a composition. Remember, one of the advantages of writing a letter over making a phone call is that you can plan out exactly what you want to say and ensure you say it in a way that is respectful, but will also get results. Your final product should be very professional if you want your comments to be taken seriously.

Your letter will follow this format except that the first two paragraphs will be combined to form one longer, introductory paragraph.

Paragraph One

- ❓ Provide a complete description of the product or service as well as when and where you purchased it.
- ❓ Explain the problem (the reason for your complaint) OR the event/product that you wish to praise.

Paragraph Two

- ❓ This can be a brief paragraph of only two or three sentences specifying any actions you have already taken to fix the problem.

Paragraph Three

- ❓ Clearly outline the action you expect to resolve the problem.

Step C: Producing Ideas

Write your own letter to a business describing either a good or bad customer service experience. Start by completing the Producing Ideas Template. Here are some thoughts to get you started.

Your letter does not have to be based on a real experience but can be fictitious (made up). You can make up the name and address of the business to which you are writing.

Look at the following examples of good and bad customer service experiences for possible ideas.

Good customer service experiences

Have you ever had a problem with a product or service and had it taken care of immediately, politely, and without any hassle? Has it ever been so well taken care of that it warranted sending a letter to commend employees on their good work?

Example:

When I had my first baby, there were many complications and all was taken care of. I sent a letter of thanks and flowers to the hospital staff as they had done such a great job taking care of me and my new baby.

Poor customer service experiences

Have you ever been unhappy with a product you purchased and tried to return it without success?

Have you ever tried to talk with an automated telephone answering machine and gotten nowhere?

Example:

The option you are looking for doesn't exist in the automated menu and there seems to be no way to get through to a real person to ask a real question.

Have you ever felt that you were stereotyped and treated a particular way in a store because of this stereotype?

Example:

All youth shoplift. This is obviously not true, but you may have felt that you were being watched carefully as if you were likely to shoplift.

Youth don't have any money. This is not true either, but you may have felt that salespeople ignored you because of your age.

Whether you choose to write about a good or a bad customer service experience is up to you.

Step D: Process Ideas

Create a rough draft of your letter. You will be submitting your rough draft for marks, along with a final version of your assignment. Both are required.

Sample business letters are available on the *Communicate!* CD.

Communicate! CD > Writer's Resource > Sample Business Letter

Step E: Polish Ideas

Now that you have a draft of your letter, take some time to polish your ideas. Use the Final Editing and Proofreading Checklist to polish your document.

Step F: Letter of Praise or Complaint

Incorporate the proofreading and editing changes into the final copy of your letter.

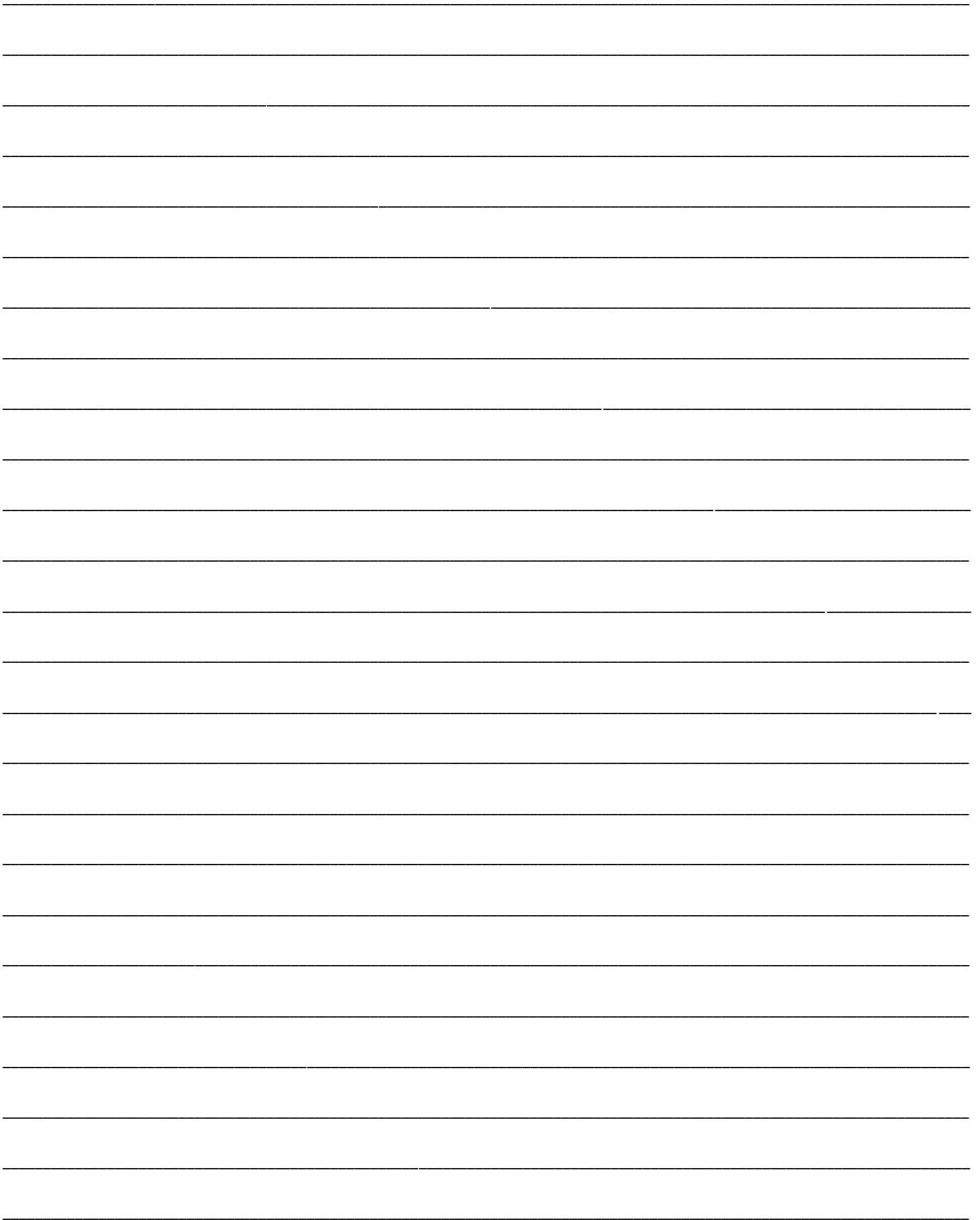
Evaluation Guidelines	Marks
Producing Ideas Template Completion	/5
Draft copy of the letter Completion	/3
Final letter Business Letter Scoring Guide × 4	/24
Total	/32

Journal 3.1: Symbolism

Read the poem “Moved” by Leona Gom in *Between the Lines* 12, page 242.

In your journal, write a one-sentence theme statement for the poem. Then explain how the poet's use of symbolism gave you insight into the theme.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Activity 1

Connecting to the Words

Poems are chosen for celebration because they have meaning for the people speaking them or listening to them. Before you read a poem, you'll want to make some personal connection to it.

To make a personal connection to poetry, respond to the following prompts, having to do with the lyrics to one of your favourite songs.

1. Choose some song lyrics that you really enjoy. Pick a song that means something to you, one that has found a place in your heart or mind. Write the title of the song here:

2. Write out a verse or phrase you remember by heart. Don't worry too much about getting every word perfect.

3. Ask yourself what makes this song work well for you. Jot down some notes as you think about it.

4. Describe the rhythm in the song. Is it fast, slow, up and down? Does it sound like a slow

waltz or jumping? How would you describe it?

5. What words or phrases move you or speak to you in some way? What emotional impact do they have? For example, does the song make you a little sad? Excited?

6. What images give this piece its power? Does it create a scene in your mind? What pictures do you see?

7. What is the main idea of the song? Does it have a powerful message?

8. Does the song remind you of a personal experience? If so, describe.

Activity 1

Imagery and the Five Senses

Part 1: Imagery at the Apple Market

Now that you've listened to "Sunday at the Apple Market" this activity will give you some practise identifying imagery in the poem. You will also recognize how images can arouse the senses—often more than one at a time!

Identify the sense or senses to which each of the following quotations appeals. The first one is completed as an example. When you hear "old cider presses weathering in the shed," you may be able to see a cider press in your mind's eye—a sight image. You may also have a smell evoked for you—if you recalled the smell of apple cider from hearing this line, then it is also suggests a smell.

	Sight	Sound	Smell	Touch
<i>old cider presses weathering in the shed</i>				
<i>the crowd/around the testing table laughing</i>				
<i>old ladders tilting at empty branches</i>				
<i>apple-smell everywhere</i>				
<i>boxes and bins of apples by the cartload</i>				
<i>the smell of apples</i>				
<i>dogs barking at children</i>				
<i>baskets and bags and boxes of apples.</i>				

If you chose more than one sense for one of these images, you will have discovered that imagery works by association.

For example, when you heard “apple-smell everywhere,” you likely remembered the smell of apples. But maybe you also called to mind a bunch of fallen apples scattered beneath a tree. For you, the image would then also have a visual quality because of this association.

Although there will likely be one dominant sense associated with an image, there is no right and wrong answer for the question, “What type of sensory image is this?” And that’s part of the power of poetry!

Part Two: Regaining Your Senses

Now that you've identified the sensory imagery in this poem, pick an image from "Sunday at the Apple Market" for which you selected more than one sense. Then explain why you made more than one association for that image.

[illegible]

Activity 2

Symbolic Meaning

In this activity, you will try your hand at offering some possible symbolic meanings. Provide a symbolic interpretation for each of the objects listed in the left-hand column in the table below.

Image	Possible Symbolic Meaning
key	
stormy weather	
autumn	
the colour white	
spider web	
oak tree	
weeds	
fox	
morning	

Activity 3

Pow Wow Symbolism

You’ve done a reading of “Pow Wow” (*Between the Lines* 12, page 125) paying close attention to the sounds in the poem. Now, read it through again to identify the symbols at work in the poem.

Answer the following questions about the poem.

1. In a sentence or two, summarize what this poem is about.
-
2. How would you describe the tone of this poem? Optimistic? Pessimistic? Explain your reasoning.
-
3. What is the dominant symbol in this poem? What does it symbolize?
-
4. Identify one other symbol in the poem. What does it symbolize?
-
5. Examine the structure of the poem. Why did the author choose to have her words weave back and forth on the page?
-

Identifying Metaphor

No man is an island, entire of itself:
Every man is a piece of the continent,
A part of the main.¹

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

¹ The principal, large part of land.

Activity 2

Creating Metaphors

Now you can try your hand at creating a few metaphors. Pick an object or person to focus your creative energies, for example, your room, your pet, a member of your family. Then, see if you can create two metaphors to describe that object or person.

Example:

Object/Person: Coffee

Metaphor 1: *The cup of coffee is a warm welcome*

Now it's your turn:

Object/Person: _____

Metaphor 1: _____

Metaphor 2: _____

Simile

A simile is a direct comparison between two things that are not the same, but which have a certain similarity the poet wishes to point out. A simile uses either the word *like* or the word *as* to make the comparison. For example, in “A Forgotten Yesterday,” the speaker compares the familiarity the woman has with the old ways to her knowledge of her own hands:

*A forgotten yesterday
she has mastered
She knows it
like the creases
in her wrinkled
bent fingers*

—“A Forgotten Yesterday” by Jacqueline Oker

To be effective, similes must not be too far-fetched, nor must they be too obvious. Saying that “the world is as round as a ball” is as weak as “You are sweet as sugar.” Similes that are too commonly used, such as “hair like spun gold,” “cold as ice,” “black as coal,” “fatter than a pig,” and so on are called clichés. In your writing, avoid *clichés* and aim for fresh, original images.



Here are some more examples of similes:

*Her eyes as stars of Twilight fair;
Like Twilight's, too, her dusky hair;*

—“She Was a Phantom of Delight” by William Wordsworth

*Our dried voices, when
We whisper together
Are quiet and meaningless
As wind in dry grass*

—“The Hollow Men” by T.S. Eliot

Activity 3

Creating Similes

Take the same person or object you chose to create metaphor in Activity 2, and create two similes.

Example:

Object/Person: Coffee.

Simile 1: *The cup of coffee is like an arm put around my shoulders.*

Now it's your turn:

Object/Person: _____

Simile 1: _____

Simile 2: _____

Personification

Personification is a type of metaphor. Personification gives animate (or live) qualities to an inanimate (lifeless) object or abstract idea.

In the following examples of personification, the words that give animate qualities have been underlined. From “Pow Wow”:

*as
the drums tell it.
am sun
as the drums shine it.
am sky
as the drums fly it.*

And from “Root Cellar” by Theodore Roethke:

“Even the dirt kept breathing a small breath.”

The drum obviously does not talk and cannot fly anything, and dirt doesn’t breathe—but using personification creates more vivid images and gives the drum and the dirt character and personality.

Activity 4

Creating Personification

Take the same person or object you chose to create metaphor in Activity 2 and create two examples of personification.

Example:

Object/Person: Coffee

Personification 1: *The warm brown liquid looks at me with sympathy.*

Now it's your turn:

Object/Person: _____

Personification 1:

Personification 2:

Activity 5

Creating Hyperbole

Using the same object/person as the previous activities, create two examples of hyperbole.

Example:

Object/Person: Coffee (the name of my cat).

Hyperbole 1: *I could drink ten pots in a sitting.*

Now it's your turn:

Object/Person: _____

Hyperbole 1:

Hyperbole 2:

Activity 6

Figures of Speech

Identify the devices or figures of speech in the following quotations. There may be more than one device in a quotation, but you are only required to identify one of them. (1 mark each)

1. *...in your single room with its creme curtains
your face, a tapestry of intricate folds
your hair, a bluish cloud of August sky.*

—“Because You Waited” by Joan Bond

2. *The stars must be exhausted
After thousands of years
Of journeys which never change.*

—“Assembly Line” by Shu Ting

3. *My Luve’s like a red, red rose
That’s newly sprung in June;*

— “A Red, Red Rose” by Robert Burns

4. *Beside us, little trees
Stand numb in assembly lines.*

—“Assembly Line” by Shu Ting

5. *rain forest...
...green brain facing lobotomy*

—“If a Tree Falls” by Bruce Cockburn

6. *When he went into the Bank their cups ran over.
They marvelled how he wore a milk-white shirt
work days and jeans on Sundays.*

— “Warren Pryor” by Alden Nowlen

7. *Life is a broken-winged bird
That cannot fly.*

— “Dreams” by Langston Hughes

8. *...we could almost
Last forever, poised in midair
Like storybook sea monsters.*

—“Slam, Dunk and Hook” by Yusef Komunyakaa

Activity 1

Using Parallelism

Using parallelism, try writing the second line for each of the first lines provided. The first two are done for you.

1. I wanted to explore the earth's path
I wanted to slumber in her soil
2. Over the hill beyond, I heard crows calling me
In the forest, I heard ravens mocking me
3. Tears welled up in my eyes.

4. I swore I'd find out what lay under the stone.

5. It has never rained this much in August.

Activity 2

Identifying Sound Devices

Identify the sound devices in the following quotations. Be sure to read each one aloud to help you better understand the sound device.

1. *Dribble, drive to the inside, feint.*

—“Slam, Dunk, and Hook” by Yusef Komunyakaa

- a. alliteration
 - b. parallelism
 - c. onomatopoeia
-

2. *from behind blackorb grins*

to keep you

humbly human

—“Pow Wow” by Vickie Sears

- a. alliteration
 - b. parallelism
 - c. onomatopoeia
-

3. *am a living circle*

as

the drums tell it.

am sun

as the drums shine it.

am sky

as the drums fly it.

—“Pow Wow” by Vickie Sears

- a. alliteration
 - b. parallelism
 - c. onomatopoeia
-

4. *the occasional scuffle of mice in the hallway;*

—“Lilacs” by Michael Crummey

- a. alliteration
 - b. repetition
 - c. onomatopoeia
-

5. *If a tree falls in the forest does anybody hear?*

If a tree falls in the forest does anybody hear?

—“If a Tree Falls” by Bruce Cockburn

- a. alliteration
 - b. repetition
 - c. onomatopoeia
-

Section 3 Assignment: Part 1

Oral Presentation of a Poem

In this lesson you were guided to prepare an oral reading of the poem “Pow Wow” by Vickie Sears.

Step One: Reading “Pow Wow” Out Loud to Yourself

Re-read the poem that was read to you in the first lesson, this time aloud, to yourself. Consider the following:

- ❑ Does anything change, compared with when you first read this poem to yourself silently?
- ❑ Was there a change in tone?
- ❑ What do you pay attention to when you are reading out loud?
- ❑ Is there anything different in your reading, compared with when a friend or family member read this poem to you?
- ❑ Did you make different decisions about how to read?
- ❑ Do you emphasize words differently than when you hear them, paying careful attention to word choice?
- ❑ Do you read the poem more quickly or slowly than when it was read to you? What affects your decisions for how to read this poem aloud?

Step Two: Reading and Recording “Pow Wow”

Now, choose someone to be your audience, and record your reading of the poem to that person.

Use a voice recorder, or use the video recording option on a digital camera or computer to record your reading. But keep in mind this assignment is about the sound, not the visual—so no visuals are needed for this assignment.

Alternatively, you can perform your reading over the phone. Discuss your decision beforehand with your teacher, and be sure to arrange a time with your teacher to conduct the reading.

Evaluation Guidelines	Marks
Oral Communication Scoring Guide for Poetry Reading × 6	/24
Total	/24

Section 3 Assignment: Part 2

Imagery and Symbolism

Read “Departure” by Glen Kirkland in *Between the Lines 12* (page 37). Then answer the questions below, related to the imagery and symbolism in this short poem.

1. Which image shows that the speaker leaves home not just with things, but with his family history and lineage?
 - a. the yellow screwdriver
 - b. his mother’s kiss
 - c. his dead grandmother’s suitcases
 - d. his name painted on the ceilings and walls
2. Judging from the last stanza, what is the speaker afraid of?
 - a. that he isn’t prepared for his adulthood
 - b. that he’s forgotten something upstairs
 - c. that he was never loved by his parents
 - d. that he no longer belongs in his parents’ home
3. In the second stanza, what is suggested about the father’s hopes for his son?
 - a. that he will work in construction
 - b. that he will be a useful person
 - c. that he will have the flexibility to deal with what life presents
 - d. that he will do what his father was not able to
4. What word might best sum up the mother’s feelings about her son leaving?
 - a. reluctant
 - b. relieved
 - c. resigned
 - d. responsible
5. Which main contrast is shown throughout the poem?
 - a. the parent’s impatience at their son staying too long, versus the son wanting to stay
 - b. the family’s deep caring for each other, versus the awkwardness they feel at saying goodbye
 - c. the son’s pleasant behaviour at departure versus his bad behaviour at home
 - d. the coldness of the parents versus the son’s sadness at having to say goodbye
6. What desire is represented by the speaker’s urge to carve his initials in the coffee table?

- a. to damage his parents' property
- b. to make it match the ceilings and walls
- c. to never have his time at home forgotten
- d. to take out his fear and frustration at having to leave

Evaluation Guidelines	Marks
One mark for each question	/6
Total	/6

Section 3 Assignment: Part 3

Similes and Metaphors

Complete the following five similes or metaphors using fresh, original language.
Do not use clichés.

1. Simile: as thin as

2. Metaphor about death:

3. Simile: as quick as

4. Metaphor about spring:

5. Simile: as sad as

Evaluation Guidelines	Marks
One mark for each example	/5
Total	/5

Section 3 Assignment: Part 4

Identifying Poetic Devices

Identify the poetic devices present in each passage from a poem. There may be more than one device in a question, but you are only required to identify one of them.

1. *Baa baa Black Sheep*

Have you any wool?.

— “Baa Baa Black Sheep” (nursery rhyme)

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

2. *Among them I found a fair field full of people*

All manner of men, the poor and the rich

Working and wandering as the world requires.

— “Piers Plowman” by William Langland

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

3. *Oh, the bells, bells, bells!*

What a tale their terror tells

— “Hear the loud alarum bells” by Edgar Allan Poe

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

4. *It was not her fault that her foals
were few, and mostly died...*

— “Nell” by Raymond Knister

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

5. *Over the cobbles he clattered and clashed in the dark inn-yard,
And he tapped with his whip on the shutters, but all was locked and barred;*

— “The Highwayman” by Alfred Noyes

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

6. *But it’s “Thank you, Mister Atkins”, when the band begins to play,
The band begins to play, my boys, the band begins to play,
O it’s “Thank you, Mister Atkins”, when the band begins to play...*

— “Tommy” by Rudyard Kipling

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

7. *Mary sat musing on the lamp-flame at the table
Waiting for Warren. When she heard his step*

— “The Death of the Hired Man” by Robert Frost

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

8. *Search me, O God, and know my heart:
try me, and know my thoughts.*

— Psalm 139 from Hebrew Scriptures

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

9. *Through caverns measureless to man
Down to a sunless sea.*

— “Khubla Khan” by Samuel Taylor Coleridge

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

10. *Our share of night to bear,
Our share of morning,*

— “Our share of Night to Bear” by Emily Dickenson

- a. onomatopoeia
- b. alliteration
- c. repetition
- d. parallelism

Evaluation Guidelines	Marks
1 mark for each correctly identified literary device (maximum one per question).	/10
Total	/10

Activity 1

Character Versus...

Select the best answer for the following questions.

There may appear to be more than one conflict in each passage, but if you read carefully, one conflict will appear more strongly than the others. It is always a good idea ask yourself questions as you read. In this case, what conflict does the author seem to focus on, and how is this conflict developed?

character vs. character

character vs. self

character vs. nature

character vs. society

1. John had a big problem on his hands. Either he walked into the boss's office and told the truth about the situation, possibly jeopardizing his job and career, or he kept his mouth shut and tried to carry on as normal. It was a position John did not like being in.

2. "Where were you yesterday?" Carmen asked. "You promised to take me to the zoo." Carmen crossed her arms and put a fierce look on her face to highlight her unhappiness. "I had to work, dear, you know that," her father tried to explain. "Things are very busy for me right now. I promise to make it up to you." The same argument was brewing again, Carmen thought, just like it always does. "That's not good enough anymore, Dad. I heard the same excuse too many times." Now it was her Dad's turn to assume the look, the one where he got those wrinkles in his forehead. "You can't think beyond yourself, can you Carmen? I'm not pleased with the hectic pace at work, and I think you'll understand once you're older," her father said, his voice rising. "Don't think I'm happy with not seeing you as much as I'd like."

3. The sea was an angry vortex of wind and rain, powerful waves and vicious currents. The little boat struggled on, tossed and buffeted, fully at the mercy of the sea. Captain MacPherson, a man for whom the ocean was as familiar as his home in Bristol, fought valiantly to keep the boat afloat. The waves continued to pound his vessel, and even the crew began to notice a look of grave concern come across his face. It was only when they saw his face relax slightly that the ocean released its full fury. In the midst of the howling wind and driving rain, the Captain was sure he felt the boat shudder. The cabin lights flickered, and then the engine stopped.

4. Samson had left the rural countryside to escape the racism. He had a respectable job as a physician, but he was always acutely aware that the colour of his skin set him apart. The looks from passersby on the street, the waiters in the local restaurant. He couldn't endure it, so he left. He was sure his new home in the city would be better, and for a while, it was. He was able to open up a medical practice, and he even had some regular patients. But more often than not, people would walk in to see the doctor and leave when they saw him. Samson just wanted to blend in, to mix with others freely wherever he was without the looks of suspicion. Why

did he think things would be different anywhere else? He was starting over again, but he felt as if he'd never left.

Activity 2

Putting the Pieces Together

Read the story “Why Don’t You Carve Other Animals?” in *Between the Lines 12* (page 142). This story chronicles the struggles of two ordinary people, a painter and a carver, during their daily work in front of a local hospital. The story is set in the African country of Zimbabwe (near South Africa).

While reading a story, it is important to focus on how an author presents character. Read carefully, paying attention to dialogue between characters, a character’s thoughts, descriptive passages, the actions of a character, and interactions with other characters.

Answer the following multiple-choice questions about the characters’ actions and statements.

1. There is irony in the fact that:
 - a. the story is set in front of an Africans-only hospital
 - b. the carver doesn’t create dogs, cats, and mice
 - c. the carver and the painter have never actually seen what they create
2. The conflict between the giraffe and the elephant may symbolize:
 - a. the struggle between animals in the wilderness
 - b. the difference between the sculpture and painter
 - c. a struggle between two groups of people
3. The struggle between the elephants and the giraffe is about:
 - a. who gets to eat the topmost leaves
 - b. the loss of trees in the forest
 - c. who bathes in Victoria Falls
4. As the young boy leaves with the crocodile, the carver is concerned that the boy will:
 - a. never see a real crocodile
 - b. lose the crocodile after the carver has worked hard on it
 - c. not know what a crocodile is
5. “Sometimes in a fit of anger [the carver] collects his animals and throws them frenziedly into his cardboard box” indicates that the carver is:
 - a. unhappy with the quality of his work
 - b. angry that no one is buying his animals
 - c. upset that the animals have no life in them
6. The carver brings “the jungle to the city” by:
 - a. painting pictures of the jungle
 - b. sculpting giraffes and elephants
 - c. making children happy

7. The protagonist in the story is the:

- a. carver
- b. painter
- c. doctor

Activity 1

Examining Setting

While reading a story, it is important to focus on how an author presents setting. Read carefully, paying attention to descriptive passages and the dialogue between characters.

Go to the *Communicate!* CD to access the story “Rattlesnakes Dreams” and complete the setting exercise that follows after it.

Communicate! CD > Storytelling > Building a Powerful Story

When reading a story and focusing on setting, it is important to watch for words or phrases that indicate time and place. You can often begin to identify mood by looking for descriptive words and images. This will not only help you identify setting more accurately, but will help you understand the mood that develops in the story as well.

Activity 1

Unlocking Theme

Read “My Old Newcastle” in *Between the Lines 12* (page 218) and complete the theme exercise that follows. The author reflects on his youth in Newcastle, a town on the Miramichi River in New Brunswick, and how life has changed over the years for both for him and the town.

When reading a story and focusing on theme, it is important to pay attention to all aspects of a story, from the title and setting to the conflict and characters. You can often begin to identify theme by paying attention to these things.

Instructions

Answer YES or NO to the following questions dealing with the theme of “My Old Newcastle.”

1. ETHICS (principles of right and wrong, rules of conduct, standards): is ethics part of a significant conflict in the story?
 - a. Yes
 - b. No
2. REALITY: Is the nature of reality part of a significant conflict in the story?
 - a. Yes
 - b. No
3. NATURE: Is nature or humankind’s view of it part of a significant conflict in the story?
 - a. Yes
 - b. No
4. SOCIETY: Is society or its structures and expectations part of a significant conflict in the story?
 - a. Yes
 - b. No
5. RELIGION: Is religious belief part of a significant conflict in the story?
 - a. Yes
 - b. No
6. DEATH: Is someone’s actual or impending death part of a significant conflict in the story?
 - a. Yes
 - b. No

7. LOVE: Is love, or changes in love, part of a significant conflict in the story?
 - a. Yes
 - b. No
8. TIME: Is the passage of time part of a significant conflict in the story?
 - a. Yes
 - b. No
9. Your answers to these questions will help you begin to clarify the theme of a story or poem and make it much easier to come up with a theme statement. Remember, the subject is the BIG idea (e.g., love), and the theme is what the author is saying about the subject (e.g., love can be a painful and bitter experience if you do not pay attention to your relationships).

Activity 1

Story Preparation

This exercise is meant to help you get started for the assignment that follows.

Complete ONE of the following in preparation for your assignment. You do not have to do both.

Writing topic #1:

- ☐ Brainstorm a list of memorable moments or events in your life.
- ☐ Select two of these moments and create a more detailed outline. You should focus on your impressions and memories of this event. This could include a web cluster, a more thorough list of details, or a formal outline. Label each as Topic A and Topic B.
- ☐ Which event would make a better story? Why?

OR

Writing topic #2:

1. Write your own memoir, like David Adams Richards, about changes that you have seen in your hometown or community from the time you were young until now.
2. Begin by making a four-column chart like the one below and filling in the necessary details.

Change you have seen	What this was like in your childhood	Why things have changed	Your reaction to this
Tim Horton’s built along the highway	There was no Tim Horton’s when I was a kid	The town has grown and the highway has expanded from two lanes to four lanes	I like the fact that there is some place different now and I don’t need to drive to the next town for good coffee and donuts

Before you complete your section assignment, decide which details you want to keep and which details you need to discard. Arrange the remaining details in a logical order. Think about how you are going to describe these changes and what your main idea will be. You may find using the Producing Ideas Template helpful to organize your ideas.

Section 4 Assignment: Part 1

Charting the Plot

Stories can often follow a standard predictable pattern like the basic plot diagram. A fairy tale is one of those stories.

Step A: Reading: “The White Knight”

Read “The White Knight” in *Between the Lines 12* (page 297). This story has many familiar elements of a fairy tale, but with a twist to a simplistic “happily ever after” ending. Sometimes honourable intentions or goals are sidetracked.

Before you read this story, reflect on fairy tales you have read or heard before. Think about the characters, conflicts, and who won or prevailed in the story. As you read this story, think about who will win in the end. Notice whether your ideas change by the end of the story.

Step B: Plot Chart

Complete a plot chart for “The White Knight.” See the following example.

- 1. For the first five terms, summarize what is happening in the story that fits with the term on the left.
- 2. For the last four terms, provide a quote from the story that fits with the term.

Plot Element	Example/Paraphrase/Summary
1. Introduction	
2. Rising Action	
3. Climax	
4. Falling Action	
5. Conclusion	
Plot Element	Quote from Story (provide the page number)
6. Foreshadowing	

7. Flashback	
8. Irony	
9. Suspense	

Step C: Plot Diagram

Now that you have identified the main elements of plot for this story, create your own visual representation in the form of a plot diagram. Your visual design should:

- ❑ Include all the elements of plot in your chart.
- ❑ Link the elements of plot to the story.
- ❑ Present the elements in a way that will help another reader understand the story.
- ❑ Use visuals, lines, arrows, etc., to present the information.

Refer to “The Plot Thickens” on the *Communicate!* CD as a guide:

Communicate! CD > Storytelling > The Plot Thickens

Review the *Visual Design* elements:

Communicate! CD > Media Literacy > Visual Design

Hint: Use the Visual Design Checklist (included at the end of this assignment) to help guide your design.

Evaluation Guidelines	Marks
Plot chart (2 marks per cell). Each blank in the second column is worth two marks. ❑ Be sure to provide a clear summary/paraphrase for the first five terms. ❑ Be sure to use a direct quote from the story for the last four terms.	/18
Plot Diagram Visual Design Scoring Guide × 2	/12

Total	/30
-------	-----

Section 4 Assignment: Part 2

Characters in Conflict

Character and conflict often go hand-in-hand. As you read the following story, reflect on the conflict and how it impacts the characters.

Step A: Reading: “The Pose”

Read “The Pose” in *Between the Lines* 12 (page 338). In this story the protagonist, a young woman, does something shocking and unexpected.

Before you read the story, look up the term “pose” in the dictionary and reflect on the different meanings as you read the story.

Step B: Produce Ideas

Your task is to write a description of the young woman’s personality, cultural background, and social class. You must indicate comments or details in the story that helped you to form your opinions. Then, state whether she is the type of person you would like to befriend, and explain your opinion.

Complete the Producing Ideas Templates to help generate and organize your ideas.

Step C: Descriptive Paragraph

Based on your Producing Ideas Template, compose a paragraph of approximately 125–150 words, making reference to the story where appropriate. Be sure to polish your paragraph using the Final Editing and Proofreading Checklist before submitting your work.

Step D: Motivation Paragraph

Anwer Khan establishes the conflict in this story through the young woman’s motivation. Think about what motivates the young woman to pose in the window for so long. How is this related to the conflict? Discuss the young woman’s motivation for doing what she does, and then explain the conflict in the story. Respond in a well-developed paragraph of approximately 125–150 words.

Again, use the Producing Ideas Template and the Final Proofreading and Editing Checklist to produce and polish your ideas.

Evaluation Guidelines	Marks
Producing Ideas Template (descriptive paragraph) Completion	/5
Descriptive paragraph Composition Scoring Guide × 2	/12

Producing ideas template (motivation paragraph) Completion	/3
Motivation paragraph Composition Scoring Guide × 2	/12
Total	/32

Section 4 Assignment: Part 3

Setting, Time Place and Mood

Step A: “Coyote’s Morning Cry”

Read “Coyote’s Morning Cry” in *Between the Lines 12* (page 162). The personal narrative recounts the author’s experience upon hearing the sound of coyotes in the stillness of early morning.

Read the assigned questions before you read the short story. This will help you to focus your reading.

Step B: Physical Detail List

List ten of the physical details Sharon Butala includes in her writing.

Step C: Produce Ideas Template

Butala’s description of the landscape is just over 100 words in length. Recall the image you saw when you first looked out the window this morning. Your task is to write your own descriptive passage of about 100 words, choosing each word carefully to capture the details of the scene as fully as possible. If possible, include a photograph of the scene you are describing. This can be submitted as a .jpg file.

To begin your paragraph, complete the Producing Ideas Template. Be sure to focus on using rich, vivid description. Here is an opportunity to use strong adjectives, or even literary devices in your writing. You want to paint a picture for your reader.

Step D: Descriptive Paragraph

Once you have written a draft of your paragraph, complete the Final Editing and Proofreading Checklist. Then, submit the final draft to your teacher.

Evaluation Guidelines	Marks
Physical detail list (1/2 mark per detail)	/5
Producing Ideas Template Completion	/5
Descriptive paragraph Composition Scoring Guide × 2	/12

Total	/22
--------------	------------

You've already had a chance to examine theme in the poetry section of this module. Many of the terms and tools you learned in that lesson apply here as well.

Step A: Comprehension Questions

Based on your reading of "My Old Newcastle," complete the following questions. Provide a justification in your response for each question. Responses should be grammatically correct, complete sentences.

1. Consider the title of this selection. Why is it "My Old Newcastle" and not "My Newcastle," "Old Newcastle," or simply "Newcastle"? What does the wording suggest about the author's feelings toward the changes in the town?
2. Locate the sentence, "And perhaps this is one reason I write." What does the author mean by this statement?
3. Richards says of the changes in Newcastle that they are "neither bad nor good, I suppose." Is he really neutral about the present world, or do the images he uses in the last two paragraphs lean more toward the positive or the negative? Respond in 75–100 words. (Reread the final two paragraphs carefully.)
4. Go back through your responses to the first three questions. Read carefully what you've written. Now write a theme statement for this story. Remember, a theme statement is not a cliché, like "only the good die young." A theme statement is not a single word, like "death." If you need to, go back to Lesson D to review theme statements, and of course the earlier part of this lesson on keywords.

Step B: Theme Collage

Your task is to create a theme collage. This verbal/visual collage must:

1. contain a statement of the story's theme
2. include three quotations from the story to support the theme
3. contain three images to support the theme—images can be created by hand, computer, or be clipped from magazines
4. present an effective layout/design

You may create your collage on paper or by computer. If you create your collage on paper, arrange with your teacher how you will deliver it.

Use the Visual Design Checklist to guide the creation of the Theme Collage.

Evaluation Guidelines	Marks
------------------------------	--------------

Comprehension questions Question 1: 4 marks—2 for each part of the question Question 2: 2 marks Question 3: 4 marks Question 4: 2 marks	/12
Theme collage Visual Design Scoring Guide × 2	/12
Total	/24

Section 4 Assignment: Part 4

Name That Theme

You've already had a chance to examine theme in the poetry section of this module. Many of the terms and tools you learned in that lesson apply here as well.

Step A: Comprehension Questions

Based on your reading of "My Old Newcastle," complete the following questions. Provide a justification in your response for each question. Responses should be grammatically correct, complete sentences.

1. Consider the title of this selection. Why is it "My Old Newcastle" and not "My Newcastle," "Old Newcastle," or simply "Newcastle"? What does the wording suggest about the author's feelings toward the changes in the town?
2. Locate the sentence, "And perhaps this is one reason I write." What does the author mean by this statement?
3. Richards says of the changes in Newcastle that they are "neither bad nor good, I suppose." Is he really neutral about the present world, or do the images he uses in the last two paragraphs lean more toward the positive or the negative? Respond in 75–100 words. (Reread the final two paragraphs carefully.)
4. Go back through your responses to the first three questions. Read carefully what you've written. Now write a theme statement for this story. Remember, a theme statement is not a cliché, like "only the good die young." A theme statement is not a single word, like "death." If you need to, go back to Lesson D to review theme statements, and of course the earlier part of this lesson on keywords.

Step B: Theme Collage

Your task is to create a theme collage. This verbal/visual collage must:

1. contain a statement of the story's theme
2. include three quotations from the story to support the theme
3. contain three images to support the theme—images can be created by hand, computer, or be clipped from magazines
4. present an effective layout/design

You may create your collage on paper or by computer. If you create your collage on paper, arrange with your teacher how you will deliver it.

Use the Visual Design Checklist to guide the creation of the Theme Collage.

Evaluation Guidelines	Marks
Comprehension questions Question 1: 4 marks—2 for each part of the question Question 2: 2 marks Question 3: 4 marks Question 4: 2 marks	/12
Theme collage Visual Design Scoring Guide × 2	/12
Total	/24

Section 4 Assignment: Part 5

Truth or Fiction?

Step A: Readings: “Deportation at Breakfast” and “Christopher Reeve’s Decision”

Read the following two stories from *Between the Lines 12*:

- ❓ “Deportation at Breakfast” (page 62)—This story deals with the strange twists and turns every day life can suddenly take. It is written in the first-person point of view.
- ❓ “Christopher Reeve’s Decision” (page 323)—This excerpt from Christopher Reeve’s autobiography focuses on his decision to not let his tragic accident negatively impact his life. He chooses life, and an energetic one at that. Like Rick Hansen, Christopher Reeve dreamed of one day finding a cure for paralysis and spinal cord injuries.

Step B: Compare and Contrast Chart

Create a chart like the one below to answer the following questions in point form.

- ❓ What features do the two stories share?
- ❓ What is unique about each story?

You are looking for similarities and differences, not in content, but in how the story is told—what the writer does to tell the story.

List at least ten more points for each column.

The first answer in each column has been done for you.

It is important to understand that “Deportation at Breakfast” is a work of fiction, despite the fact it sounds “real.” You might want to think about what details make “Deportation at Breakfast” unreal. The second story, “Christopher Reeve’s Decision,” is a true story. Despite the many amazing events, what makes this story “real”? This should help you with filling in your chart.

[illegible]

Evaluation Guidelines	Marks
0.5 marks for each completed point 0.5 × 20	/10
Total	/10

Section 4 Assignment: Part 6

It’s All About You

Write your own narrative composition using one of the topics you developed previously in Lesson E, Activity 1: Story Preparation. Be sure your narrative includes the following:

- ? multiple paragraphs
- ? 250–300 words
- ? good, catchy title
- ? clear organization
- ? coherence
- ? interesting writing (focus on word choice)
- ? use of the conventions of standard English (proper spelling, grammar, punctuation, etc.)

Step A: Producing Ideas Template

Go back to Lesson E, Activity 1: Story Preparation and review the story preparation you have generated. Based on that information, complete one of the Producing Ideas Templates. Then, write a draft of your story.

Step B: Proofreading and Editing

Complete the Final Editing and Proofreading Checklist. Be sure to proof read your story carefully.

Step C: Final Story

Create a final draft of your story. Submit the final copy to your teacher.

Evaluation Guidelines	Marks
Producing Ideas Template Completion	/5
Final story Composition Scoring Guide × 4	/24
Total	/29

The Three Steps to Effective Communication

Step 1: Producing Your Ideas

Understand Your Purpose and Know Your Audience

Make sure you understand the purpose of your communication

- what is it you want to say?
- why do you want to say it?

Know your audience

- who will be reading/hearing your work?
- what might they want to know about the topic?

Gather and Generate Ideas

Once you know the purpose of your communication and identify your audience, you can begin collecting information.

Gather Ideas:

If you don't know your topic well, your first step will be conducting some research.

- try the internet, library, books, magazines, interview

Generate ideas:

Sometimes the subject is something familiar. In this case, you need to get the ideas already in your head onto paper. Use one of the following techniques:

- **Brainstorm** – make a list of possible ideas

OR

- **Cluster** – put topic in middle of page (connect associated words)

OR

- **Free write** – just write whatever comes to mind about the topic (Ideas do not have to be written in complete sentences – just get them down!)

Organize Your Ideas

Whichever way you choose to collect your ideas, the next step is to organize them.

- **Narrow** your topic and create a topic sentence for a paragraph or a thesis statement for a composition
- **Select** the usable material, discard the rest
- **Organize** your ideas into an outline

Step 2: Processing Your Ideas

- create a first draft of your communications product
- put your ideas into sentences, paragraphs, or bullets
- focus on getting ideas onto paper in a semi-logical, cohesive manner
- avoid focussing on grammar, spelling, or punctuation

Step 3: Polishing Your ideas

- if possible, walk away from your first draft.
- don't think about it for a few days or at least a few hours.
- go back with a fresh perspective
- read it out loud to yourself. Identify weak areas.
- complete the Editing and Proofreading Checklist

Final Editing and Proofreading Checklist

A Check content (Have you done what you set out to do?)

- ☐ All ideas are clear and fully developed
- ☐ All ideas support the main idea and relate to each other
- ☐ All ideas are supported with adequate details
- ☐ Unnecessary details are deleted
- ☐ The opening and closing are strong

B Check language (Is it easy to follow?)

- ☐ Unnecessary words are deleted
- ☐ Transitions are used to move between between ideas
- ☐ Sentences are properly constructed
- ☐ Word selections are accurate and specific

C Check format

- ☐ The form/layout of information is appropriate for the audience or assignment: checklist, paragraph, PowerPoint presentation, composition, speech
- ☐ An appropriate and interesting title
- ☐ A new paragraph is used every time you change to a new idea or speaker
- ☐ Include your name, the date, and the assignment title
- ☐ Use only one side of the page

D Check grammar, punctuation and spelling

Grammar:

- ☐ All subjects and verbs agree
- ☐ Verb tense is consistent and correct
- ☐ Parallel structure is maintained

Punctuation:

- ☐ Apostrophes with all possessive nouns
- ☐ Each sentence begins with a capital and finishes with end punctuation
- ☐ Proper names are capitalized.
- ☐ Quotation marks are used correctly where appropriate

Spelling:

- ☐ Use spell check to catch obvious spelling errors
- ☐ Manually look up difficult or confusing words in the dictionary



Learning Log

4

Wow!

Your learning log response is detailed and lively.

- ☐ The learning log entry is specific and directly responds to the assigned question or task
- ☐ Purposeful and appealing communication
- ☐ Accurate, insightful, and complete response
- ☐ Your response shows that you take pride in your work

3

Good!

Your learning log response is effective and responsive.

- ☐ The learning log entry responds to the assigned question or task
- ☐ Purposeful communication, but may not be entirely focused
- ☐ Mostly accurate and complete response - with some insight
- ☐ Your response shows that you take some pride in your work

2

A Pass!

Your learning log response is weak and under-developed.

- ☐ The learning log entry is unspecific and lacks focus
- ☐ Developing but unclear communication
- ☐ An incomplete response
- ☐ Your response shows only minimal pride in your work

1

Not Yet

Your learning log response is inaccurate and incomplete.

- ☐ The learning log entry does not specify the task
- ☐ Weak communication
- ☐ An incomplete and/or inaccurate response
- ☐ Your response shows little or no pride in your work

0

Not At All

Your learning log response is not answered or barely answered.

Producing Ideas Template

Topic:	
Audience:	Purpose:
Generate Ideas (brainstorm, cluster, free write):	Organize Ideas (logic, sequence, chronology):

Outline

Thesis Statement: _____

Main idea 1: _____

Supporting Details:

Main idea 2: _____

Supporting Details:

Main idea 3: _____

Supporting Details:

Concluding Sentence: _____

Business Letter Scoring Guide

6 ➡ Wow!	<p>Your superior paper is clear, complete, and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated effectively• Word choice and overall tone are professional• Specific course of action proposed; suitable closing statement• May contain a couple of writing errors
5 ➡ Strong!	<p>Your effective response is clear and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated• Word choice and overall tone are acceptable• Specific course of action proposed; suitable closing statement• May contain a handful of minor writing errors that do not interfere with meaning
4 ➡ Good!	<p>Your competent paper is generally clear.</p> <ul style="list-style-type: none">• Follows business letter format, though may contain minor errors• Task or problem communicated, but may be vague• Includes some of the necessary details• Word choice and tone may be minimally acceptable• Course of action may be vague; closing statement may be absent or unsuitable• A number of errors in writing, but meaning is still clear
3 ➡ A Pass!	<p>Your adequate response is barely acceptable.</p> <ul style="list-style-type: none">• Follows basic business letter format, though may contain errors• Task or problem poorly communicated; may be unclear or disorganized• Word choice and tone may be minimally acceptable• Course of action may be absent or vague; closing statement may be absent or unsuitable• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<p>Your inadequate response is unclear and disorganized.</p> <ul style="list-style-type: none">• Does not follow business letter format• Task or problem may not be identified• Course of action may be absent or vague; closing statement may be absent or unsuitable• Word choice and tone may be unacceptable• Errors may interfere with meaning
1 ➡ Not Yet!	<p>Your response is unacceptable.</p> <ul style="list-style-type: none">• An attempt to respond was made• The response does not demonstrate an understanding of the passage• Much information is missing and the format is incorrect
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand.

Composition Scoring Guide

6 ➡ Wow!	<p>Your superior paper is developed with originality, energy, and flair.</p> <ul style="list-style-type: none">• Writing is purposeful, focused, and on topic• Details and examples are used effectively• Sentences are controlled and varied in structure• Word choice is appropriate, precise, and often sophisticated• May contain a couple of writing errors
5 ➡ Strong!	<ul style="list-style-type: none">• Your effective paper is clear and fairly well developed.• Writing is purposeful and logical• Supporting details are well chosen• Sentences are controlled and varied in structure• Word choice is appropriate but expression may be awkward• The handful of minor writing errors do not interfere with meaning
4 ➡ Good!	<p>Your competent paper is on topic and generally clear.</p> <ul style="list-style-type: none">• Writing is articulate but unimaginative• Sentence structure is simple• Expression is simplistic; some attempt at more complex word choice• A number of errors in writing, but meaning is still clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Your adequate paper addresses the topic, but development is weak.• Ideas are repetitive and often simplistic• Paragraphs exist but may only be a few sentences each• Awkwardness in sentence structure interrupts flow• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<p>Your inadequate paper fails to achieve assignment purpose.</p> <ul style="list-style-type: none">• Genuine attempt at a full and structured development• Content may be repetitive, unfocused, or weak• Word choice is basic and often informal• Sentence structure is simple containing fragments and run-ons• Numerous errors interfere with meaning• May demonstrate lack of proficiency in English language
1 ➡ Not Yet!	<p>Your response is unacceptable.</p> <ul style="list-style-type: none">• An attempt to respond was made• Writing has little or no sense of purpose or organization• May be too short (one paragraph for an essay)• Significant number of errors creates uncontrolled development
0 ➡	<ul style="list-style-type: none">• The response is off topic or difficult to understand.

Information Text Scoring Guide

6

Wow!

Your **superior** response shows a thorough understanding of the passage and question:

- ☐ Response is accurate, clear, and complete
- ☐ Argument is logically developed and with 3 relevant details from the passage
- ☐ Clearly explains how details support the argument
- ☐ May make relevant connections to personal experience or an external point of view
- ☐ May contain a **couple of writing errors**

5

Strong!

Your **effective** response show a clear understanding of the passage and question:

- ☐ Response is clear and complete
- ☐ Argument is logically developed with some supporting details from the passage
- ☐ Explains how details support the argument
- ☐ May make connections to personal experience or an external point of view
- ☐ May contain a **handful of minor of writing errors**

4

Good!

Your **competent** response shows an understanding of the passage and question:

- ☐ Response is reasonably clear and organized
- ☐ Argument is developed with some supporting details from the passage
- ☐ Some explanation of how details support the argument
- ☐ May make connections with experience
- ☐ A **number of errors** in writing or content, but meaning is still clear

3

A Pass!

Your **adequate** response shows some understanding of the passage and question:

- ☐ Response may be unclear in places and incomplete
- ☐ Argument may not be fully developed and shows a lack of logic
- ☐ Includes some details but may not be well explained
- ☐ Some support may not be related clearly to the question
- ☐ **Numerous errors** may interfere with meaning in some places

2

Almost

Your **inadequate** response shows an incorrect understanding of the passage and question:

- ☐ Response may be unclear or incomplete
- ☐ Ideas are not developed or may simply restate the passage
- ☐ There is little or no support from the passage
- ☐ Some support may not be related clearly to the question
- ☐ **Numerous errors** interfere with the meaning

1

Not Yet

Your response is **unacceptable**:

- ☐ An attempt to respond was made
- ☐ Response **does not demonstrate an understanding of the passage**
- ☐ **Significant number** of errors creates uncontrolled development

0

The response is off topic or difficult to understand

Journal Scoring Guide

4 ➡ Wow!	<p>Your Journal response is reflective, detailed, and lively.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Specific, accurate information• Well chosen examples and details• Insightful reflections and connections to broader issues <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Obvious purpose for writing• Interesting and engaging to the reader• Intentional organizational structure
3 ➡ Strong!	<p>Your Journal response is reflective, effective, and solid.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Accurate but general information• Appropriate details and examples• Basic reflections and connections to broader issues <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Sense of purpose is apparent• Good development but unoriginal• Clear organizational structure
2 ➡ Almost	<p>Your Journal response is minimally developed and weak.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Brief and generalized information• Obvious or unrelated examples and details• Few reflections and connections to broader issues <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Purpose is hard to determine• Minimal development and unoriginal ideas• Loose organizational structure; difficult to follow
1 ➡ Not Yet	<p>Your Journal response is inaccurate and incomplete.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Presents brief and possibly inaccurate information• Response is a summary or a single idea rather than a reflection <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Sense of purpose is not evident• Response is too brief to evaluate• Disorganized structure makes the response difficult to understand
0 ➡ Not at All	<ul style="list-style-type: none">• The response is off topic or difficult to understand

Oral Communication Scoring Guide for Poetry Reading

<p>4 ➡</p> <p>Wow!</p> <p>Your oral interpretation is thoughtfully considered, engaging, expressive, and illuminating</p>	<p>Preparation</p> <ul style="list-style-type: none"> substantial preparation is evident 	<p>Delivery</p> <ul style="list-style-type: none"> pitch is used consciously and successfully to convey emotions, and to engage and entertain audience pauses are very effectively employed to improve meaning and/or dramatic impact volume is used for effect, and speaker is heard throughout the presentation
<p>3 ➡</p> <p>Strong!</p> <p>Your oral interpretation is passable and basic; more effective expression is required</p>	<ul style="list-style-type: none"> adequate preparation is evident 	<ul style="list-style-type: none"> the emotion conveyed using pitch does not always fit the content; voice does not consistently engage and entertain audience pauses are satisfactorily used to improve meaning or impact volume is used for effect, and speaker can be heard most of the time
<p>2 ➡</p> <p>Almost</p> <p>Your presentation is weak and underdeveloped. More attention to the presentation is required</p>	<ul style="list-style-type: none"> little preparation is evident 	<ul style="list-style-type: none"> pitch is rarely used, or the emotion it conveys often does not fit the content pauses are intentionally used, but are not effective in improving meaning or impact regular problems with delivery lead to difficulty understanding or following parts of presentation volume is minimally used for effect, and speaker is not easily heard for most of the reading
<p>1 ➡</p> <p>Not Yet</p> <p>Your presentation is inaccurate or incomplete</p>	<ul style="list-style-type: none"> no preparation is evident 	<ul style="list-style-type: none"> pitch is not used to convey emotion pauses are not intentionally used frequent problems with delivery lead to difficulty understanding or following most of the presentation volume is too soft to be heard
<p>0 ➡</p> <p>Not at all</p>	<ul style="list-style-type: none"> You did not submit a recording of, or deliver an oral interpretation of a poem. 	

Paragraph Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Forceful topic sentence that directly addresses the topic• All ideas are relevant and directly support the topic sentence• Logical sequence of ideas; effective concluding sentence• Sentences are controlled and varied in structure• Word choice is appropriate and precise: few mechanical errors
5 ➡ Strong!	<ul style="list-style-type: none">• Clear topic sentence that addresses the topic• Most ideas are relevant and generally support the topic sentence• Logical sequence of ideas; strong concluding sentence• Sentences are mostly controlled and varied in structure• Word choice is appropriate and accurate; some mechanical errors
4 ➡ Good!	<ul style="list-style-type: none">• Adequate topic sentence that addresses the topic• Ideas support the topic sentence but are general or obvious• Some logic in the sequence of ideas; adequate concluding sentence• Sentences and word choice are simple with an attempt at variety• A number of writing errors, but meaning is clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Simple topic sentence that attempts to address the topic• Some ideas support the topic sentence but are general or obvious• Attempt at logical sequence of ideas; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<ul style="list-style-type: none">• Topic sentence is present, but may not address the subject• Ideas attempt but do not logically address the topic• Sequencing of ideas is confusing; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
1 ➡ Not Yet!	<ul style="list-style-type: none">• Topic sentence absent or does not address the topic• Ideas and writing have little or no sense of purpose• Maybe too short to adequately assess• Awkwardness in sentence structure and word choice• Significant number of errors creates interferes with meaning
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand

Paraphrase Scoring Guide

4 ➡ Wow! Paraphrase is outstanding and engages the audience	Content <ul style="list-style-type: none">• Main idea is exceptionally well paraphrased• Language is vivid and sophisticated	Delivery <ul style="list-style-type: none">• Voice is used consciously and successfully to enhance paraphrasing• Delivery engages and/or entertains audience
3 ➡ Good! Paraphrase achieves its purpose and maintains audience interest .	<ul style="list-style-type: none">• Main idea is clearly paraphrased• Language is appropriate but not varied	<ul style="list-style-type: none">• Voice is appropriate and correct but may not enhance the paraphrase• Maintains audience interest
2 ➡ A Pass! Paraphrase is minimally accomplished and does not engage the audience.	<ul style="list-style-type: none">• Main idea is clearly paraphrased• Language is appropriate but not varied	<ul style="list-style-type: none">• Voice problems interfere with paraphrase delivery in places• Audience may struggle to understand or follow communication
1 ➡ Not Yet Paraphrase is inadequate and does not maintain audience interest.	<ul style="list-style-type: none">• Main idea is not paraphrased• Language is consistently used incorrectly	<ul style="list-style-type: none">• Voice problems may interfere with delivery• Audience is unable to understand or follow the paraphrase
0 ➡ Not at all	<ul style="list-style-type: none">• Paraphrase is too brief to evaluate or not attempted at all.	

Response Scoring Guide

4 ➡ Wow!	Your response is detailed and lively. <ul style="list-style-type: none">• The submission is specific and directly responds to the assigned question or task• Purposeful and appealing communication• Accurate, insightful, and complete response• Your response shows that you take pride in your work
3 ➡ Good!	Your submission is effective and responsive. <ul style="list-style-type: none">• The submission responds to the assigned question or task• Purposeful communication, but may not be entirely focused• Mostly accurate and complete response—with some insight• Your response shows that you take some pride in your work
2 ➡ A Pass!	Your submission is weak and under-developed. <ul style="list-style-type: none">• The submission is unspecific and lacks focus• Developing but unclear communication• an incomplete response• Your response shows only minimal pride in your work
1 ➡ Not Yet	Your submission is inaccurate and incomplete. <ul style="list-style-type: none">• The submission does not specify the task• Weak communication• An incomplete and/or inaccurate response• Your response shows little or no pride in your work
0 ➡ Not At All	Your submission response is not answered or barely answered.

Visual Design Scoring Guide

6 ➡

Wow!

- Your superior product is thoughtful, creative, and well designed
- Product has a clear purpose and sense of audience
- Includes significant and relevant details
- Layout is balanced and logically organized
- Effective use of titles and headlines; important elements are clearly emphasized
- Strong visuals add to the product
- May contain some minor errors

5 ➡

Strong!

- Your effective product is clear, organized, and well designed
- Product has a sense of purpose and audience
- Includes most significant details
- Layout is balanced and logically organized
- Appropriate titles and headlines with some elements emphasized
- Effective visuals add to the product
- May contain a handful of minor errors or gaps

4 ➡

Good!

- Your competent product is acceptable
- Product has some sense of audience and purpose
- Some details may be missing or repeated
- Organization is present but may lack balance
- Acceptable titles and headings with some elements emphasized
- A number of errors; some gaps present

3 ➡

A Pass!

- Your adequate product is minimally acceptable
- Weak sense of audience and purpose
- May contain irrelevant details or some details may be missing
- Lack of organization and balance
- Titles, headings, and visuals may be weak or missing
- Numerous errors; gaps are present

2 ➡

Almost!

- Your inadequate product is incomplete and unclear
- Product doesn't address audience or purpose
- Details are irrelevant or missing
- Some visual support but lacks balance
- Titles and headings are weak or missing; visuals less than acceptable
- Numerous errors interfere with meaning

1 ➡

Not Yet!

- Your product is unacceptable
- An attempt was made
- The product does not demonstrate an understanding or the purpose
- Significant information is missing; layout is inappropriate

0 ➡

- The product is off topic or difficult to understand

Visual Design Checklist

General Check

- ☐ the product is appropriate for and appeals to its audience
- ☐ a headline near the top clearly identifies the product's purpose (may be accompanied by an applicable graphic)
- ☐ only relevant information is included
- ☐ information is divided into small, easily readable chunks, often presented as lists or tables
- ☐ chunks of information are identified with titles where appropriate and are arranged in a logical order
- ☐ graphics are used to add context, interest, and balance
- ☐ important location and/or contact information is located near the bottom
- ☐ a persuasive or summarizing statement, or action phrase, may be included near the bottom

Design Element Check

Type

- ☐ the typeface(s) used are readable and complement the mood of the product
- ☐ no more than 2 different typefaces are used
- ☐ headlines are 18–24 pt, bold
- ☐ body copy is very readable and 9–12 pt
- ☐ bold is used to emphasize
- ☐ italic is used to differentiate
- ☐ type alignment looks balanced and easy to read

Graphics

- ☐ graphics which illustrate information are placed close to the corresponding text
- ☐ small graphics may be used to achieve balance
- ☐ lines may be used to separate elements

White space

- ☐ white space is provided to separate elements and achieve an uncluttered look

Colour

- ☐ colour may be used to add interest and attract the eye to important information
- ☐ there is enough contrast between type and the background colour

Composition

- ☐ the composition complements the page size and proportions
- ☐ elements are not too close to the page edge
- ☐ the elements are visually balanced on the page