***Knife of Never Letting Go* – Project Choices**

1. Choose 2 specific incidents from the story to retell from either Viola’s perspective, or from Manchee’s. You need to establish some of detail similar to what Ness has already provided, but reveal the thoughts of this character rather than Todd. You can use the dialogue that Ness has created.
2. It is evident from Todd’s mother’s journal that she loves her son and wants to have a good relationship with him. However, that was unable to happen. Create a back and forth letter conversation that Todd’s mother might have with him, using her response to the events of the novel. There should be at least 4 entries for both Todd and his mother (they should be responding back and forth to each other).
3. Using formal essay style, write a character sketch of Todd, Viola, or Manchee. You will need a minimum of 5 paragraphs: an introduction, three body paragraphs, and a conclusion. You are expected to use examples from the book (quotations). This should include a physical description of the character, what they say and think, and how they react to the world around them.
4. Todd learns a lot about New World on his journey to Haven. Using the details provided, construct an illustrated map of Todd’s travels. Include features of the landscape and communities that he and Viola travelled through. Indicate places where important events occurred.
5. Design 2 dioramas of specific events in the story. Use the text to provide vivid details. These are expected to be very detailed. Title the dioramas to reflect the scenes they portray.
6. Imagine you are in charge of creating a display case for the main characters for an upcoming book release. Using information from the book, you must create a trifold design that illustrates 3 characters from the book. It must include their name, personality, quotes from the character, and interesting facts about them. You must also include an image of the character.
7. An idea of your own – you *must* talk to Ms. Dueck about it first, or it may not count.

*The goal of this is for you to go back and use pieces of the novel as reference. You need to read closely for details, to replicate scenes and dialogue from other points of view, or to keep your creative elements consistent with the tone and ideas of the book.*

**\*Length: Written projects must be at least 6 pages double spaced\***

***Knife of Never Letting Go* – Rubric**

This assignment will be marked on the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Completion of Assignment** | Research of assignment was thorough; showing insight into the assignment. All components were completed and extra information was also provided. | Research of assignment was completed; showing that student read the novel and understood the assignment. All components were completed. | Research of assignment was mostly completed; showing that student read most of the novel. Most components were completed. | Research of assignment was incomplete; showing that student didn’t read or understand the novel. Most components were incomplete or missing. |
| **Presentation of Information** | Presentation of the assignment (either through writing or visuals) was completed and is easy to read. It complements the assignment, enhancing components of it. | Presentation of the assignment (either through writing or visuals) was completed. | Presentation of the assignment (either through writing or visuals) was completed, although some sections are hard to understand in their relation to the novel. | Presentation of the assignment (either through writing or visuals) was incomplete, and much of the information is unfinished. |
| **Mechanics of Language** | Extremely neat.  Well written with terminology, complete sentences, and punctuation.  Errors are limited to none or one. | Very neat.  Written with good terminology, complete sentences, and punctuation.  Meaning is clear.  Proofreading evident. | Messy, but readable.  Written with some terminology, complete sentences, and punctuation.  Errors do not hinder meaning.  Proofreading evident. | Messy to the point of illegible.  Little to no use of terminology, complete sentences, and punctuation.  Errors hinder reading.  Not proofread at all. |
| **Focus Level on Assignment** | All components of the project were completed with detail and depth. Student worked on assignment entire class. | Most of the project was completed, with a few missing components. Student spent most of class time wisely. | Many items are missing from the project. Student had to be reminded to remain on task. | No effort was placed on assignment, and many components of assignment as missing. Student was unfocused on assignment. |

**\_\_\_\_/16 x 2 = \_\_\_\_/32**