Independent Reading Project Overview:

Curiosity Quest

General Objectives of the project:

- Experience reading, thinking, and comprehension in many genres and media.
- Learn how to collect, store and classify data
- Learn how to interpret data for meaning and usage
- Learn how to transform data into a unique application through synthesis

General Purpose and Goals of the project:

- Develop Passion
- Become an Expert
- Create a Masterful Product

Broad Requirements:

- An extended multi-genre / multi-media reading experience
- An Interactive Notebook Artifact
- A cumulative log of information sources and experiences
- Set number of books to be read and sources to be used
- Phase by phase goal-setting and conferencing
- End of phase products
- A culminating product

Project Phases:

- Exploratory
- Refinement and Focused Study
- Interpretation: Analysis, Synthesis, and Evaluation of data.
- Creative Synthesis and Masterful Demonstration of Inquiry.

General Timeline:

Date	Phase
December – January	Exploratory Phase
February – March	Refinement Phase
April	Interpretation Phase
April – May	Creation Phase: Culminating Project Due

Curiosity Quest Collection

"Dare to strike out and find new ground."
-Dead Poets Society

Purpose and Goals of Project

◊ Develop Passion
◊ Become an Expert
◊ Create a Masterful Product

Definition

A Curiosity Quest Collection is a kind of notebook in which you will record information/reflections from your reading and research, manipulate the information/reflections for interpretation and meaning, and at times, transform the information/reflections into something new and unique. You will use several types of writing and creative graphic techniques in this process. This notebook is the principle artifact of your year long inquiry into your curiosity, your CQ, Curiosity Quest.

The notebook has a basic format that you will follow in terms of entering and interpreting information/reflections. You might interpret, evaluate, explore, demonstrate, review, etc., often using creative or innovative activities. You may also simply record reading notes, paste in poems, or collect other data. The purpose of the notebook is to reflect the Curiosity Quest you travel on this year.

Organization

"I never remain passive in the process of reading: while I read I am engaged in a constant creative activity, which leads me to remember not so much the actual matter of the book as the thoughts evoked in my mind by it, directly or indirectly."
-- Nicolas Berdyae

Your notebook will have three distinct sections:

- Preparation Materials
- Working Bibliography
- Data Collection and Interpretation (divided into four phase units)
    - Exploratory Phase
    - Refinement and Focus Phase
    - Interpretation and Evaluation Phase
    - Creation Phase : Product Planning

Each Phase will have its own cover page created on a right hand page preceding the section. You might often leave that page in reserve until you finish a section or phase, then return to it to design a graphically pleasing and meaningful title page.

"We use books like mirrors, gazing into them only to discover ourselves."
-- Joseph Epstein

Further Explanation of Sections

Preparation Materials

In this section you will paste the following materials:
- 100 Questions
- Top Ten Questions
- Top Ten Questions Chart (Questions plus Theme Words)
- Question / Topic Selection Grid
- Final Question / Theme Card

Working Bibliography

In this section you will keep an ongoing record of every resource you explore whether it is a book, magazine, film, field trip, interview, etc. You will record basic bibliographic information for later reference. This information will include:
- Formal Bibliographic Entry Form from CRH
- Date and Time of Completion
- Length of source: pages, minutes, time invested
- Type of Media: book, film, internet, live presentation...
- Type of Genre: Novel, Short Story, Play, Poem, Documentary, Sculpture, etc.

Example:

Stein, Frank N. I Sing the Body Electric: A Biography in Many Parts. New York: Delacarte Press, 1992.
Date and Time of Completion:	11/25/01 10:25p.m.
Length of Source:	251 pages
Type of Media:	Book
Type of Genre:	Biography

Skullman, Headly. Personal excursion to the Art Institue of Chicago to view "Sky Above Clouds" by Georgia O'Keeffe. October, 16, 2001.
Date and Time of Completion:	10/16/01 9:15 a.m.
Length of Source	One Hour Tour
Type of Media:	Painting
Genre:	American Contemporary

You will receive a form that you can either model or paste into your notebook to help you record this data.

"How many a man has dated a new era in his life from the reading of a book!"
- Henry David Thoreau

Data Collection and Interpretation

This is the main body of your notebook.

Source-Based Entries:
(Right There and Put it Together Thinking and Writing)

- A "testable" piece of information.
- Notes on each source experience, dated. They should be structured so that the ideas and concepts taken from the source are clear and organized. They should provide details and examples to support the ideas.
- There may be data that needs to be pasted-in from unconventional sources, or distributed by the teacher.

Experience-Based Entries:
(Author and You and On Your Own Writing)

- "Work out" an understanding of new material by using illustrations, diagrams, flow charts, matrices, story maps, poetry, color, cartoons, songs, etc.
- Explore options and clarify values of controversial issues. Wonder "what if" in hypothetical situations, examine problems and solutions, analyze elements of a text, make connections to current events.
- Create new sets of exploratory questions or seek answers with new sets of subsidiary questions.
- Demonstrate curiosity, creativity, and analysis as new material is encountered.
- Demonstrate / Illustrate the confrontation of Authoritative Knowledge and your Experiential Knowledge.
- Express feelings and reactions to activities - like experimental exercises - which tap into intrapersonal learning.
- Review what has been learned and preview what is planned to be explored next.

" In the world of truth, there is no East, no West.
Where then is the North, the South?
Illusion makes the world close in.
Enlightenment opens it on every side."

- The Te of Piglet

" A truly good book teaches me better than to read it.
I must soon lay it down, and commence living on its hint....
What I began by reading, I must finish by acting."

- - Henry David Thoreau

Notebook Evaluation

Your notebook will be evaluated once in each phase during the project and at the end of the project. This means that your evaluations will be of two types: formative, and summative.

Formative Evaluation

Formative evaluation is the evaluation done during each phase. An evaluation will be marked for you each phase in which your notebook is reviewed. You will receive feedback on what is well done and what is not. Your evaluation will rely principally on whether you have achieved completion of the goals for that phase and demonstrated a committed effort on, and completion of, the various process tasks for that phase. Quite simply, "Are you complete, or incomplete with the goals and expectations of that period?" An <u>example</u> of the kinds of things that will be looked at will be:

Volume
- at least 1* choice entrie(s) per week* demonstrating
  passion, expertise, and committed effort
- additional assigned entries with a focus area
- a <u>minimum</u> of 60 minutes reading time per week outside class
  > *subject to modification each year or each phase. It could be 2 entries per week, or 25 entries per phase, or one entry per day…*

Variety
- various entries that explore multiple levels of thinking
- illustration and color in graphic design displayed
- alternate types of media and genre explored

Structure
- each entry dated
- each entry labeled
- new sources (media and genre) titled
- section/phase cover pages
- organization of ideas/information is clear

"Books are the compass and telescopes and sextants and charts which other men have prepared to help us navigate the dangerous seas of human life."
– Jesse Lee Bennett

Depth
- reflection is included
- higher level thinking is apparent
- evidence of effort and mindful thinking

* Reflective Response *

Reflective response (R.R.) is a way to record your observations of what you would do differently the next time as it applies to any of the various experiences throughout the project. You should record your reflective responses as they occur to you and date them. Your Reflective responses can also include suggestions to the teacher as to what might work better the next time as it applies to any given exercise, experience, or requirement in the project. You can record this at any time and place in your notebook.

In addition, there will be less formal walk-around checks, where one particular assignment or activity will be checked as complete or incomplete.

Formative evaluations are not cumulative, that is, they are not averaged. Instead, the MODE will be looked at. The mode is a way of looking at the most common or frequently occurring evaluation. This is a way to encourage and promote consistent excellence.

Summative Evaluation

Summative evaluation is the final grade your notebook will receive at the end of the project. This grade will not take into consideration all your formative evaluations, but will look at your notebook as a whole - its total impact. You will receive a more traditional number or letter grade as determined by your teacher. Some of the things that will be considered are:
- Total Completion
- Consistent Committed Effort
- Number of occurrences of work that "Goes Beyond" successful completion
- A Pleasing "Look and Feel" to the notebook
- Evidence of <u>Personal and Academic Growth</u>!

Other Evaluations*

- The Number of Books Read
- Number of other sources read or experienced
- Phase Projects
- Final Project
  See Attached Evaluation Summary
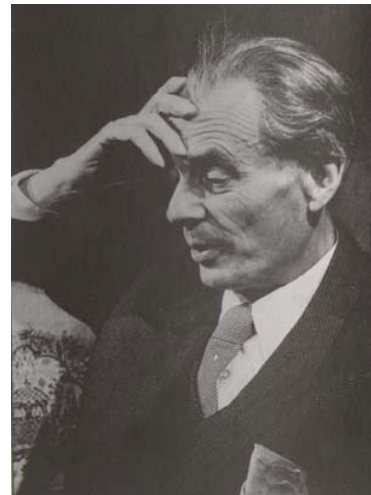
"*Every man who knows how to read has it in his power to magnify himself, the ways in which he exists, to make his life full, significant and interesting.*"

-- Aldous Huxley

Journal Entries

Each week your Curiosity Quest Collection will include a teacher set minimum of new entries. These entries will involve various levels of thinking strategies, learning styles, and reflective expressions. Regardless of the type of entry you choose, passion, expertise, and committed effort will be evident in all entries that are complete and represent quality. Use the open space in your notebook as a place to take out your shovel and DIG. Dig into the content. Dig into the stories. Dig into the characters. Dig into yourself. Dig into humanity.

Structure

Your entries will include the following:

- A minimum of ___ entries per ____ chosen by the learner.
- A possibility of one teacher directed entry per week.
- Each new entry titled and dated.
- Each new entry having a visual distinction from the previous entry.

Possibilities for Entries
The following examples are merely ideas you could explore, but are in no way limits to what can be explored in your notebook.

Source-Based Entries:

Remember these entries are more Text Based observations involving literal reporting, or text-to-text connecting (Right There and Put It Together)

- ◊ editorial
- ◊ newspaper/ magazine article
- ◊ comic strip
- ◊ political cartoon
- ◊ collage
- ◊ poetry
- ◊ survey and results
- ◊ joke
- ◊ quote
- ◊ rap
- ◊ riddle
- ◊ song
- ◊ picture
- ◊ photo essay
- ◊ puzzle
- ◊ advertisement
- ◊ outline
- ◊ "snippets of language"
- ◊ timeline
- ◊ notes

Experience-Based Entries

Remember these entries are more Knowledge Based observations involving the use of yourself in interacting with the text. You use your own background knowledge and knowledge from other sources to make connections, draw conclusions, judge, interpret, or transform information using creative thinking and synthesis – Author and You and On Your Own thinking).

◊ graph
◊ map
◊ letter: business/personal/editor
◊ character profile
◊ predictions
◊ connection: text/self/author
◊ questions
◊ recipe
◊ sensory chart
◊ point of view (write from a character's perspective)
◊ stream of consciousness writing
◊ summary
◊ reader's response
◊ create a character report card with grades and comments
◊ make a connection to food
◊ if the main character were the opposite sex...
◊ pictoword
◊ venn diagram
◊ write an advertisement for your subject
◊ write an advertisement which a character in your book would write
◊ design a comic strip
◊ journal entry
◊ critique
◊ interview and results
◊ invent a tool that could alter experiences of society/characters
◊ poem
◊ story
◊ list

Summary of Formative Evaluation Accountability

Book Accountability: minimum of 5 complete books must be read!

Genre / Source Requirements for written material:
A given set of points will be earned for reading credit per phase: The list includes but is not limited to:

◊ Fiction
◊ Non-fiction
◊ Poetry
◊ Short Story / Essay
◊ Song Lyrics
◊ Chapters / Sections of books
◊ Periodicals

Experiential Requirements:
A given set of points will be earned for experiential credit per phase: The list includes but is not limited to:

◊ Movie
◊ Authentic Experience
◊ Interview
◊ Conference / Seminar / Symposium

Work Accountability
Including the possibility of:
- Parental Sign-off
- Extended response for each book
- Summary for each non-book format
- Notebook chapter or section summaries
- Notebook Lexicon / Key concept lists w/ page citations
  - QAR Response logs based on every ____ number of pages

Notebook Accountability

- Once per phase

Phase Accountability Projects

Exploration: Minimum 3 books read
- Multi-media, Experiential, Verbal, Oral, Video, and Audio Activities

Refinement: Minimum 2 books read
- Museum Project

Interpretation
- Written Paper

Creation
- Open Choice