## ETS 4U FSE

Your Final Summative Evaluation will involve a project (15%) and final exam (15%).

## Project (15%)

Due June 12th. Some class time will be provided. You will read the same book as one other person in the class. The book selections have been organized according to the social justice issues that are most apparent in the book. You may send me your top 3 choices, numbered, and I will try to place you in one of those choices. You may consider reading a book that relates to one of the forums you attended. There will also be a scholarly article on your book or topic for you to read with your book. Please submit your work digitally – this way a school social justice website or club can be started with your work!

1. Reading Log (Individual): 3 logs summarizing/reflecting on your reading (1/2 - 1 handwritten page each).
2. Reading Response (Individual): You may be as creative or as scholarly as you wish (ex: pinterest board for your main character/author; tumblr account, instagram; twitter vs. MLA research work) (1-2 pages).
3. Newspaper Article (Partners; 1-2 pages): Write a newspaper article for the School newspaper detailing what you have learned about the social justice issue through your book and other research. This should be encouraging students to both read the book and engage in social justice movements in Canada. You may structure it however you like: a book review, an expose, a conversation between two people, an interview, etc.
4. Social Justice Booth (Partners): a Poster Board meant to inform other students about both the book and the social justice issues in Canadian literature. We will be setting these booths up during the last week of school. You may want to include pamphlets with information and websites, etc. for students to see in their own time. Please also create an identical mini poster board on scrapbooking paper (you may use both sides).

### Exam (15%)

Your exam will consist of an essay to be written on exam day. There will be several choices, but all will require an overview of the texts studied as well as specific analysis. The essay will be a comprehensive reflection on one of the big ideas that our class decided on at the very beginning of the semester: Canadian identities; landscape (rural, urban, small town, political, regional, wilderness, etc); and social diversity and change. Your essay should draw from a variety of course material, including your FSE book and your independent reading books, and demonstrate an understanding of the shifting and entrenched values in Canadian literature, and how Canadian literature shapes/is shaped by the developing nation and culture.

Book selections

Aboriginal: Tomson Highway’s *Kiss of the Fur Queen*

LGBT: Jeanette Winterson’s *Oranges are not the only Fruit*

Democracy and Rights: J. G. Sime’s *Sister Woman*

Animals: Barbara Gowdy’s *The White Bone*

Race: Joy Kogawa’s *Obasan*

Mental Health: M. Haddon’s *The Curious Incident of the Dog in the Night*

Disability: F. H.’s *Deafening*