

Sgt John Wilson Projects

Jeff Kingwell – Elrose Composite School

ELA A30

Outcomes:

- CR A 30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, M é tis, Saskatchewan, and Canadian texts that address:
 - identity (e.g., Define the Individual, Negotiate the Community)
 - social responsibility (e.g., Shift Centres, Blur Margins), and
 - social action (agency) (e.g., Understand Beliefs, Initiate Action)
- CC A 30.1 Create a range of visual, multimedia, oral, and written texts that explore:
 - identity (e.g., Define the Individual, Negotiate the Community)
 - social responsibility (e.g., Shift Centres, Blur Margins), and
 - social action (agency) (e.g., Understand Beliefs, Initiate Action)

Summary

For my artifact, I incorporated the multiple intelligences and creativity in the post-assignments for The Secret Lives of Sgt. John Wilson. Before reading the novel, I had students take the multiple intelligences test at http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm After this, students had a better understanding of their strengths in the different intelligences. From here, I introduced some of the projects to the students and I got input from them about possible projects that we could do which would fit under the various intelligences. I made it mandatory that students choose three projects, each from a different intelligence. I suggested that they choose assignments from the categories in which they scored highly on the multiple intelligences test, but I left the final decision up to them which assignments they would ultimately choose. I made sure to give students the assignment details before reading the novel, so in that way they were able to read with a purpose, keeping the requirements of the assignment in mind.

Demonstration of Creativity

The ability to choose to assignments and show their learning through the multiple intelligences allowed students to demonstrate their creativity. I had a multitude of different projects submitted to me, but they all met the purpose of students demonstrating their knowledge of the novel, The Secret Lives of Sgt John Wilson. Some examples of student projects have been included below.

[Video Reenactment – Student Example](#)



[Soundtrack for the Novel – Student Example](#)

The Secret Lives of Sgt. John Wilson

Post-Reading Assignments

The following assignments have been designed to appeal to the different multiple intelligences. They are to be completed after the assigned reading has been finished and the assigned questions have been handed in.

Choose **THREE** of the following assignments to complete but no more than one from any category. Be sure to have lots of detail in your assignments and be sure it directly relates to the novel.

◆ Intrapersonal

1. Persuasion is the art of getting others to agree with you. Therefore, it is your task to convince your audience that your point of view is correct (or at least reasonable). In a well-written paragraph, persuade your readers of either John Wilson's sanity or insanity throughout the novel.
2. A eulogy is a speech given at a funeral, usually by someone who knew the person well. The person giving the eulogy mentions funny, sad, or important moments in the deceased person's life, or perhaps the impact he or she had on everyone. The goal is to remember the person fondly, even if he or she was not perfect. In this assignment, you will write a eulogy for a character from the novel.

◆ Linguistic

1. Identify all the evidence from the novel that points to John being guilty. Put yourself in the position of an attorney that was trying to convict John and give a passionate closing argument to persuade the audience how each piece of evidence ultimately shows John's guilt.
2. Choose the point of view of either Polly or Jack. Compose two separate journal entries that could have been written during the same time period as the novel. Provide insight into the character's personalities, thoughts, feelings, and opinions as they relate to events in the novel.

◆ Logical / Mathematical

1. Select important dates and events in the lives of Polly, Jessie, and John. Sort these days and events, and organize them chronologically. Create a timeline displaying the significant dates and events. To add creativity to the presentation of this assignment, you could construct a video timeline with appropriate images and/or personal narration, or use a program like TimeToast or something else similar.

2. Identify and describe the elements of the story including setting, characters, inciting incident, rising action, climax, and resolution. Create a Prezi or some other form of presentation for this information.

◆ Naturalist

Using organic materials found in nature, recreate a diorama of the burial site. The book is very detailed about the description of this site, so try to recreate it as best as possible.

◆ Musical

1. Choose a pivotal scene in the novel and using a music creator app/software, create a musical clip about 20 - 30 seconds long that fits with the mood/tone of the scene. Include a write up explaining how the song matches the mood/tone.
2. Create a soundtrack for the novel. Choose 7-10 songs that fit with themes of the novel, characters, conflicts, events, etc. Create a CD insert that identifies the songs and explains why they were chosen. If you wanted, you could also rip an actual CD of these songs.
3. Choose any song you would like and change the lyrics of the song to represent the novel. Do not just change a few words or create a parody: you are basically just using the background music of the song and creating all new lyrics to relate to the book.

◆ Visual / Spatial

1. Select one of the following visual projects. Use 8 ½ x 11 paper. Make your final project visually stimulating and relevant to the subject matter of the book.
 - a) Illustrate a pivotal scene from the novel
 - b) Design an alternate cover for the book
 - c) Draw a landscape poster of the crime scene
2. Choose one of the main characters from the novel. You will have to use three symbols that represent your chosen character. Symbols should be well-thought out and include carefully chosen colours as specific colours represent certain characteristics as well. Symbols will be hand drawn and show very fine attention to detail.

◆ Kinesthetic

Choose a pivotal scene from the novel, act it out, and record it. This can be done with one or two partners but everyone is expected to act and contribute. Include props and be aware of the setting and filming quality. As this novel takes place in Saskatchewan, you should have lots of good locations in the area to shoot your video.

◆ Interpersonal

1. Create an interesting podcast that will pique your audience's interest in the novel. This can be done with a partner but everyone is expected to equally contribute to it. For it to be engaging, you need, of course, to have an argument or hook of some kind that will make people want to listen to what you have to say. You can do research if you like and, if you wish, you can incorporate sound clips. If using copyrighted music, use a clip of less than thirty seconds rather than an entire song.

It's also important to think about your delivery of your content. A successful podcast will be one in which you are relaxed and clear, while not seeming overly rehearsed or sounding like you're reading directly from the page. Let your personality come through – have fun!

2. Choose a topic that is pertinent to the novel and present a brief (two – four minutes) oral report to the class. Inform the audience about the chosen topic and also make meaningful connections to the novel. **You must use at least one source other than Lois Simmie's book.** You will need to make notes on file cards to be submitted on the day of the presentation.

Topics could include:

- Remittance Men in History of Canada
- Early History of Saskatoon (1900-1920)
- The Canadian Military Police Corps
- Dukobors in Canada
- The Flu Epidemic of 1918
- The Royal North West Mounted Police
- The Post Office in Canada's early days
- Law and Order in SK (1900-1920)
- Fort Qu'Appelle Sanatorium
- Immigration to Canada (1900-1920)
- Early History of Regina (1900-1920)
- Consumption (Tuberculosis)
- Saskatchewan Participation in WWI
- Saskatchewan Provincial Police
- Rail Travel in Canada (1900-1920)
- Hospital and Medical Care (1900-1920)
- Saskatchewan's Economy (1900-1920)
- Role of Women in Society (1914-1920)

Intrapersonal Rubric

Content - information is thoughtful and thorough - strong support is used - logically organized and flows well - creativity is evident	/15
Mechanics and Style - proper spelling and grammar has been used - language is interesting and engaging	/5
Total	/20

Linguistic Rubric

Content - information is thoughtful and thorough - strong support is used - logically organized and flows well	/15
Mechanics and Style / Presentation - proper spelling and grammar has been used - language is interesting and engaging - good presentation skills (eye contact, emphasis, inflection, etc.)	/5
Total	/20

Logical/Mathematical Rubric

Content - sufficient details from the book have been included - information is accurate and thorough - proper spelling and grammar	/15
Visual Appeal - easily readable - creativity and effort is clearly evident	/5
Total	/20

Naturalist Rubric

Content - relates directly to the novel - great attention to detail	/10
Visually Appeal - incorporated natural earth materials - creativity and effort is clearly evident	/10
Total	/20

Musical Rubric

Content - shows a strong connection to the novel - meets all requirements	/15
Music - good attention to detail - good song choices	/5
Total	/20

Visual/Spatial Rubric

Content - images are relevant to the book - images are drawn with great attention to detail	/10
Visually Appeal - images are not over cluttered - creativity and effort is clearly evident	/10
Total	/20

Kinesthetic Rubric

Content - video is relevant to the book - scenes are considered with great attention to detail	/10
Acting - stays in character - acting is convincing and engaging - practice/rehearsal of lines is evident	/10
Total	/20

Interpersonal Rubric

Content - shows a thorough understanding of the topic - connections are made to the book - meets all requirements of assignment	/10
Communication - speaks fluently and confidently - catches the audience's attention in an engaging manner - language is interesting and engaging	/10
Total	/20

Comments: