

Language Arts 6

'Survivor' Book – Research portion

Each student has composed a fictional story of survival, in a setting of his/her choice (most of the stories are set on tropical islands). As well, each student has created a rough sketch of a scene from his/her own story.

A third part of the book, as we've envisioned it, is for the students to do some research, using non-fiction sources of information, on their chosen setting. We would like them to tell us about:

- the climate (rainfall, mean temperatures in the four seasons)
- the native vegetation and animal life
- the location in the world, e.g., South Pacific, equator, etc. [draw or trace a map]
- landforms, e.g., lakes, mountains, rivers
- any other interesting information they find in their research

In order for them to be able to do the research, we will have to instruct them to think of their 'island setting' as being similar to a real island or country in the world, so that they can search for and find something real. A proposed beginning paragraph for all of them could be:

"While this story is fictional, the setting for it is based on the real location of _____ . My research on this place revealed the following: "

and then they can use the categories above to make notes.

[This project has become a learning experience for me, as well! In retrospect, and for future practice, I think I would have the students do this part of the project first, so that when it came time for them to do their creative writing, they'd be able to incorporate the facts they've gathered about the real place they've researched into their stories.]

The finished product could be an 8 ½ by 11 page, with this information shown on it, illustrated, if they like, with downloaded pictures or hand-drawn sketches, and bulleted information.