**Final unit assignment: Your story.**

As you progress through Grade 12, many people will be asking you - “What are you doing next year?”. Some of you may already have settled on an answer. For others of you, that question might be keeping you up at night.

Understanding your identity (both collective identity and individual identity) can help you make decisions about your next steps in life, or help you to understand more clearly the path you are already on. It can give you more purpose and clarity in writing those admissions and scholarship essays. It can help you articulate your hopes and fears; show what’s propelling you forward, and what’s holding you back.

Many works of literature, including the texts we’ve read in the last month, explore identity, because it’s a complex and compelling theme. Many depict a particular event, a single experience, which reveals or forms identity. This is partly because we tell stories about our lives, in order to understand them, and because a writer’s work is to show, rather than tell, how people change and develop insight into themselves.

To wrap up this unit, **you’ll tell 3 very short stories about some aspect of your identity.** These could include:

* Some aspect of your identity, like culture, religion, race, sexual orientation, gender identity, or family life
* An experience you’ve had that shaped your identity (immigration, travel, family changes, friendships, sports, relationships, school, arts)
* A change in perspective you’ve experienced (a way you’ve learned to see the world differently)

You’ll tell the story with a combination of IMAGES and WORDS. For each story, you’ll choose, or take a photograph. Then you’ll write a story about the image, or record yourself telling a story.

Whether you choose to use spoken or written language, many of the same criteria apply:

* Be specific and use detail, especially sensory detail
* Use literary devices to be expressive – comparisons (similes and metaphors), hyperbole, onomatopoeia
* For written stories: word choice is precise, you use a variety of sentence constructions, your grammar is carefully checked
* For spoken stories: you use your voice expressively, through varying pitch, volume, and speed

These are meant to be short! Written stories should be 150-200 words. Spoken stories should be about the same length in your script, which means about 1.5-2.5 minutes for each story.

Timelines:

* Work time in class (planning, drafting) – Oct 28
* Work time in computer lab – Nov 1
* Due Date – Nov 7. However, I would be happy to receive them **earlier.**

Assessment Rubric Name:

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|  | **Beginning (0-9)** | **Developing (9-13)** | **Achieving (13-16)** | **Advanced (16-18)** |
| Content | Story is illogical, too hard to follow, very clichéd, or inappropriate for the audience | Story is straightforward and clear  May be somewhat clichéd or lack much exploration of identity concepts  Explores a simple theme | Story is thoughtful and interesting  Characters and concepts around identity are fully developed  Explores a theme | Story is engaging and original, in expression or content  Insightful engagement with a theme; people and ideas are deeply explored |
| Style and Voice | Confusing or hard to understand  Voice or style is inappropriate for content | Voice and style usually fits the content, but may occasionally change or be too informal  Minimal detail – tends to be generalizations  Few literary devices used/devices not relevant to theme | Voice and style is appropriate to the theme of the piece  Literary devices are used  The story uses detail and specificity | Narrative is enhanced by a distinct, original sense of voice  Literary devices are used effectively  The story uses detail and specifics skillfully; creates a memorable, easy-to visualize narrative |
| Mechanics – Written language | Errors in grammar, spelling, and word choice are significant enough to affect meaning | Errors in grammar and word choice are present, but generally don’t obscure meaning.  Sentences tend to be repetitive in structure, or have recurring problems. | Errors in grammar don’t affect meaning.  Vocabulary and sentence variety are appropriate for the piece.  There is some variety in sentence structures. | Vocabulary is advanced and appropriate to piece  Varied sentence structures and paragraphing are used effectively |
| Mechanics – Spoken Language | Due to recording problems, volume, or speed of speech, the story is hard to follow or understand | The story sounds like it is being read from a page. There isn’t much expression or manipulation of voice. | It sounds like the storyteller is speaking to an audience.  Voice is expressive; using pacing, volume, and pitch to generate meaning. | The story is so skillfully told that it is captivating and engaging.  Expression is skillful. The speaker takes risks and treats the story as a performance. |
| Image | No image attached to text, or an image that is a stock image from the internet | The image is original, but doesn’t really enhance the story. It might be fairly generic or contain details/expressions that aren’t connected to the story. | The image illustrates the story. Its content connects to the story’s content. By looking at both together, we arrive at a better understanding of the theme of your story. | The image does something special to complement the story. Through composition, detail, or human expression, it tells us something about the story that goes beyond what the story could do alone. |

Comments: