Oct. 17/11

Before you leave (to pass in):

List: 6 items for A.O.I.

↳ 2 required
↳ 4 optional

stories for each item

English 10 • Mr. Wozney

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THINK • READ • WRITE • SPEAK

Anthology of Insight: Summative Assessment for Story Unit

Five BIG Ideas of the Unit

1. *To appreciate a genre of writing we must be able to recognize and understand its form and structure. (The Elements of Fiction)*
2. *Through fiction, authors expose us to some of many different ideologies, identities and positions that exist in our world.*
3. *Responding to the issues, themes and situations in the stories we read helps us make sense of the world.*
4. *Authors craft stories to guide our reading. They use various techniques to shape the meaning and impact of their stories. (Figurative language)*
5. *Strategic readers are aware of the "Rules of Notice" and read with an eye for noticing what is important.*

Description

We have explored the concept of "story" as the initial step on our journey to becoming academic readers, writers and thinkers, and used a range of stories (folktale, short film, film, historical drama, short story, investigative journalism) to explore key story ingredients/concepts, strategies for understanding and techniques of writing that create layers of meaning. For this project, you will use two of the short stories covered in class, and you will also select additional stories for further study and inquiry. The final product will be an *"Anthology of Insight"*. ***In it you will showcase your insight into the four short stories you select.***

What is insight?

Insight is the ability to see and understand something deeply. With respect to reading short stories, insight refers to your understanding of the stories you read. This insight will include your understanding of the author's message or theme as well as the unique qualities of each story that allow the author to develop their story.

What is an anthology?

An anthology is a collection of similar texts. There are poetry anthologies and anthologies of Shakespeare's plays. As you work through this project, you will have with you a short story anthology called *Inside Stories I*.

Insight into the short stories + an anthology format = Anthology of Insight

Requirements

2 stories *from class*	+	2 stories you locate, study *on your own*	=	**Anthology of Insight**

Project Elements

Your Anthology will include a total of six written or created items, each one based on one of the stories you use for your anthology. The goal of these responses is to share your insight into these stories in a variety of formats. You may use an option only once.

You must include the following two elements:

1. Complete a **Short Story Inventory** for one of the stories. (A sample will be provided for you to use as an exemplar.)
2. Write a 300-400 word personal essay in response to **one** of the stories. Essay question: What does this story teach you about yourself and/or the world around you?

You must complete one of the following items for each of the four stories in your anthology:

a. Develop an extended metaphor for the protagonist of a story. Express this in a poem or other piece of writing that reflects the author's **characterization.**
b. Write a memoir from **the point of view** of one of the main characters that captures the *impact* of a significant event in the story.
c. Write a series of three poems in response to **the main conflict** in the story OR find three published poems (lyrics can be used) that address a similar conflict. Include copies of the poems and write a 150-200 word explanation of the how they relate to the story's conflict.
d. Sketch or paint of a scene from the story that captures significant **details of the four aspects of setting, and how they create atmosphere- the story's emotional tone**. **Quote related passages from the story.**
e. Rewrite a significant section of the story from another **point of view**. Be sure to indicate the page numbers and source of the section you are rewriting.
f. Write a series of three journals (or three letters) from the point of view of one **dynamic character** in the story. Reveal the change they undergo in the story.
g. Create a Facebook Profile Page for the protagonist of the story. Include profile details, a friends list and Facebook applications that will reveal this **character's significant traits and the conflict** they struggle with in the story.
h. **PROPOSE YOUR OWN:** Create your own way to respond to the story. Think outside the box or reuse a comfortable format. You may use this option twice as long as you submit a proposal outlining your format at least one week prior to the due date.

*** I encourage you to think creatively about how you might incorporate some aspects of technology in this project! Set up an appointment to chat if you have ideas you want to propose. For example, ever tried the program Comic Life? What about creating a character's BLOG or website?**

This project asks you to demonstrate proficiency in many of the ELA 10 outcomes:

By the end of grade ten, students will…

4.1 Read a wide variety of print texts
4.2 Seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesising, and evaluating.
4.6 Demonstrate an understanding of the impact literary devices have on shaping a text
5.2 Select appropriate information to meet the requirements of a learning task
5.3 Analyze and evaluate the chosen information.
5.4 Integrate chosen information, in a way that effectively meets the requirements of a learning task
6.1 Students will articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence.
6.2 Respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending.
7.2 Make inferences, draw conclusions, and make supported responses to content, form and structure.
7.7 Identify an awareness that texts reveal and produce ideologies, identities, and positions
8.1 Use writing and other ways of representing to extend ideas and experiences
8.2 Use note-making, illustrations, and other ways of representing to reconstruct knowledge
8.3 Choose language that creates interesting and imaginative effects.
9.1 Demonstrates skills in constructing a range of texts for a variety of audiences and purposes.
9.2 Create and organizing structure appropriate to the purpose, audience, and context of texts.
9.3 Select appropriate form, style, and content for specific audiences and purposes.

Assessment criteria and checklist:

The final product should…

_____ include a front and rear "jacket" with a title and visuals that reflect the work to be found inside the anthology.
_____ have a Table of Contents
- Must have page numbers that refer to the related work

_____ be organized into four sections /chapters *(one for each story)*
- *One page for each story* with a section/chapter title that hints at your insight into the story

_____ include the two required items and four items selected from the list of options provided or items you propose

Item 1	Item 2	4 items from a-j	
✗ ✓	✗ ✓	_____ ✗ ✓	_____ ✗ ✓
		_____ ✗ ✓	_____ ✗ ✓
Story used:	Story used:	Stories used:	
_____	_____	_____	_____

_____ be typed, double spaced (where appropriate) and page numbered in MLA format
_____ include a bibliography of resources used in the creation of your project (MLA Style citation)
_____ resemble an authentic anthology. The collection should be *bound* like an anthology
_____ reflect best effort in all aspects and commitment to quality and learning ☺

9-10 Highly Insightful! (Meets all, exceeds some/many outcomes)
You have followed the project directions thoroughly and completed all required components.
Your analysis of stories is thorough and highly accurate and your insight into each story is mature, engaging the reader.
Work is skilfully composed (low and minor number of errors compared to length) and communicates ideas articulately
The anthology is thoughtfully composed and constructed.
The components are organized in a way that enhances your content and creates enjoyment for a reader/viewer. (All pieces work together as a single text with a clear purpose just like the *Inside Stories I* anthology. *Must have table of contents and pages numbered to earn this grade.)

8-7 Showing Insight! (Meets all outcomes)
You have followed the project directions and completed all required components.
Your analysis of the stories is mostly accurate and your insight into each story is clear to the reader.
Work is skilfully composed. There may be some mechanical errors, but they do not significantly impact communication of ideas.
Work is polished and demonstrates effective organizational choices.
Although imperfect, the booklet has the feel of being a collection of similar work much like the Inside Stories I anthology.

6-5 Stumbling into Insight (Meets some/partially addresses all outcomes)
You followed the project directions. You worked with the required number of stories and completed most components.
May not have met some of the expectations outlined in the project outline.
Your analysis of the stories may lack accuracy and/or personal insight into each story. Clarity of communication may lack at times.
The anthology is put together like a book but some aspects of the presentation may lack polish.
Organization of content interferes somewhat with the experience of the reader.
Although imperfect, the booklet still has the feel of being a collection of similar types of work.

4-3 Struggling to Show Insight (Partially addresses some outcomes)
If you have only completed about half of the components and/or worked with less than the required stories, your grade will be in this range.
You have attempted to show insight into stories but have not met the minimum expectations of work for this project.

2-1 Unsatisfactory Evidence of Insight (Few outcomes addressed)
Several components were completed and passed in but at least half of the required components are missing. One or more of the components may show insight but there is not enough evidence of learning included.

0 Insufficient Evidence of Insight (No evidence of learning presented)
There is no evidence of an attempt to complete the project as stated in project booklet.

Comparative essay (1000 wds max.
↳ 2 pgs. double spaced)

↳ impact of figurative language
irony, metaphor, symbol
in

_____ and _____

Short story A

Short story B

Thesis: the central idea of an essay..

Figurative language is one key technique that writers use to create layers of meaning for their audience. In (ShortstoryA) by (AuthorA) and (ShortstoryB) by (AuthorB), figurative language has a major impact on how the main ideas of these stories are communicated to the reader. In The Stolen Party, by Liliana Heker, symbolism is used to illustrate the major conflict of the protagonist Rosaura. In Pig, by Roald Dahl, irony is used to underline the theme of cruelty to animals and its dehumanizing effects on people.

thesis

SS from class

SS I picked

Essay structure:

1. introduction (1 ¶)
   - ↳ contain thesis ✓
   - ↳ lay out my plan

2. body → make your case (2 ¶) max. 2
   - ↳ evidence (quotes)
   - ↳ explanation

3. conclusion (1 ¶)

- 2 stories?
- fig. lang.?
- quotes?