ALL ABOUT ME!

This unit is all about YOU! You will be asked to complete a number of assignments that will be compiled into one portfolio. From your portfolio, you will select your best, most interesting creations to share with the class!



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



*“Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show.”*

* *David Copperfield* by Charles Dickens

**C:\Documents and Settings\eteichroew\Local Settings\Temporary Internet Files\Content.IE5\YSV25FQY\MC900312180[1].wmfTHIS BOOKLET…**

In this booklet you will find:

* Instructions for each writing task
* Rubrics for each writing task
* Process work
* Sample charts and student work

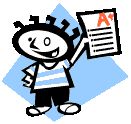
**THE PROCESS …**

For many of the assignments in this unit you will be asked to complete the following process before final assessment will take place:

1. C:\Documents and Settings\eteichroew\Local Settings\Temporary Internet Files\Content.IE5\2WZ238GL\MC900326584[1].wmfComplete all process work
2. Complete a draft of the assignment
3. Edit the draft
4. Submit the draft for further editing by your teacher
5. Revise your draft into a final copy.

\*\*Final copies will be placed in your portfolio and submitted for final assessment at the end of this unit.

When we have completed the assignments you will be responsible for putting the final creative touches into your portfolio, selecting your most interesting pieces, and presenting at least **one** of your pieces to the class.



Be sure to review **ALL** the rubrics before you complete your assignments/portfolio/presentation, as well as during the revision process!!!!!

Part 1:

Introductory Writing Assignment

Create a piece of writing, which conveys some important and interesting aspect of your identity and the best qualities of your talents as a writer. Plan your writing piece as if it would be published for a public audience. 25 marks (see writing rubric hand out)

Use Mr. Neuendorff’s “Memoirs of Uganda” example of which can be found at mrneuendorff.weebly.com

You are to include:

1. At rough copy outline.
2. A description of your trip/vacation/family tradition…. And explain how it defines you as an individual.
3. Your piece should be 2 paragraphs long and include 4 pictures that represent or embody the experience you are describing.
4. It should be typed and sent to my website or printed in color. (I will let you know)

Use the writing process to outline, draft, revise, edit and proofread so that your final copy is your best work. Hand in all rough work and this sheet with your final draft.

**Your final draft will be assessed based on the following outcomes: I – O – M – R/O**

Focus (outcome 1: Explore thoughts, ideas feelings and experiences)

Support (outcome 4.1.1generate ideas)

Organization (outcome 4.1.3)

Mechanics (outcome 4.3.1-3spelling, grammar, punctuation)

See the English department Writing Rubric for more details

Consider the following questions:

1. Where did you go and why does this portray your identity?
2. Who were with and does that have any significance?
3. What did you do?
4. What is the message about yourself that you are trying to convey to your classmates and teacher.

\*\*\*Please be prepared to share your work with the class in some form.

Fill out the chart below and answer the question which accompanies it to explain your plan for your writing piece.

|  |  |
| --- | --- |
| Form: |  |
| Central Idea: |  |
| Purpose: |  |
| Public Audience: |  |
| Make a list of 5 sensory details you will consider using) | Touch, taste, smell, sight, sound. |

Briefly describe why this event is important to you and why that would make other people interested to read it or listen to it. (5 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2:**

1. **PERSONAL METAPHORS**

A Metaphor is a figure of speech. It can be defined as follows:

A metaphor is when two things are compared by using one kind of object, or using one in place of another, to suggest the likeness between them. Metaphors do not use the words “like” or “as”

**Rug Rat:**

Rug rat = infant. An infant crawls on all fours and chews on everything it can. Often the child is on a carpeted floor to prevent injury. Babies are known for their constant drooling and uncleanliness, and their willingness to eat indiscriminately. Compare this description to our common perception of a rat. The rug rat is an effective metaphor because we visualize a cross between rat and baby - something that has an air of both sarcasm and truth, and may also reveal something sinister about how our culture perceives early childhood parenting.

*"...neither shall ye defile yourselves with any manner of creeping thing that creepeth upon the earth."* (Lev.11:44, referring to Kosher diet).

**Couch Potato:**

Couch potato = lazy person. A lazy person buries themselves in the cushions of a couch (sofa, chesterfield, La-Z-Boy) in safe, sedentary comfort, "vegging out" mindlessly in front of the TV, eyes in a fixed, submissive stare. A couch potato never leaves the home, and cannot be motivated, having everything nearby so they never have to move. Compare this to the potato, which is buried in the comfort and providence of soil and to which the only escape from its lifestyle is death. Covered in eyes, but without a brain or muscle, the potato is snuggled and unmotivated.

*A comfortable sofa is fertile soil for the couch potato.*

**Road Hog:**

Road hog = territorially aggressive driver. The territorially aggressive driver takes up far more space than they need. They tend to push aside other drivers in their efforts for territory and destination and in doing so, are impolite - even outright greedy, and are deemed unintelligent. This matches our concept of the hog, with our many phrases like "greedy as a pig", "you're making a pig of yourself" or "corporate pigs". One can visualize the pig at the feeding trough with other pigs, grunting and shoving with their self-centred intentions.

*Passive drivers fatten the road hog.*

http://knowgramming.com/metaphors/metaphor\_chapters/funny\_metaphors.htm

Make a list of metaphorical comparisons. Think, “If I were an animal, what kind of animal would I be?” For each item, write the general LABEL and then your specific comparison. Be realistic, be somewhat honest, and be able to explain your choices. Don’t say you are a rose, if you’re really a weed!

|  |  |  |
| --- | --- | --- |
| Category | Label/type | Reasoning (point form) |
| 1. Animal |  |  |
| 1. Vehicle |  |  |
| 1. Article of clothing |  |  |
| 1. Day of the week |  |  |
| 1. Food |  |  |
| 1. Colour |  |  |
| 1. Plant |  |  |
| 1. Musical instrument |  |  |
| 1. Geometric shape |  |  |
| 1. Piece of furniture |  |  |
| 1. Song |  |  |
| 1. Season of the year |  |  |
| 1. Television/Cartoon/Comic character |  |  |
| 1. Natural phenomenon |  |  |
| 1. Word |  |  |

**Writing Assignment:**

**EXTENDED METAPHORS**

Review your list of personal metaphors. Choose **ONE** that you can extend by explaining the comparison in detail. Write a paragraph by giving at least **three** reasons for your choice. For example, if you are like an alley cat, discuss at least **three** of the characteristics of an alley cat and explain the ways in which you have the same characteristics.

Now read the sample paragraph on the following page.

Artie Miller Miller 1

Mrs. Palmer

ELA 20F

12 February 2007

I am an Octagon!

An octagon is a geometric shape similar to a circle, but rather than smooth, round edges, it has eight flat sides, that meet at an angle of 134 degrees. Out of many geometric shapes, I feel I am most like an octagon. First, an octagon is complex. Second, stop signs are often associated with the shape. Third, octagons can be categorized as ‘regular’ and ‘irregular.’ To conclude, an octagon is an appropriate metaphor for how I see myself because of its shared characteristics to both squares and circles, its association to stop signs, and the fact that it can be either regular, or irregular.

How effectively does this student explain why he feels he is like an octagon? Use the rubric below to evaluate his ideas.

|  |  |
| --- | --- |
| **Ideas**  **(1.1.1)**  **\_\_\_\_\_\_\_\_** | 5 Thorough / perceptive explanation of how the object is a metaphor for student. |
| 4 Specific explanation of how the object is a metaphor for student. |
| 3 A general explanation of how the object is a metaphor for student. |
| 2 A limited explanation of how the object is a metaphor for student. |
| 1 Lacks sufficient explanation of how the object is a metaphor for student. |
| **Organization**  **(4.1.3)**  **\_\_\_\_\_\_\_\_** | 5 Paragraph flows and ideas are arranged in a purposeful order; transitions are purposeful and varied. |
| 4 Paragraph flows and ideas are arranged in a logical order; transitions are varied. |
| 3 Paragraph ideas are arranged in a functional order; the flow of paragraph slightly hindered; transitions are mechanical. |
| 2 Lack of organization has resulted in poor flow of paragraph; transitions are unvaried and/or repetitious |
| 1 Weak organization, which greatly impedes communication; transitions are missing or rarely used. |

Artie Miller

Miller 1

Mrs. Palmer

ELA 20F

12 February 2007

I am an Octagon!

An octagon is a geometric shape similar to a circle, but rather than smooth, round edges, it has eight flat sides, that meet at an angle of 134 degrees. Out of many geometric shapes, I feel I am most like an octagon. First, an octagon is complex for the reason that it bears characteristics similar to both squares and circles. I feel that this describes me because I am complex. At times I can be very easy-going and complacent, while at other times I can be very difficult and opinionated. Second, stop signs are often associated with the shape and I feel that this also represents me. Stop signs may be viewed as a symbol of safety; they signal to drivers to stop and look before they continue on their route. This is something that I often do in life when I am required to make important decisions. Third, octagons can be categorized as ‘regular’ and ‘irregular.’ This is similar to how I see myself; sometimes I feel as though I fit in with the people around me, but other times I feel ‘irregular,’ like I do not quite fit in. To conclude, an octagon is an appropriate metaphor for how I see myself because of its shared characteristics to both squares and circles, its association to stop signs, and the fact that it can be either regular, or irregular.

Now review the rubric on the previous page. How would this paragraph score in comparison to the first? What is different?

**OUTLINING YOUR PARAGRAPH**

Select which personal metaphor you will extend in your paragraph. Use the outline below to assist you in organizing your thoughts into a clear and effective paragraph. Be sure to use at least three supporting Now use the outline below to help you organize your ideas into a cohesive, well-written paragraph. You will then submit a draft to your teacher who will give you feedback on your writing before you make a final copy.

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic Sentence/Thesis

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First Supporting Detail (Begin with a transition word)

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Explanation/Development of First Supporting Detail (more information about first detail)

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Second Supporting Detail (Begin with a transition word)

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Explanation/Development of Second Detail (more information about second detail)

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Third Supporting Detail (Begin with a transition word)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Explanation/Development of Third Supporting Detail (more information about third detail)

\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Concluding Sentence

\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |
| --- |
| **Transitions:** First, Second, Third, Similarly, Next, Before, After, The most important, For example, On one hand, Another example, Further, Consequently, Also, In the same way, As well  **Concluding Transitions:** In summary, To conclude, It may be seen, As a result, In short, Therefore, In conclusion, Thus, In brief |

## Extended Metaphor Rubric

|  |  |
| --- | --- |
| Ideas  1.1.1  \_\_\_\_\_\_\_\_  5x3 = 15 | 5 Thorough / perceptive explanation of how the object is a metaphor for student. |
| 4 Specific explanation of how the object is a metaphor for student. |
| 3 A general explanation of how the object is a metaphor for student. |
| 2 A limited explanation of how the object is a metaphor for student. |
| 1 Lacks sufficient explanation of how the object is a metaphor for student. |
| Organization  4.1.3  \_\_\_\_\_\_\_\_  5x3 = 15 | 5 Paragraph flows and ideas are arranged in a purposeful order; transitions are purposeful and varied. |
| 4 Paragraph flows and ideas are arranged in a logical order; transitions are varied. |
| 3 Paragraph ideas are arranged in a functional order; the flow of paragraph slightly hindered; transitions are mechanical. |
| 2 Lack of organization has resulted in poor flow of paragraph; transitions are unvaried and/or repetitious |
| 1 Weak organization, which greatly impedes communication; transitions are missing or rarely used. |
| Language  Use &  Arrangement  4.2.3,4.2.4  \_\_\_\_\_\_\_\_  5x2 = 10 | 5 Paragraph demonstrates precise vocabulary; sentence structures are varied and fluent. |
| 4 Paragraph demonstrates varied and specific vocabulary; sentence structures are varied and clear. |
| 3 Paragraph demonstrates conventional vocabulary but appropriate diction; sentences structures are somewhat varied and clear. |
| 2 Paragraph demonstrates generalized, repetitious or inappropriate diction; sentence structures are simple and unvaried. |
| 1 Paragraph demonstrates very limited diction; sentence structures are flawed. |
| Spelling  and  Grammar  4.3  \_\_\_\_\_\_\_\_  5x2 = 10 | 5 Virtually no grammar or spelling errors. |
| 4 Some spelling and/or grammar errors. Communication is not hindered. |
| 3 Several of spelling and/or grammar errors, which to some extent hinder communication. |
| 2 Many spelling and/or grammar errors, which hinder communication. |
| 1 Numerous spelling and/or grammar errors. Communication is severely hindered. |

## Total /50

**Place the final draft of the paragraph in your writing folder. You will include it in your ALL ABOUT ME! Portfolio at the end of this unit.**

**Part 3: Bucket List**

**Step One**: As you are viewing the film, use the chart below to make notes about each of the main characters.

|  |  |  |
| --- | --- | --- |
|  | **Edward Cole** | **Carter Chambers** |
| **Occupation** |  |  |
| **Family Life** |  |  |
| **Socio-Economic Status** |  |  |
| **Life Priorities (i.e. what’s on their Bucket Lists?)** |  |  |
| **What impact did their relationship have on them?** |  |  |

**Step Two**: Use the chart on the previous page to respond to the following question in the form of a journal entry.

After viewing the film, *The Bucket List*, which of the main characters do you most relate to or identify with? Be sure to make specific reference to both the film and your own experience.

What quote stuck with you the most and why?

Write your response on a piece of loose leaf and hand it in to your teacher.

**Bucket List Journal Response Rubric**

|  |  |
| --- | --- |
| ***Connect Self, Texts, & Culture***  ***(2.2.2)***  ***5x2= /10*** | 5 Student response is insightful /creative. References to both personal experience and text are thorough/perceptive. |
| 4 Student response is developed/clear. References to both personal experience and text are relevant/logical/developed. |
| 3 Student response is somewhat developed/clear. References to both personal experience and text are somewhat relevant/clear/logical. |
| 2 Student response is weak/limited/illogical. References to both personal experience and text are undeveloped/generalized. |
| 1 Student response is very weak/limited/illogical. References to both personal experience and text are very undeveloped/generalized. |

**Total /10**

**Step Three**: Create your own Bucket List.

Start by writing down what comes to mind as you read these questions:

* What if you were to die tomorrow? What would you wish you could do before you die?
* What have you always wanted to do but have not done yet?
* What will you do if you have unlimited time, money and resources?
* Any countries, places or locations you want to visit?
* What are your biggest goals and dreams?
* What do you want to see in person?
* What achievements do you want to have?
* What experiences do you want to have / feel?
* Are there any special moments you want to witness?
* What activities or skills do you want to learn or try out?
* What are the most important things you can ever do?
* What would you like to say/do together with other people? People you love? Family? Friends?
* Are there any specific people you want to meet in person?
* What do you want to achieve in the different areas: Social, Love, Family, Career, Finance, Health (Your weight, Fitness level), Spiritual?
* What do you need to do to lead a life of the greatest meaning?

http://celestinechua.com/blog/whats-on-your-bucket-list-101-things-to-do-before-you-die/

Come up with as many items as you can. The items should be things you **have not done yet**. Don’t stop until you finish listing **at least** 25 things! If you find yourself stuck, chances are you are mentally limiting/constraining yourself. Release those shackles – Remember, this is a list of **everything you want to achieve, do, see, feel and experience in your life**.



**"What I do today is important because I am exchanging a day of my life for it." --Hugh Mulligan**

**Climb a volcano ... Get the other guy elected ... Perfect your chili recipe ... Learn to play oboe ... Visit New Zealand...**

**Create a display for your Bucket List. Include pictures or drawings to enhance the presentation of your sentences. Be sure to choose your most descriptive sentences!**

**\*\*\*You must have: 5 descriptive sentences minimum, a representative image, (I will provide examples), the title of the assignment and… a quote that defines you or you “personal” life quote. (If you cannot create it you may find one online and explain its significance.)**

**Bucket List Rubric**

|  |  |
| --- | --- |
| Ideas  1.1.1  \_\_\_\_\_\_\_\_  5x3 = 15 | 5 Thorough / perceptive explanation of how the object is a metaphor for student. |
| 4 Specific explanation of how the object is a metaphor for student. |
| 3 A general explanation of how the object is a metaphor for student. |
| 2 A limited explanation of how the object is a metaphor for student. |
| 1 Lacks sufficient explanation of how the object is a metaphor for student. |
| Organization  4.1.3  \_\_\_\_\_\_\_\_  5x3 = 15 | 5 Paragraph flows and ideas are arranged in a purposeful order; transitions are purposeful and varied. |
| 4 Paragraph flows and ideas are arranged in a logical order; transitions are varied. |
| 3 Paragraph ideas are arranged in a functional order; the flow of paragraph slightly hindered; transitions are mechanical. |
| 2 Lack of organization has resulted in poor flow of paragraph; transitions are unvaried and/or repetitious |
| 1 Weak organization, which greatly impedes communication; transitions are missing or rarely used. |
| Language  Use &  Arrangement  4.2.3,4.2.4  \_\_\_\_\_\_\_\_  5x2 = 10 | 5 Paragraph demonstrates precise vocabulary; sentence structures are varied and fluent. |
| 4 Paragraph demonstrates varied and specific vocabulary; sentence structures are varied and clear. |
| 3 Paragraph demonstrates conventional vocabulary but appropriate diction; sentences structures are somewhat varied and clear. |
| 2 Paragraph demonstrates generalized, repetitious or inappropriate diction; sentence structures are simple and unvaried. |

Part 4: Bio-Poem/Where I`m From

Read the following poem with your classmates.

As we discuss the meaning behind each stanza, make notes on the poem.

**Where I'm From**

I am from clothespins,   
from Clorox and carbon-tetrachloride.   
I am from the dirt under the back porch.  
(Black, glistening,   
it tasted like beets.)   
I am from the forsythia bush  
the Dutch elm  
whose long-gone limbs I remember  
as if they were my own.

I'm from fudge and eyeglasses,   
          from Imogene and Alafair.   
I'm from the know-it-alls  
          and the pass-it-ons,   
from Perk up! and Pipe down!   
I'm from He restoreth my soul  
          with a cottonball lamb  
          and ten verses I can say myself.

I'm from Artemus and Billie's Branch,   
fried corn and strong coffee.   
From the finger my grandfather lost   
          to the auger,   
the eye my father shut to keep his sight.

Under my bed was a dress box  
spilling old pictures,   
a sift of lost faces  
to drift beneath my dreams.   
I am from those moments--  
snapped before I budded --  
leaf-fall from the family tree.

Write down your thoughts in response to the following prompts...

Where are you from? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are some geographic features/objects that you can find there?

What are some **objects** that remind you of your childhood?

Are there any **smells** or **odours** you associate with your childhood?

Are there any **textures** that remind you of your childhood?

**Complete the chart found below...**

|  |  |  |  |
| --- | --- | --- | --- |
| **Significant people in your life & relationship to you.** | **Physical Traits** | **Character Traits** | **What do they mean to you?**  **How have they influenced you?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Using George Ella Lyon`s poem and the prompts/charts in the previous pages as your inspiration, compile a list of specifics that reveal your roots. Specifically is the key – exact things, places, traditions, sayings, etc. Let where and what and who are reveal how you have become who you are!

Sample...

I'm from big blue herons to small river otters,  
I'm from big Metasequioas to tall stalks of bamboo,  
I'm from cousins that were unknown to the closest of friends,  
I'm from my mom and dad to my lab-beagle dog, albino rats, and Madagascar hissing cockroaches,  
I'm from roaring water falls to silent flowing streams,  
I'm from terrifying Zombie walks and Scarowinds to a gentle princess-loving godsister and godbrother  
I'm from pepperoni pizza to microwaved meatballs,  
I'm from my inspiration station drawing and writing to a homemade book,  
I'm from my old dog Chani to red-shouldered hawks,  
I'm from Jack the magic clown to my weird parents,  
I'm from a tiny baby to an educated sister showing baby MinMin what school's like,  
I'm from bold looking deer to relaxing foxes,  
I'm from making a fire in the county to ridin' in a cotton combine,  
I'm from a fan of Alexa Vega and Miley Cyrus to a spy lovin' tween (me),  
I'm from playing with cockroaches with a friend to Joe and I together,  
I'm from my heritages to Mom's mystery heritages,  
I have an opinion that none can change...life is great!  
  
-Sage Hennequin Kuhens 1-29-08

Organize your list into a free verse poem of at least 15 lines.

On the following page you will find images of different shape poems. Brainstorm a shape for you to use to turn your own Where I`m From Poem into a shape poem. Be sure that your poem is aesthetically appealing and connects to the content of your poem!

Create a final draft of your shape poem and place it in your writing folder.

*Where I`m from* Poem Rubric

|  |  |
| --- | --- |
| **Ideas**  (2.3.5)  5x2= 10 | 5 Content of poem demonstrates insight/creativity/perceptive ideas; thorough understanding of purpose of assignment. |
| 4 Content of poem demonstrates specific/logical/developed ideas; clear understanding of purpose of assignment. |
| 3 Content of poem demonstrates somewhat specific/ somewhat logical/ somewhat developed ideas; somewhat clear understanding of purpose of assignment. |
| 2 Content of poem demonstrates weak/awkward/generalized ideas; superficial understanding of purpose of assignment. |
| 1 Content of poem demonstrates very weak/ very awkward/ very generalized ideas; very superficial understanding of purpose of assignment. |
| **Style**  (2.3.4)  5x2 = 10 | 5 Language choices are creative/perceptive and demonstrates insight |
| 4 Language choices are clear/logical/relevant and demonstrates clear/specific/developed ideas |
| 3 Language choices are somewhat clear/somewhat logical/somewhat relevant and demonstrate somewhat clear/somewhat specific/somewhat developed ideas |
| 2 Language choices are have limited effect in demonstrating ideas |
| 1 Language choices are have very limited effect in demonstrating ideas |
| **Presentation**  (4.2.5)  5x2 = 10 | 5 Organization of text demonstrates insight/perception/creativity. Colour is used purposefully to enhance the aesthetic appeal of the assignment. |
| 4 Organization of text demonstrates logic. Colour is used logically to enhance the aesthetic appeal of the assignment. |
| 3 Organization of text demonstrates some logic. Colour is used functionally to enhance the aesthetic appeal of the assignment. |
| 2 Organization of text is superficial. Lack of colour to enhance the aesthetic appeal of the assignments. |
| 1 Organization of text is very superficial. Colour is not used to enhance the aesthetic appeal of the assignment. |

Total /30

Identity Unit 1 – Presentation Project Options

During the course of the identity unit you should have submitted the following assignments as final, polished and typed copies:

1. My Identity Experience (w/pictures)

2. “I Am ” Metaphor Structured Paragraph

3. “I’m From” Bio Poem

4. “I am Canadian” Parody Rant

5. “Bucket List” 25 Descriptive sentences and image display

Your Presentation Project: You will be required to present your favorite piece of identity work in a creative and innovative way?

1. My Identity Experience (w/pictures): Read your story to the class and add pictures in a power-point or video to enhance your story. Break off from your story as you read and elaborate on a particular favorite moment or experience. In other words, get the class excited to hear about your experience.
2. “I Am”: Create a visual representation of the item, animal or object you think you are like. Make a poster , sculpture, video, webpage or act out a scene depicting you as this particular object. Be prepared to explain the connection.
3. Poem or Rant: Do your own free read or rant, similar to the one we watched in class. Use a prop or wear a bit of a costume to enhance your performance. Or…Create a song, rap or video of you performing your poem in a unique location. Be creative and SPEAK to the class.
4. Bucket List: Write a short story about the top ten things you would do if you found out you had one week to live. Be sure to explain how you would fit it all in within the week and consider the time it takes to fly, drive or boat to any given place. How would you pay for all of these things? Who would you bring with you? (2 page minimum) Be prepared to share or read a portion of your story with the class.
5. YOUR very own creative idea or alterative??

\*If you have an idea of how to perform or display one of your pieces please run it past Mr. N to make sure it is up to standard and appropriate.

Please try to have some fun with this and don’t be afraid to ask questions. You will have time to outline your ideas in class, but you will have to prepare the majority of it at home so don’t wait until the last minute. Thanks!

Mr. Neuendorff

Presentation Rubric – Peer Assessment

Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volume: 1 2 3 4 5  
Emphasis and Enthusiasm 1 2 3 4 5  
Pace (Speed and pauses) 1 2 3 4 5 /25  
Flow (smooth, rehearsed) 1 2 3 4 5  
Body Language/eye contact 1 2 3 4 5

Comments: Describe something you liked and a constructive criticism.

Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volume: 1 2 3 4 5  
Emphasis and Enthusiasm 1 2 3 4 5  
Pace (Speed and pauses) 1 2 3 4 5 /25  
Flow (smooth, rehearsed) 1 2 3 4 5  
Body Language/eye contact 1 2 3 4 5

Comments: Describe something you liked and a constructive criticism.

Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volume: 1 2 3 4 5  
Emphasis and Enthusiasm 1 2 3 4 5  
Pace (Speed and pauses) 1 2 3 4 5 /25  
Flow (smooth, rehearsed) 1 2 3 4 5  
Body Language/eye contact 1 2 3 4 5

Comments: Describe something you liked and a constructive criticism.

Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volume: 1 2 3 4 5  
Emphasis and Enthusiasm 1 2 3 4 5  
Pace (Speed and pauses) 1 2 3 4 5 /25  
Flow (smooth, rehearsed) 1 2 3 4 5  
Body Language/eye contact 1 2 3 4 5

Comments: Describe something you liked and a constructive criticism.

Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volume: 1 2 3 4 5  
Emphasis and Enthusiasm 1 2 3 4 5  
Pace (Speed and pauses) 1 2 3 4 5 /25  
Flow (smooth, rehearsed) 1 2 3 4 5  
Body Language/eye contact 1 2 3 4 5

Comments: Describe something you liked and a constructive criticism.

Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volume: 1 2 3 4 5  
Emphasis and Enthusiasm 1 2 3 4 5  
Pace (Speed and pauses) 1 2 3 4 5 /25  
Flow (smooth, rehearsed) 1 2 3 4 5  
Body Language/eye contact 1 2 3 4 5

Comments: Describe something you liked and a constructive criticism.

Presentation Rubric – Self Assessment

In the space provided below do a rubric for your own presentation and reflect upon how you did and how you will improve on public speaking in the future.

Volume: 1 2 3 4 5  
Emphasis and Enthusiasm 1 2 3 4 5  
Pace (Speed and pauses) 1 2 3 4 5 /25  
Flow (smooth, rehearsed) 1 2 3 4 5  
Body Language/eye contact 1 2 3 4 5

What did you learn from others presenting that helped you or will help you in future public speaking and presentation experiences? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What was the most difficult part about speaking in front of the class and why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If you were going to give your son or daughter advice on present or public speaking what would you say to them?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\*\*\*Please keep this self-evaluation for future presentations to reflect on how to improve and how to be even more prepared for speaking or presenting in front of others.