

What's Your Story?



Overview

Everyone has a story to tell that is their own. What is yours? This project will involve finding what your story is and then finding a way to tell it to others.

Rather than a retelling of your life, this would be choosing one moment or period from your life where you feel you have had an interesting experience that others can learn from.

Questions to Consider

- What event(s) have shaped your life up until this point?
- What can others learn from your experiences?
- How do you find your voice?
- How do you express your voice?

Product

Use some vehicle to tell your story with. It could be:

- Writing a memoir
- Drawing a graphic novel
- Filming a documentary (with interviews)
- Expressing your experiences in poetry or song
- Any choice that allows your story to be told with your voice

Suggested Timeline

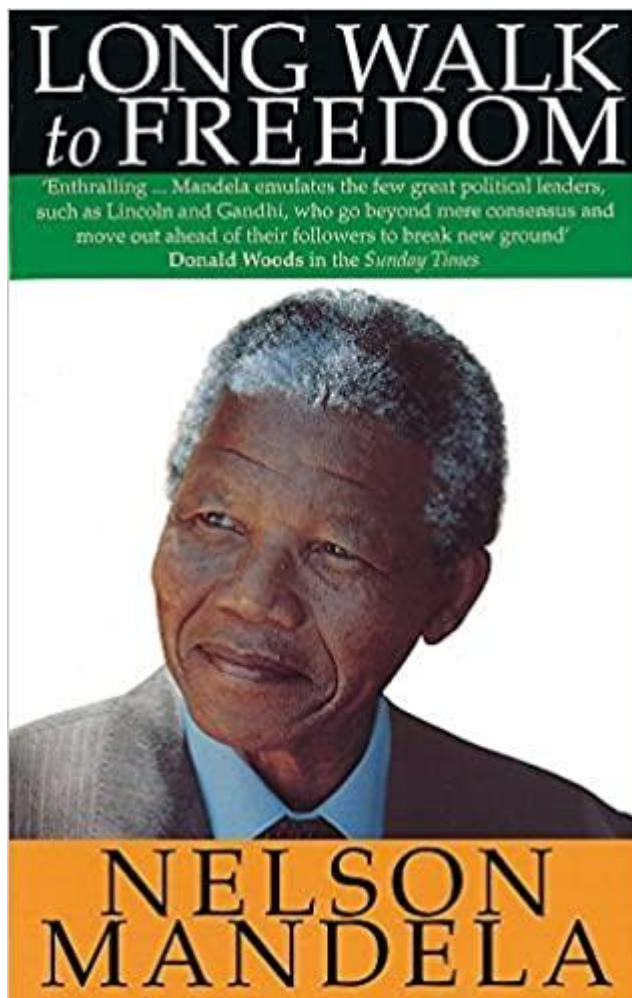
DAY ONE What is a memoir?	DAY TWO Look at some different examples of memoirs	DAY THREE Create a timeline of the ten most important or influential events in your life to this point	DAY FOUR Which of these experiences do you think was either the most important or would have a good lesson for others	DAY FIVE How do you find your voice?
DAY SIX Outline/storyboard the story you are going to tell	DAY SEVEN Outline/storyboard the story you are going to tell	DAY EIGHT What medium would be best to tell your story?	DAY NINE Look at examples in this medium in order to get ideas	DAY TEN Practice using this medium
DAY ELEVEN Create/Write memoir	DAY TWELVE Create/Write memoir	DAY THIRTEEN Create/Write memoir	DAY FOURTEEN Create/Write memoir	DAY FIFTEEN Create/Write memoir
DAY SIXTEEN Find a reviewer to read and edit your memoir	DAY SEVENTEEN Edit your memoir	DAY EIGHTEEN Edit your memoir	DAY NINETEEN Finishing touches on final product	DAY TWENTY Turn in memoir

LESSON ONE

What is a memoir?

A memoir is different than an autobiography. An autobiography focuses on the chronology of the writer's entire life while a memoir covers one specific aspect of the writer's life. If you chose to write about your complete life up to this point—including your youth, your time in college, to finding a job and possibly success, you would write an autobiography.

Here would be an example of an autobiography:



In this, Mandela chronicles his early life, coming of age, education, and 27 years in prison. Under the apartheid government, Mandela was regarded as a terrorist and jailed on the infamous Robben Island. He later achieved international recognition for his leadership as president in rebuilding South Africa's once segregated society. The last chapters of the book describe his political rise, and his belief that the struggle still continues against apartheid.

A memoir on the other hand would be if you chose one specific moment or time period of your life and used it not just to inform people, but to show what you learned during this time.

Here is an example of a memoir:



Night is a work by Elie Wiesel about his experience with his father in the Nazi German concentration camps at Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust toward the end of World War II. Wiesel writes about these two years where because of treatment by the Nazi's his disgust with humanity grew, and how as his father declines to a helpless state, Wiesel becomes his resentful teenage caregiver.

In your piece you will be choose a moment from your life. This could be 15 minutes of an important occurrence or could be longer (no more than a year or two). The goal of your memoir should be to help those reading it learn a valuable lesson through your experience.

Here is a video you can watch that explains why you should write your memoir:

<https://www.youtube.com/watch?v=LLyPjiHgH6A>

LESSON TWO

What are the elements of a good memoir?

Read this Writer's Digest article on the elements of a good memoir

<https://www.writersdigest.com/writing-articles/by-writing-goal/improve-my-writing/elements-of-an-effective-arc>

Here is a couple of videos that also discuss what a good memoir should have

<https://www.youtube.com/watch?v=R1V3X9h8HRI>

<https://www.youtube.com/watch?v=nzMrNDxuct0>

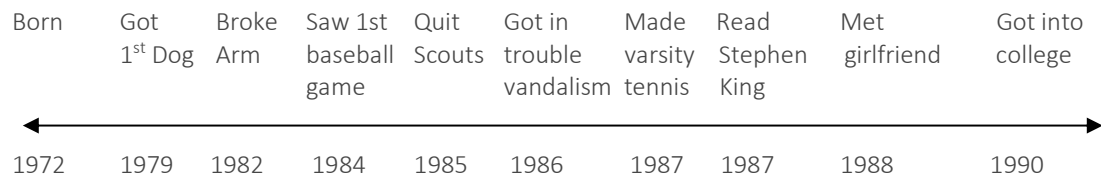
Here is a webpage with links to 50 different short memoirs which will provide you with examples for how others have approached it.

<https://tetw.org/Memoir>

LESSON THREE

Create a timeline of the ten most important or influential events in your life to this point

Example:



LESSON FOUR

Which of these experiences do you think was either the most important or would have a good lesson for others?

Use this graphic organizer to organize your thoughts:

Using the events on your timeline, choose five of them that you think were most influential or have a good lesson?

1.

2.

3.

4.

5.

Jot down ideas you can remember from each of these events

1.

2.

3.

4.

5.

Which of these was easiest to generate details about?

LESSON FIVE

How do you find your voice?

Here is an article by Writer's Digest on how to find your voice when writing a memoir:

<https://www.writersdigest.com/online-editor/write-good-memoir-advice-finding-voice>

You can also watch this YouTube video of a teen explaining how she found her voice:

<https://www.youtube.com/watch?v=tRqVPRwKn2o&t=20s>

LESSON SIX

Outline/storyboard the story you are going to tell

Now that you have the story you are going to tell, you have to figure out how you are going to tell it to others.

Things to consider:

- What parts are absolutely needed?
- What parts could you do without?
- Does the audience need context explained for them to follow the story?
- At what time do you enter your story? (the later the better)
- How do you show the lesson learned rather than simply telling it?
- Will you follow a chronological sequence or use flashbacks?
- How will you end your story?

To help organize your story, you can do one of two things

- 1) Outline
- 2) Storyboard

Here are some articles for steps to construct an outline:

<https://selfpublishing.com/memoir-outline/>

<http://merlin.ws/ACLC/Memoir-Autobiography/3-Memior%20Outline%20Template.pdf>

This is a graphic organizer you can use to organize your story:

Writing a Memoir

Title _____

The Memory

Where and When did it happen?

List a series of events or important pieces of the memory.

- 1.
- 2.
- 3.
- 4.
- 5.

While you may use all of these, choose one to focus on.

Why is this memory important?

Emotions - that you felt then, that you feel now.

Details: what do you see, smell, hear, taste, touch?

Now, write your memoir

If you are a visual person you might prefer to storyboard your memoir. This just means choosing the scenes that are going to tell your story and putting them in the proper order.

Here is a video showing a technique for creating a storyboard:

https://www.youtube.com/watch?v=pMhLvMJ_r0Y

It could be organized using something like this:

Scene:	Scene:	Scene:

Scene:	Scene:	Scene:

Scene:	Scene:	Scene:

Scene:	Scene:	Scene:

LESSON SEVEN

What medium would be best to tell your story?

Now that you have your story plotted out, what medium are you going to use to tell it?

- Writing a memoir
- Drawing a graphic novel
- Filming a documentary (with interviews)
- Making a short movie reenacting scenes
- Showing a series of paintings
- Expressing your experiences in poetry or song
- Tell your story on a Prezi/PowerPoint
- Give a TED Talk

How you choose this is up to you, but some things to consider when choosing:

- Do you know how/have the skill to work with this medium?
- Which one will tell your story best?
- Which one will capture your voice best?
- Can you manage your time effectively with your choice?
- Which one will provide you access to the audience you want?

LESSON EIGHT

Find a reviewer to look over and edit your memoir

You will want someone to look over your memoir and provide you feedback. Depending on the medium you chose, you might want to do this sooner rather than later. It would be difficult to redraw an entire graphic novel or to shoot your movie if the story goes off the tracks in the first minute.

Here are some choices for who you can use as a reviewer:

- Peer
- Parent/family member
- Teacher
- Writer
- College student
- Expert in your medium

Your reviewer can use the project rubric to help them in providing you feedback on your memoir.

What's Your Story Rubric

Student: _____

	Show/Don't Tell	Structure	Giving a Damn
Excellent	<ul style="list-style-type: none"> Techniques are used to make the reader feel as though they are experiencing the memoir (i.e. dialogue, using the senses, etc.), showing them what is happening rather than telling them. Memoir has details that bring out the scene which is being portrayed. The reader can actually picture themselves there. 	<ul style="list-style-type: none"> Memoir is set up so that the action flows and is easy to follow. There are clear transitions and the structure makes sense with the story being told. The structure used allows for the best telling of the memoir whether it be straight-forward, flashbacks, or another structure. Has a clear focus/theme about the memoir being shared and what it has meant to the writer. 	<ul style="list-style-type: none"> Writer is passionate about the topic and conveys this by using a style that is inspiring and reflective, making the reader care about the events. By the end of the memoir, the reader has learned something profound about the writer.
Good	<ul style="list-style-type: none"> Techniques are used to show the reader what is going on but there is a good bit of telling too. There are details in places but other spots where it is lacking. 	<ul style="list-style-type: none"> Memoir is set up well but there are times when the structure breaks down and causes the story to not flow. The structure used shows a willingness to try new things but is perhaps not the best way to convey the memoir. The focus/theme is clear in parts but there are sections that don't connect. 	<ul style="list-style-type: none"> Writer is passionate about the topic in sections but there are times when it wanes. The reader has learned something about the writer but rather than having been shown this, it is told to them.
Needs Improvement	<ul style="list-style-type: none"> Scenes in the memoir are told to the reader with no use of dialogue, the senses, or other techniques to make the reader experience what is transpiring. 	<ul style="list-style-type: none"> Memoir is written in a choppy manner to the point where it is very difficult to follow. The structure is very confusing and jumps around without effect and losing the reader. 	<ul style="list-style-type: none"> Writer does not seem to have a passion for his/her topic and seems as though it were written for the purpose of just getting it done.

	<ul style="list-style-type: none">• Memoir has little to no details and is just a straight-forward telling of what happened or writer uses too much description, to the point that it bogs down the memoir and causes the reader to lose the gist of the memoir.	<ul style="list-style-type: none">• Lacks a clear focus/theme and all that is left is a collection of anecdotes/stories that don't seem to link together.	<ul style="list-style-type: none">• The reader has not learned anything about the writer because not much was shared.
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The Passion Project



Overview

Students will have four weeks to explore a passion of knowing or doing. You can be ambitious and try both. The two can be interrelated or having nothing to do with one another. Students will create their own detailed lesson plan for what they will be doing during this four weeks. Students must create authentic performances/products for each of these objectives.

Questions to Consider

- What is something you have wanted to know before you graduate from high school that your schooling did not provide?
- What is something you have always wanted to learn to do before you go out into the adult world of post-high school?
- Is there such thing as learning for learning sake or does there always have to be a reward for learning?
- Is it easier to learn something that one is passionate about than is chosen for them?
- Does the end of your school year in high school have to flicker out with a sputter or can you go out strong with a sense you really learned something valuable at the end?

Product

You determine your product whether it be a demonstration of what you learned, a product that came as a result of your passion, or a reflection on what you got from pursuing your passion.

Suggested Timeline

DAY ONE What is your passion?	DAY TWO What do you want to know?	DAY THREE What do you want to do?	DAY FOUR Work on contract, rubric, and calendar	DAY FIVE Finish your contract that sets up your project
DAY SIX Work on knowing/doing aspect Journal	DAY SEVEN Work on knowing/doing aspect Journal	DAY EIGHT Work on knowing/doing aspect Journal	DAY NINE Work on knowing/doing aspect Journal	DAY TEN Work on knowing/doing aspect Journal
DAY ELEVEN Work on knowing/doing aspect Journal	DAY TWELVE Work on knowing/doing aspect Journal	DAY THIRTEEN Work on knowing/doing aspect Journal	DAY FOURTEEN Work on knowing/doing aspect Journal	DAY FIFTEEN Work on knowing/doing aspect Journal
DAY SIXTEEN Finish up doing/knowing aspect	DAY SEVENTEEN Finish up doing/knowing aspect	DAY EIGHTEEN Gather feedback on knowing/doing aspects	DAY NINETEEN Refining product or practicing performance	DAY TWENTY Demonstration or product turn in

LESSON ONE

What is your passion?

Learning as a Passion video

<https://www.youtube.com/watch?v=T38mm6T5k8Y>

Listening for your passion

<https://www.youtube.com/watch?v=B5Z3golox14>

LESSON TWO

What do you want to know?

What is something you have always wanted to know or know more about?

- Foreign language/Sign language
- Learn about another culture
- Read a specific book
- Career/vocation
- Become an expert in something
- Teach others about a topic
- Learn about a fascinating person
- Be able to recite poetry
- Speed reading
- How to build something
- How to repair something
- CPR/First Aid
- Meditation
- Improve memory
- Study
- Take notes
- How to research
- Writing a paper
- Brain teasers/logic puzzles
- Balance a checkbook
- Stock market
- Create a budget
- Making a professional resume
- How to stop procrastination
- Coding
- Figure out how something works

LESSON THREE

What do you want to learn to do?

- New sport
- Lose weight
- Strategy game
- Build something
- Help a charity
- Be a mentor
- Play an instrument
- Publish a story
- Publicly speak
- A dance
- Go on a road trip
- Protect the environment
- Knit/Sew
- Bake
- Juggle
- Draw/Paint
- Change a flat tire
- Interior decorating
- Photography
- Gardening
- Self-Defense
- Start a campfire
- Run a 5K
- Yoga
- Eat healthy
- Vocation

LESSON FOUR

Templates for the contract, calendar, and rubric to use:

Project Contract

Student Name: _____

Project Name: _____

Learning Objectives (3 to 5):

-
-
-
-
-

Other Skills Learned:

-
-
-
-
-

Overall Goal of Project: _____

Product of Project: _____

Categories for Rubric Evaluation: __Journal_____

_____ (include rubric)

Student Signature: _____

Teacher Signature: _____

Parent(s) Signature: _____

DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
DAY SIX	DAY SEVEN	DAY EIGHT	DAY NINE	DAY TEN
DAY ELEVEN	DAY TWELVE	DAY THIRTEEN	DAY FOURTEEN	DAY FIFTEEN
DAY SIXTEEN	DAY SEVENTEEN	DAY EIGHTEEN	DAY NINETEEN	DAY TWENTY

Project Rubric

Students:

Overall			
Excellent			
Good			
Needs Improvement			

LESSON FIVE

What your journal should look like

Your journal should be a record of your experiences, feelings, and insights during this process of learning about a passion. Often times we do not reflect upon what we learned until after we have done something, this is asking you to reflect as it is taking place.

Things to consider writing in your journal:

- A play-by-play as to what you did to work on your project
- How you felt about your experience
- What you learned from the experience
- Questions remaining about a particular topic.
- Plans for future learning - and why they might be important.

Use the following Guidelines

- Write at least one entry after each day with a minimum of one typewritten page (and preferably more).
- Relate what you are learning to what you already know.
- Write regularly (sit down either right after your experience or set aside a time you write every day).
- Try to make concrete connections between journal entries.
- Link personal reactions to the goals of the project.
- Approach the exercise with the intention of being challenged.
- Present your ideas in a coherent and thought-provoking manner.
- Be creative in your thinking and the presentation and formatting of your journal.

No One Should Have to Read This Crap



Overview

In your schooling career, did your teacher ever make the class read a book that you thought was either bad, overrated, or just plain boring? Why is it that teachers keep recycling the same books over and over across the country when there are newer, more timely books that could be read in its place? Your task will be to make an argument why a particular book should not be taught anymore in the classroom. Part of this will be finding a replacement book that teaches the lesson better and making a case for its inclusion instead.

Questions to Consider

- Why do teachers pick specific books to teach specific lessons?
- Is there a book that should be read by all students coming through school?
- What makes a book dated or bad for students?
- What academic arguments could be made for no longer using a book in the classroom?
- Aren't there better, more timely, or more interesting books for a teacher to use instead?

Product

You must develop a case for banning a book from the classroom. Your argument must convince a school board, teachers, or parents why this book should not be used to teach anymore, as well as an alternative choice or two that could take its place. How you make this argument is up to you. You could do it live in front of an authentic audience, you could make a video of it, you could be creative and hold a mock trial making arguments for and against it, or some other forum.

<p>DAY ONE Brainstorm a list of books you have had to read in your schooling career</p>	<p>DAY TWO What made some of these books good and what made some of them bad</p>	<p>DAY THREE Narrow it down to one of these you wish would stop being taught and reflect on why you made this choice</p>	<p>DAY FOUR What is the criteria for what makes a good book choice for a student?</p>	<p>DAY FIVE What is the criteria for what makes a good book choice for a teacher?</p>
<p>DAY SIX Analyze why this book is not a good one to be teaching with</p>	<p>DAY SEVEN Analyze why this book is not a good one to be teaching with</p>	<p>DAY EIGHT Analyze why this book is not a good one to be teaching with</p>	<p>DAY NINE Analyze why this book is not a good one to be teaching with</p>	<p>DAY TEN Analyze why this book is not a good one to be teaching with</p>
<p>DAY ELEVEN Find a book that would teach this lesson better and locate evidence for its inclusion</p>	<p>DAY TWELVE Find a book that would teach this lesson better and locate evidence for its inclusion</p>	<p>DAY THIRTEEN Find a book that would teach this lesson better and locate evidence for its inclusion</p>	<p>DAY FOURTEEN Find a book that would teach this lesson better and locate evidence for its inclusion</p>	<p>DAY FIFTEEN Find a book that would teach this lesson better and locate evidence for its inclusion</p>
<p>DAY SIXTEEN Developing or creating your case</p>	<p>DAY SEVENTEEN Developing or creating your case</p>	<p>DAY EIGHTEEN Developing or creating your case</p>	<p>DAY NINETEEN Refining your case</p>	<p>DAY TWENTY Making your argument</p>

LESSON ONE

In your journal brainstorm a list of books you have had to read in your schooling career (come up with at least ten). Jot down some brief notes about how you felt about each one in just a few words.

Example

Hatchet – liked the story situation a lot

Romeo and Juliet – really liked even though I didn't understand half of it

To Kill a Mockingbird – not sure what the big deal was

Huck Finn – hard to understand at times but enjoyed

The Outsiders – seemed outdated

The Fault in Our Stars – liked the movie better

Catcher in the Rye – Holden seemed like a whiner

And Then There Were None – loved it

Of Mice and Men – sad but good

Lord of the Flies – sounded interesting but not as good as I would have thought

LESSON TWO

In your journal find some common themes of what was good about the books you liked and what was bad about the ones you didn't

Example

Ones I didn't like

To Kill a Mockingbird

The Outsiders

The Fault in Our Stars

Catcher in the Rye

Lord of the Flies

- I thought To Kill and Catcher were boring. The plot didn't grab my attention
- Outsiders and Lord of Flies seemed to have similar themes about adolescence but they both didn't have kids that I personally know
- Fault in Stars I thought was manipulative in how it toyed with your emotions. I was like it was designed to make you sad
- I like the premise of Lord of Flies, boys stuck on a deserted island, but did not like how the action unfolded and the plotting of the book
- To Kill had a white man rescuing the black man. I'm tired of white savior movies/books
- Thought it was cool that Outsiders was written by a 16-year old
- Most of the characters in Lord of Flies and Fault in Stars were annoying
- I thought all of these except Fault in Stars seemed outdated. There's got to be more recent books that tell these same lessons
- I had trouble relating to all of the main characters in these books
- To Kill was too long
- Many of the characters seemed like stereotypes

Ones I liked

Hatchet

Romeo and Juliet

Huck Finn

And Then There Were None

Of Mice and Men

- Thought the relationship between the two characters in Of Mice was sweet
- I like the situations the characters find themselves in Hatchet and And Then. I like those books where people are put into difficult situations
- Romeo and Juliet and characters in Of Mice made a lot of dumb decisions
- I liked the writing in Romeo/Juliet, Huck Finn, and Of Mice. It was easy to follow
- Romeo/Juliet and Huck Finn were funnier than I expected them to be
- In both Hatchet, And Then, and Huck, I was interested in how the book would turn out and the decisions the characters made
- I did have some trouble following the iambic pentameter of Romeo
- In all of these the story really moved quickly with plenty of action to keep it going
- Of Mice, And Then, and Hatchet were all of appropriate length (weren't too long)
- I thought all of these books were liked by both girls and boys
- Many of the characters were fully fleshed out and seemed like real people

LESSON THREE

In your journal choose one book you wish most would no longer be taught in school. Reflect on why you chose the one you did.

Example

I choose *To Kill a Mockingbird* to be the one students should no longer have to read. There are six reasons I chose this:

1. The black characters seemed to be minor characters in their own story.
Atticus seems like the white savior
2. Had a lot of vocabulary the typical student would not know
3. Scout seemed a little too mature for her age, not believable as a character
4. Seemed dated and a book about more recent events would be more relevant
5. A lot of students don't have an understanding of the context to be able to understand the lessons of the book
6. Many of my friends thought the book and its courtroom scenes were boring

LESSON FOUR

In your journal write down some elements that made a good book from the perspective of a student

LESSON FIVE

In your journal write down some elements that made a good book from the perspective of a teacher

LESSON SIX

Analyze the book you chose and pick out five specific passages/chapters you can use as evidence to demonstrate why it is a bad book to be teaching.

Page #s _____

How it shows the book is bad _____

Page #s _____

How it shows the book is bad _____

Page #s _____

How it shows the book is bad _____

Page #s _____

How it shows the book is bad _____

Page #s _____

How it shows the book is bad _____

LESSON SEVEN

Find a book that would teach this lesson better and locate evidence for its inclusion

Research three to five of the central lessons or themes from the book you chose to ban?

Then research some possible replacement books that you believe would be better liked by students?

Example

To Kill a Mockingbird

1. Justice
2. Prejudice
3. Coexistence of Good and Evil
4. The harm of lies

Replacements

Justice

The Murder of Roger Ackroyd by Agatha Christie

The Firm by John Grisham

A Civil Action by Jonathan Harr

The Book Thief by Markus Zusak

Gone Girl by Gillian Flynn

Prejudice

The Help by Kathryn Sockett

Maus by Art Spiegelman

A Lesson Before Dying by Ernest J. Gaines

Snow Falling on Cedars by Dan Guterson

Pudd'nhead Wilson by Mark Twain

Coexistence of Good and Evil

Harry Potter and the Sorcerer's Stone

The Lord of the Rings by J.R.R. Tolkien
The Stand by Stephen King
Dr. Jekyll and Mr. Hyde by Robert Louis Stephenson
The Road by Cormac McCarthy

The harm of lies

Atonement by Ian McEwan
The Giver by Lois Lowry
The Great Gatsby by F. Scott Fitzgerald
Big Little Lies by Lynne Moriarty
Othello by William Shakespeare

LESSON EIGHT

Write in your journal how you are going to narrow it down to a single book that you believe you can make a compelling argument with

Example

I am going to choose the book *The Help* by Kathryn Sockett as the replacement book for *To Catch a Mockingbird*. The reasons for this are:

- the book is more recently written, having been published in 2009 as opposed to 1960
- even though it takes place around the same time as *To Kill a Mockingbird* I think students will think it is told in a more modern manner
- although there is a white protagonist in Skeeter, there are also two black protagonists in the form of Aibileen and Minny
- the book has much more humor in it from the pie Minny makes to the toilets that end up on the front lawn
- it covers a lot of the themes that *To Kill a Mockingbird* did such as prejudice, justice, and the harm of a lie
- the film the book is based on is better than *To Kill a Mockingbird* and could be shown at the end of the unit

LESSON NINE

Create a forum to make your argument for the banning of the book you chose as well as why the inclusion of the replacement book

- live in front of an authentic audience
- make a video of your argument
- hold a mock trial making arguments for and against it
- write a position paper or editorial
- conduct interviews with students saying why they didn't like the original book
- offer to debate the teacher in whose classroom you read the book

Project Rubric

Overall	Presentation of Argument	Evidence from banned book	Reasons for the replacement
Excellent	<ul style="list-style-type: none"> ○ Argument uses evidence and examples to make points rather than accusations. ○ Forum of the argument is well organized and easy for an audience to view. ○ Presentation is made in a professional manner that makes a persuasive argument for why the book should be replaced. 	<ul style="list-style-type: none"> ○ Creates a clear criteria for why this book is no longer as relevant in the classroom. ○ Cites several specific examples from the book in making argument against it. ○ Shows clear evidence that in addition to own argument that additional research was used to make further points. 	<ul style="list-style-type: none"> ○ Clearly states the criteria for why the replacement book was chosen. ○ Provides several reasons why this replacement book would be a better choice. ○ Gives many examples of lessons this book may offer that the one it is replacing does not.
Good	<ul style="list-style-type: none"> ○ Argument uses a few pieces of evidence and examples to make points but other times just makes accusations. ○ Forum of the argument is for the most part organized and easy for an audience to view but there are times it becomes challenging to follow. ○ Mostly the presentation is made in a professional manner but there are time it does not make a persuasive argument. 	<ul style="list-style-type: none"> ○ Has a criteria for why this book is no longer as relevant in the classroom but is not always clearly communicated. ○ Cites a few specific examples from the book in making argument against it but more would have strengthened the argument. ○ Shows a couple of instances that in addition to own argument that additional research was used to make further points, but are parts where could have been more. 	<ul style="list-style-type: none"> ○ States the criteria for why the replacement book was chosen but doesn't always adhere to it. ○ Provides a few reasons why this replacement book would be a better choice, but does not make a strong enough argument. ○ Gives an example or two of lessons this book may offer that the one it is replacing does not, but reasons are not compelling.

**Needs
Improve
ment**

- Argument does not use much evidence and/or examples to make points. Makes too many unsupported accusations.
- Forum of the argument is not organized and/or easy for an audience to view detracting from the argument.
- Presentation is not made in a professional manner, losing credibility because of this.

- Does not create a very clear criteria for why this book is no longer as relevant in the classroom.
- Either cites weak examples from the book in making argument against it or does not provide any.
- Does not show much or any evidence that in addition to own argument that additional research was used.

- Does not present a clear criteria for why the replacement book was chosen.
- Provides superficial reason(s) why this replacement book would be a better choice.
- Does not provide any additional examples of lessons this book may offer that the one it is replacing does not.

What Soft Skill Should Every Student Posses?



Overview

In school we learn a lot of content such as math facts, grammar rules, scientific method, and our state capitals. All of this learning of content requires certain soft skills which are not specifically taught to you. Not only that, there are certain soft skills that will be more practical and beneficial to us in the real world. Which one of these would greatly benefit students not just in high school, but through college and in life?

Questions to Consider

- What do you consider to be valuable soft skills?
- Which of these do you think every student would benefit from either in high school or college?
- Why is this soft skill so necessary to current and later success?
- How could you teach someone else this soft skill so that they can use it?

Product

You are going to create a tutorial that teaches someone how to learn, develop, and use this soft skill. This is something that will be used to teach next year's incoming students.

<p>DAY ONE What are ten things you think every student leaving high school should know?</p>	<p>DAY TWO What are soft skills?</p>	<p>DAY THREE What makes these soft skills so important?</p>	<p>DAY FOUR Which one do you think is the most important for a student to have?</p>	<p>DAY FIVE Make an argument for why this is the most important skill</p>
<p>DAY SIX Figure out how to break down and teach your soft skill</p>	<p>DAY SEVEN Figure out how to break down and teach your soft skill</p>	<p>DAY EIGHT Figure out how to break down and teach your soft skill</p>	<p>DAY NINE Develop your lesson for your soft skill</p>	<p>DAY TEN Develop your lesson for your soft skill</p>
<p>DAY ELEVEN Develop your lesson for your soft skill</p>	<p>DAY TWELVE Film your lesson for your soft skill</p>	<p>DAY THIRTEEN Film your lesson for your soft skill</p>	<p>DAY FOURTEEN Edit and finish the video of you teaching the soft skill</p>	<p>DAY FIFTEEN Showcase for the lesson</p>

LESSON ONE

What are some things you think every student leaving high school should know how to do?

Either in a reflection, a class discussion, or a class debate, come up with a list of things every student leaving high school should have in their toolkit.

You will generate a list of these to use as a starting point.

LESSON TWO

What are soft skills?

Internal Soft Skills

1. Self-confidence
2. Self-awareness
3. Self-compassion
4. Accepting criticism
5. Critical thinking/problem solving
6. Resilience/Grit
7. Perseverance
8. Emotional management
9. Perceptiveness
10. Growth mindset

External Soft Skills

1. Collaborative teamwork
2. Effective communication
3. Interpersonal skills
4. Self-Promotion
5. Managing conflict
6. Adaptability
7. Networking
8. Influence
9. Negotiation
10. Expectation management

Go through each one of these and determine how it would be important for success in high school, college, and in the workforce.

LESSON THREE

What makes these soft skills so important?

Read article <https://www.thebalancecareers.com/top-soft-skills-2063721>

Watch this YouTube video that discusses the importance of soft skills

<https://www.youtube.com/watch?v=5NbeaWdLZDs>

<https://www.youtube.com/watch?v=IKSwKm21IJg>

LESSON FOUR

Which skill do you think is the most important for a student to have?

Use this graphic organizer to help you narrow down what you think is the most valuable skill for someone to learn

What are the top five skills a student needs in order to be successful?

In a sentence, how could you make an argument for the importance of each of these skills.

Now rank these skills in order from 1 to 5

1. _____
2. _____
3. _____
4. _____
5. _____

LESSON FIVE

Using the graphic organizer, make an argument for why this is the most important skill.

If you are having difficulty coming up with solid arguments try another of your choices to see if you could argue that one more clearly

Position/Thesis:

Reason 1:

Reason 2:

Reason 3:

Possible counterargument:

Possible counterargument:

Conclusion:

LESSON SIX

Figure out how to break down and teach your soft skill

Example of the breaking down of a skill

Juggling

1. First you will have to learn how to throw up one ball and catch it with the same hand
2. Then you will have to learn how to throw up one ball and catch it with the other hand, going back and forth between the hands
3. Next you will add a second ball, throwing one up with each hand (one slightly after the other) and catching it with the other until you become coordinated at this
4. Once you become comfortable throwing the two balls from hand to hand, you will place two balls in one hand and a third lone one in the other
5. Juggle these three balls, starting with one of the balls from the hand with two of them

Each of these are learning an aspect that builds into the next, leading up to the final skill being able to be done.

LESSON SEVEN

Develop your lesson for your soft skill

LESSON PLAN

Student Name: _____

Skill you are teaching: _____

Learning Objectives (3 to 5):

-
-
-
-
-

Other Skills Taught:

-
-
-
-
-
-

Overall Goal of Lesson: _____

Product of Lesson: _____

LESSON EIGHT

You will need to make a video of your performance.

One suggestion is to use WeVideo which allows you to edit, add text and graphics, and import visuals.

It can be found at www.wevideo.com

The video should be 10 to 15 minutes long and give those listening a good idea of how they may learn this skill.

Project Rubric

Overall	Video	Lesson	Significance
Excellent	<ul style="list-style-type: none"> ○ Video is of high-quality sound and visuals, looks like something produced for YouTube. ○ Video is engaging and pulls the watcher in with enthusiasm. ○ Video falls within the 10 to 15-minute range. 	<ul style="list-style-type: none"> ○ Lesson is well organized, making it very easy for anyone watching to follow along. ○ Lesson is broken down into smaller parts, making it easier to learn the skill. ○ Lesson uses many examples and detail to give one a full picture of what success in this skill looks like. 	<ul style="list-style-type: none"> ○ The importance of this skill is stressed throughout the video. ○ There is clear evidence given as to the significance of learning such a skill. ○ This is a video that I would be proud to show to next year's students so they may learn from it.
Good	<ul style="list-style-type: none"> ○ Video is of good-quality sound and visuals, looks like something took some time to create. ○ Video is most of the time engaging but are times where it drags. ○ Video falls a few minutes before or after the 10 to 15-minute range. 	<ul style="list-style-type: none"> ○ Lesson is organized, most times making it very easy for anyone watching to follow along, but times it jumps around or gets confusing. ○ Lesson for the most part is broken down into smaller parts, but there are some skills skipped or glossed over that make it challenging to learn. ○ Lesson uses examples and detail to give one a full picture of what success in this skill looks like in most cases, but a few times this could have been used more effectively. 	<ul style="list-style-type: none"> ○ The importance of this skill is mentioned a few times but not stressed consistently throughout the video. ○ There are instances of evidence given to show the significance of learning such a skill but it is not a compelling argument. ○ This is a video that I would be proud to show to next year's students with a couple of edits here and there.

Needs Improvement

- Video is of low-quality sound and/or visuals, making it difficult to know what is being taught.
- Video is not engaging either because the person lacks enthusiasm or it is boring in the manner it is taught.
- Video falls several minutes before or past the 10 to 15-minute range.
- Lesson is not very well organized, making it challenging for anyone watching to follow along.
- Lesson is not consistently broken down into smaller parts, causing confusion as to how to learn it.
- Lesson uses very few if any examples and detail, making it difficult to see how one learns this skill.
- The importance of this skill is not mentioned very often or not at all.
- There is little to no evidence given as to the significance of learning such a skill.
- This is a video that I would be hesitant to show to next year's students.

Most Likely to Make Own Yearbook?



Overview

A yearbook is supposed to be a collection of memories about school, something to open up years later and reminisce about what your experiences in high school were like. These yearbooks are made for the entire student body so there will be many sections that have nothing to do with you. What if you had a yearbook that was just about you and your experiences in school?

This project has you designing and creating your own personal yearbook. You have total editorial power (although you must keep it positive and not insulting to others). You get to decide what pictures go in, what the theme and focus is going to be, and who will be most likely to succeed.

Questions to Consider

- Who are the people who have had an impact on your high school years?
- What are the events or organizations that were important to you?
- What are the memories you would like to capture so that when you look back on this years from now, you can remember them?
- When you reflect what were the lessons learned in your time spent in high school?

Product

You will create either a physical, digital, or some other format of a yearbook that reflects your own experience in high school.

<p>DAY ONE What is the purpose of a yearbook?</p>	<p>DAY TWO What sections do you want to have for your own yearbook?</p>	<p>DAY THREE How do you reflect your own learning in a yearbook?</p>	<p>DAY FOUR Choosing a theme for your yearbook</p>	<p>DAY FIVE Plan out the sections of your yearbook</p>
<p>DAY SIX Go through your Instagram, Snapchat, Twitter, or Facebook accounts and choose pictures from here that represent your high school experience</p>	<p>DAY SEVEN Go through your Instagram, Snapchat, Twitter, or Facebook accounts and choose pictures from here that represent your high school experience</p>	<p>DAY EIGHT Go through your Instagram, Snapchat, Twitter, or Facebook accounts and choose pictures from here that represent your high school experience</p>	<p>DAY NINE What additional photos do you need to supplement your high school experiences? Go around and shoot these on your phone or camera.</p>	<p>DAY TEN Go around and shoot photos on your phone or camera for your yearbook.</p>
<p>DAY ELEVEN Go around and shoot photos on your phone or camera for your yearbook.</p>	<p>DAY TWELVE Organize your photos so that they tell a story of your high school experience</p>	<p>DAY THIRTEEN How do you plan to publish your yearbook?</p>	<p>DAY FOURTEEN Work on your yearbook</p>	<p>DAY FIFTEEN Work on your yearbook</p>
<p>DAY SIXTEEN Work on your yearbook</p>	<p>DAY SEVENTEEN Work on your yearbook</p>	<p>DAY EIGHTEEN Work on your yearbook</p>	<p>DAY NINETEEN Put finishing touches on your yearbook</p>	<p>DAY TWENTY Publish yearbook</p>

LESSON ONE

What is the purpose of a yearbook?

Here is an argument for why there should be a yearbook:

<https://yearbookdiscoveries.com/purpose-yearbook/>

Look at this PowerPoint on the 5 functions of a yearbook

[https://www.slideshare.net/Todd Stanley/5-functions-of-a-yearbook](https://www.slideshare.net/Todd-Stanley/5-functions-of-a-yearbook)

Read this article “Don’t Know What to Include in a Yearbook, Start With this List”

<https://blog.treering.com/include-in-yearbook-check-out-essentials/>

LESSON TWO

What sections do you want to have for your own yearbook?

- **A Yearbook Cover:** The cover makes the first impression of any book and usually sets the theme for the entire yearbook.
- **A Title Page:** This is the first page of the yearbook which usually includes the school name, year, city, state, and any other related information.
- **An Opening Section:** This section introduces the theme or explains the concept of the yearbook and often includes the Table of Contents.
- **Coverage Sections:** These parts of the yearbook include student life, academics, sports, school organizations, special events, and more.
- **Dividers:** These pages help indicate new sections and provide continuity throughout the yearbook.
- **A Closing Section:** This section finishes the story of the year, usually with a message from the editor.
- **An Index:** The index is a complete alphabetical listing of all students, teachers and staff tagged in photos in the yearbook and on what pages those photos can be found.

Sections of a Yearbook

- SCHOOL ADMINISTRATORS (*titles, photos & messages*)
- FACULTY / STAFF PORTRAITS (*teachers, office staff & other school personnel*)
- STUDENT PORTRAITS (*head-shots or class group photos*)
- SPECIAL AWARDS / SUPERLATIVES (*students & teachers*)
- SPECIAL CLASSES (*music, art, P.E., theatre, etc.*)
- SCHOOL EVENTS (*field day, spirit day, spelling bee, grandparents day, school plays, class trips, etc.*)
- CLUBS, TEAMS & OTHER STUDENT GROUPS (*safety patrol, book club, basketball team, soccer team, etc.*)
- GRADUATING CLASS COVERAGE (*8th graders moving on to high school, 12th graders moving on to college, etc.*)
- TABLE OF CONTENTS (*a guide to help readers find specific topics easily*)

- AUTOGRAPH PAGES (*blank pages for student signatures and personal messages*)
- YEAR IN REVIEW PAGES (*a section to highlight memorable events that happened throughout the school year*)
- FILL IN THE BLANK FEATURES (*for example: "My favorite memory _____" or "I'll never forget _____"*)
- FOLIO TABS / PAGE NUMBER TABS (*page numbering that appears on the outside portion of the page*)

LESSON THREE

How do you reflect upon your own experiences?

Keep in mind, this is not just a reflection of what you learned in your classes (although it can be some of that). This is about what you learned as a human being. What did you learn from friends and peers, what did you learn from your experiences, what did you learn from your mistakes, and what did you learn about life?

Questions you might ask yourself:

1. Which school tradition are you most proud of?
2. What's your most embarrassing in-school memory? What happened and did you learn anything from it?
3. Which event did you most look forward to this year? Did it live up to expectations?
4. You can bring any three of your classmates on a cross-country road trip in your family's hatchback: who would you choose and why?
5. What was the most memorable school sporting event of the year?
6. What life-lesson(s) did you learn playing sports?
7. If you could create one new club for next year, what would it be?
8. Where does your club meet? Do you use any school resources other than space? How could the school provide more support for your club?
9. What lessons did your club teach you that school did not?
10. The jobs you will have one day don't even exist yet: what kinds of skills do you think you might need to succeed?
11. What project or assignment challenged you the most as a student? Why?
12. Which subject do you think prepares you most for life after high school? Why?
13. If you could only use one emoji for the rest of high school, which would you choose? (Be sure to check these for appropriateness.)
14. Which piece of technology has most contributed to your academic success?
15. How would you recommend the school use its technology budget? What kinds of devices or software would you like to see available next year?
16. Describe your senior year in three words.
17. If you could create one mandatory course for future seniors, what would it be?
18. Who was your favorite teacher throughout all of high school?

19.If you could change one school rule, what would it be?

20.Where do you see yourself in 10 years?

LESSON FOUR

Choosing a theme for your yearbook

Yearbooks typically will have a theme that ties that entire experience together. Some examples of yearbook themes are:

1. A bird's eye view
2. A day in the life
3. A fraction of time
4. A league of our own
5. A little give and take
6. A new beginning
7. A new perspective
8. A picture is worth (year) words
9. A piece of the puzzle
10. A step ahead
11. A year like no other
12. Action. Reaction.
13. Actions speak louder than words
14. Ahead of the rest
15. Are we there yet?
16. At the rainbow's end
17. Back on track
18. Back to the basics
19. Be yourself
20. Believe, achieve, lead, succeed
21. Beyond the halls
22. Breaking the surface
23. By the book
24. Capture the moment
25. Caught in the middle
26. Changes in time
27. Dare to dream
28. Destination (year)
29. Don't blink
30. Enough said
31. Express yourself
32. From A to Z
33. Generation next
34. Get the picture
35. Going places
36. Got spirit?
37. Hello
38. I will...
39. Identity
40. Imagine that
41. In for a little shock
42. In our own words
43. Into the future
44. It's a (mascot) thing
45. Lasting impressions
46. Leave your mark
47. Let me spell it out
48. Lighting the way
49. Looking back, moving forward
50. Making headlines
51. Memories
52. Name of the game
53. New and improved
54. No reservations
55. Not just another face in the crowd
56. Now is our time
57. Objects in mirror
58. Off the record
59. On target
60. On the horizon
61. Once a {mascot}, always a {mascot}
62. Once in a lifetime
63. One 4 all
64. One for the books
65. Only in paradise
66. Our moment in time
67. Our time to party
68. Our world
69. Out with the old
70. Packed & ready to go
71. Pages in time
72. Perspectives
73. Pieces of the game
74. Point of view
75. Put to the test
76. Putting us on the map
77. Quick as a wink
78. Race against time
79. Raising the bar
80. Rated G
81. Reach for the stars
82. Ready, set, go
83. Remember when
84. Right here, right now
85. Ripples in time
86. Roll out the red carpet
87. Seal of excellence
88. Showing our true colors
89. So, what's your story?

90. Something to
think about
91. Songs of the
century
92. Speak up

93. Standing out
94. Step into the
future
95. Take a number
96. Taking flight

97. The game of life
98. This is the year
99. We are the
{mascots}
100. What a trip

You will want to find a theme that sums up your high school experience. This theme will be reflected in the photos you choose, the sections you decide to have, and the memories and thoughts you share.

LESSON FIVE

Taking your own photos

You might not have enough photos in your social media accounts to capture all of the memories and lessons you would like to in your yearbook. Or you might need to fill in the blanks with photos you normally wouldn't take like teachers that influenced you, places that meant a lot, or even simple things like your locker or the cafeteria.

Here are some tips on taking good photos:

- 1. Get down on your subject's level**
 - Hold your camera at the subject's eye level
 - Your subject doesn't have to look directly into the camera
- 2. Use a plain background**
 - Before taking a picture, check the area behind your subject
 - Look for "mergers" — avoid objects that may appear to be merging with the image of your subject when you take the picture
 - A plain background will emphasize your subject
- 3. Use a flash outdoors**
 - Eliminate shadows on the face by using a flash outdoors
- 4. Move in close**
 - Fill your picture with the subject to eliminate background distractions and to show off details
- 5. Take some vertical shots**
 - Try both horizontal and vertical shots to see images in a different way
- 6. Lock the focus (on an automatic-focus camera)**
 - Center the subject
 - Press the shutter button down halfway

- Reframe your picture (still holding down the shutter)
- Finish by pressing the shutter button all the way

7. Move your subject from the middle

- Imagine a tic-tac-toe grid, or use the grid button on your camera if you have one
- Place the subject at an intersecting line
- Lock your focus
- Create eye movement throughout the picture

8. Know your flash range

- Pictures taken beyond the maximum flash range will be too dark (usually beyond 10 ft.)

9. Watch the light

- Natural light makes for great pictures
- Avoid overhead sunlight, because it casts harsh shadows
- Use early/late daylight
- Put the sun behind you so there won't be shadows or a silhouette

10. Be a picture director

- Add props, rearrange your subjects, or try different angles

LESSON SIX

Creating your yearbook

You can choose to do this physically, digitally, or virtually.

You can look through older yearbooks to get ideas. You can also go to <https://www.classmates.com/> to look at yearbooks for free

Here is an on-line yearbook creator to consider
www.flipbuilder.com/extension/online-yearbook-creator.html

Here are some suggestions for additional yearbook programs
<https://fliphtml5.com/learning-center/top-7-online-yearbook-maker-to-create-a-knockout-interactive-yearbook/>

Project Rubric

Overall	Appearance	Organization	Reflection
Excellent	<ul style="list-style-type: none"> • Yearbook looks professional, like the school itself had produced it. • Photos are clear, font is easy to read, and the design/layout give the entire thing some flair. • Format that was used makes it easy for someone to view it in high quality. 	<ul style="list-style-type: none"> • Sections are clearly labeled with insightful titles. • Yearbook has a flow to it where one section leads into another, taking those looking at it a story. • There is an overall theme that ties most everything together. 	<ul style="list-style-type: none"> • Reflections are easy to spot, not subtle. • These reflections are spread throughout the yearbook in the photos, the interviews, the selections, and the theme. • Those looking at it would get a crystal clear picture of what you learned in your time spent in high school.
Good	<ul style="list-style-type: none"> • Yearbook looks very nice, but there are sections that don't look as professional as they could or needed some editing. • Most photos are clear, font is easy to read, and the design/layout is labeled, but not consistent with all of these. • Format that was used makes it easy for someone to view it but some aspects that get in its way. 	<ul style="list-style-type: none"> • Sections are clearly labeled with appropriate but not insightful titles. • Sections of the yearbook mostly lead into one another, but one or two lack a clear transition. • There is an overall theme but doesn't always tie things together. 	<ul style="list-style-type: none"> • Reflections are easy to spot in most cases, but others too subtle. • These reflections are spread throughout in the photos, the interviews, the selections, and the theme, but not consistent in the entire yearbook. • Those looking at it would get pretty good idea of what you learned in your time spent in high school but not a completely clear picture.

Needs Improvement

- Yearbook does not look professional, like someone slapped it together quickly.
- Either photos, font, and/or the design/layout prevent the yearbook from having flair.
- Format that was used makes it difficult for someone to view it.

- Sections are not very clearly labeled and/or have generic titles.
- Yearbook does not have a flow to it, with sections seemingly just thrown in randomly.
- There is not an overall theme, making it difficult to see how things tie together.

- Reflections are not easy to spot, difficult to see if they are there.
- These reflections are dumped into one section of the yearbook but is not spread throughout in the photos, the interviews, the selections, and the theme.
- Those looking at it would have difficult time figuring out what you learned in your time spent in high school.