**12-3 and 11-3 Multi-Genre Project**

**Step 1: Choose a topic.**

* Think about some of the themes/ideas in the novel *Indian Horse*, *The Glass Castle* or *Hamlet*
  + Addiction can be overcome
  + Importance of storytelling in indigenous cultures
  + Resiliency and/or survival
  + Consequences of revenge
  + Justice
  + Family loyalty
  + Sport as an escape

**Step 2: Start exploring!**

You will need to research 3 pieces (6 if you are in both 11-3 and 12-3) from different genres and to create 3 pieces (6 if you are in both 11-3 and 12-3) from different genres. *When researching a piece explore: (1) What does this piece tell you about your topic? (2) What is your rationale for selecting this piece to present your theme?*

|  |  |  |  |
| --- | --- | --- | --- |
| Transactional | Expressive | Lyrical/Poetry | Visual/Multi-media |
| Letter  Email  Speech  Interview  Invitation  Blog  Review  Editorial  Lab report  Postcard  Textbook recipe  Travel brochure  How-to booklet  Obituary | Memoir  Biography  Narrative  Personal letter  Diary or journal  Top 10 list  Short story or novel | Poetry – Ballad, Ode, Reverse, Free-verse, Sonnet, Shape poem, Lyric  Songs or raps | Web page  Video  Collage  Photos  Comic strip (6 frames minimum)  Map  Infographic  Timeline  Ad |

**Step 3: Start creating!**

You will need:

* **Title page**
* **Table of contents**
* **An introduction letter to the reader**
* **3\* pieces (from different genres) you’ve researched**
* **3\* pieces (from different genres) you’ve created**
* **Brief rationales for each piece**
* **An epilogue or conclusion**
* **List of references**
* **FINALLY, think about how you are going to unify your project as one. You can use symbols or quotes on pages, or combine your pieces as one large visual. Use your creativity!**

\*You will need 6 pieces of each, if you are in both classes

**Self and Teacher Assessment - Multi-Genre**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Goals | Developing |  | Proficient |  | Advanced |
| **Selecting, reading and understanding (GCO4)** | I read 1 or 2 basic pieces that someone else (teacher) found for me. |  | I found and read 2 or 3 pieces. I understood most of them. |  | I selected and read a variety of pieces (3+) and could easily summarize and explain these to others. |
| **Exploring themes/ideas (GCO5,6)** | I was able to find some ideas in these pieces, but I had difficulty expressing my thoughts. I needed a lot of help. |  | I found ideas/themes in some of the pieces. I was able to summarize my ideas. |  | I thoroughly responded to the ideas/themes of several pieces. I used my creations to showcase my understanding. |
| **Creativity (GCO 8)** | I created one or two pieces to explore my theme. I needed a lot of guidance to create these. |  | I created 2 or 3 pieces that explored the theme. My pieces looked similar to pieces I’ve seen in class and in my research. |  | I completed 3+ pieces. My pieces showcased my understanding and were different from others I’ve seen in class. My project was very unique! |
| **Craftsmanship (GCO9,10)** | My work looks alright. There may be several errors in spelling, punctuation and form. It is a little disorganized. |  | My work looks mostly good and organized. There may be a few errors in spelling, punctuation and form. |  | I am very proud of the quality of my work. It is exemplary, polished, and well-organized. There are very few (if any!) errors. |
| **Completeness** | My project is incomplete. |  | My project is mostly complete. However, I may have missed 1 or 2 little things. |  | My project is complete and done to the best of my ability. All of the pieces come together well as one project. |
| **Time Management** | I did not use my time effectively. |  | I used most of my class time effectively. |  | I was dedicated to my work and used ALL class time effectively. |

GCO4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. (i.e. read and select a variety of texts to support their learning).

GCO 5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies. (i.e. acquire information from a variety of sources, recognizing the relationships, concepts, and ideas that can be utilized to generate student text

GCO 6: Students will be expected to respond personally to a range of texts. (i.e. make connections among the themes, issues, and ideas expressed in various texts)

GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination. (i.e. use writing and other ways of representing to explore, interpret, and reflect on their experiences with a range of texts and issues)

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. (i.e. producing writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions)

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness. (i.e. demonstrate a commitment to the skilful crafting of a range of writing and other representations)

The Elements of the Multi-genre Project

|  |  |  |
| --- | --- | --- |
| Section | Requirements | Done? |
| Title Page | -Title  - Your full name  - Date due, teacher and course  - GET CREATIVE! |  |
| Table of Contents | -This will help a reader navigate your project.  -Don’t sweat it! An example will be provided! |  |
| An Introduction Letter to the Reader | -Greet the reader and give a bit of background on your project (i.e. Why you picked this theme? What you learned?)  -Format like a letter |  |
| Body | 3 (6) pieces from different genres that are created.  3 (6) pieces from different genres that are researched.   |  |  |  | | --- | --- | --- | |  | Checklist-3 Researched | Checklist- 3 Created | | Piece 1 | □Transactional  □Lyrical/poetic  □Visual/media  □Expressive | □Transactional  □Lyrical/poetic  □Visual/media  □Expressive | | Piece 2 | □Transactional  □Lyrical/poetic  □Visual/media  □Expressive | □Transactional  □Lyrical/poetic  □Visual/media  □Expressive | | Piece 3 | □Transactional  □Lyrical/poetic  □Visual/media  □Expressive | □Transactional  □Lyrical/poetic  □Visual/media  □Expressive | |  |
| Rationale | -Brief justification for each piece (short paragraph). Include why it was chosen and how it fits in project. |  |
| Conclusion or Epilogue | -GET CREATIVE!  -Should be on its own page  -May look to answer: what did you learn? How did this change your perspective? What information do you think is missing that you should share with the reader? |  |
| References/ Works Cited | -Reference list cited as MLA (at least 3 references or sources) |  |
| Pulling it all together! | -Find a way to unify your project. Some suggestions are adding a symbol or character on each page, including a running commentary or cartoon strip or using a large model to combine pieces. These are just ideas - GET CREATIVE! |  |