**6 D’s Survival Story Assignment**

**Define:** I Shouldn’t Be Alive is a television documentary series which shares stories of individuals or groups who managed to survive dangerous situations. You have been granted the opportunity to meet with one of the survivors who has aired on the show so that you may share their story with a wider audience. You may choose to share this story in a written newspaper article format or a live interview.

**Discover:** To begin your project, you may google I Shouldn’t Be Alive and click on the Wikipedia link or go directly to <http://en.wikipedia.org/wiki/I_Shouldn't_Be_Alive> where you may find brief descriptions of survival stories. Choose which survivor you want to use as the subject of your project. Whichever format (newspaper article or live interview) you choose, be sure to include important information such as who, what, where, when, how, etc.

**Dream:** As only brief descriptions are provided, you will be creating some extra information about their experience. Provide specific and sensory details. Make sure you provide your audience with an entertaining and informative account of survival.

**Design:** You have the choice of doing either assignment individually or with a partner. If you work with a partner, both partners will receive the same mark so attempt to choose a partner who will contribute equally.

**Deliver: If you choose to write a newspaper article:**

* Be aware of newspaper article conventions and follow the style/organization of a newspaper article.
* Consider your audience. Make sure that your audience has all of the information it needs about the survival story, that it grabs the attention of the audience, and that it is entertaining.
* Edit your work before handing or emailing it in.

**If you choose to conduct a live interview:**

* Plan your questions and answers.
* Consider your audience. Make sure that all information needed to understand the survival story is included and that it is entertaining.
* You must video the interview and may use apps such as iMovie to edit. The video must be a minimum of five minutes, but you should try not to create a video that is longer than 10 minutes.

**Debrief:** There is a separate rubric for both the article and interview so please ensure you are following the expectations set out for your choice of project.Following assessment of the project we will go over exemplars which met rubric requirements in specific areas.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Newspaper Article Rubric**

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| **CRITERIA** | **4** | **3** | **2** | **1** |
| **Content/Ideas**  **X2** | * Addresses topic, purpose (mode), and audience clearly; * Provides thorough, balanced, relevant support of topic * Provides strong, credible support (quotations, details, examples, facts) * Selects details which/ideas which go beyond the obvious or predictable; perceptive; shares insights * Addresses 5 W’s (Who, What, Where, When, and Why) | * Addresses the topic, purpose and audience; * Provides support which at times may be too general or slightly out of balance with the main idea * Provides mostly credible support (quotations, details, examples, facts) * Expresses mostly predictable details/ideas; may occasionally share insights * The article addresses four of the 5 W’s | * Attempts to address the topic, purpose, and audience; * Attempts support but may be limited or irrelevant * Limits details/ideas to the predictable * The article addresses 3 of the 5 W.s | * Shows little attempt to address the topic, purpose, or audience * Includes little or no support * Expresses only simplistic or random details/ideas * The article addresses fewer than 3 of the 5 W’s |
| **Organization**  **X2** | * Has a headline that captures the readers’ attention and accurately describes the article * Has a lead sentence that grabs and focuses the readers’ attention and has a satisfying conclusion * Selects an organizational structure that advances the purpose (mode) and is appropriate for the audience * Selects effective transitions which clearly show how ideas connect among all elements (sentences and paragraphs) * Sustains and develops the central ideas in a clear and coherent manner | * Has a headline that accurately describes the article * Uses an organizational structure that fits the purpose and audience * Lead sentence tells the most important details, has a recognizable beginning that may not be particularly inviting and/or a conclusion that may lack insight * Provides adequate transitions which serve to connect ideas but may be stilted or formulaic * Sustains and develops the central idea and focus but coherence may falter | * Lead sentence is not clearly connected to the article, beginning and/or conclusion is undeveloped or too obvious * Uses a structure that is not always consistent with the purpose and/or audience * Provides weak, overused, or ineffective transitions * Lacks a clearly developed central idea or it is not maintained | * There is no clear lead sentence relating to the article and/or conclusion is not apparent * Provides transitions that are poorly chosen or fails to provide transitions * Portrays no central idea |
| **Voice** | * Creates a strong interaction with the reader; conveys the sense of a person behind the words; * Demonstrates a strong audience awareness which communicates the message effectively and an appropriate voice or tone is consistently employed * Brings the topic to life; when appropriate the writing may show originality, humour or suspense; may share insights | * Interacts with the reader; at times there is a sense of a person and purpose behind the words * Demonstrates a sense of audience and seems to be aware of the reader, but may not consistently employ an appropriate tone or voice; * Injects liveliness, sincerity, or honour on occasion and when appropriate; at times the writing may be either too casual, personal, formal, or stiff | * Provides little sense of interaction between reader and writer’ there is little sense of the person and purpose behind the words; * Demonstrates a limited sense of audience or fails to use an appropriate tone or voice; * Uses a voice that is likely to be overly informal and personal or too impersonal and flat | * Shows no sense of interaction between reader and writer; it is hard to sense the person and purpose behind the words’ * Demonstrates no audience awareness; * Uses a voice that is consistently flat, lifeless, and impersonal |
| **Word Choice** | * Applies specific, accurate, language which seems natural; uses ordinary words in an unusual way; * Choose fresh, lively, vivid expressions; * Selects purposeful and effective figurative language and/or slang | * Uses mainly familiar words or phrases’ may occasionally employ ordinary words in an unusual way * Attempts to use fresh, vivid expressions although they may be ineffective and/or clichéd; * Attempts to use figurative language which may occasionally seem overdone or ineffective | * Uses words that are colourless, flat, or imprecise, e.g. fun, thing, a lot, nice; language may be repetitious or misused; * Relies on predictable vocabulary’ * Uses little figurative language; images, if present, are fuzzy | * Uses an extremely limited range of words; * Relies upon words that do not fit the text; they may be imprecise, inadequate, or just plain wrong; * Makes no attempt to use figurative language; uses general, vague words that fail to communicate |
| **Sentence Fluency** | * Shows stylistic control; dialogue and fragments, if used, sound natural; * Utilizes appropriate cadence for the genre/mode; * Varies the sentence structure, length, and beginnings to strengthen the meaning of the text and draw attention to key ideas | * Shows occasional lapses in stylistic control; dialogue, if used, may sometimes sound stilted; * Moves the reader easily through the text, though perhaps without rhythm or grace; * Varies patterns of sentence structure, length, and beginnings; sentences are functional but may sometimes lack energy | * Shows little awareness of stylistic control; dialogue does not sound natural; run-ons and/or fragments may impede readability; * Forces the reader to reread in place in order to make sense of the writing; * Uses limited variety in sentence structure, length, and beginning but may fall into repetitious patterns’ structures may sometimes cause the reader to hunt for meaning | * Shows no awareness of stylistic control; confusing word order is often jarring and/or irregular; * Requires the reader to reread several times in order to make sense of the writing; * Uses little or no variety in sentence structure, length, beginnings; sentence structure may obscure meaning |
| **Mechanics** | * Selects effective punctuation that guides the reader through the text; * Uses correct spelling, even of more difficult words; * Uses correct capitalization * Applies paragraph breaks that consistently reinforce organization and meaning; * Writes with correct grammar and usage that contribute to clarity and style | * Utilizes correct end-of-sentence punctuation; internal punctuation may be incorrect; * Uses spelling that is usually correct, especially of common words; * Applies basic capitalization (e.g. proper nouns, etc.) * Employs paragraph breaks that, in general, reinforce the organizational structure; * Makes occasional errors in grammar and usage; problems are not severe enough to distort meaning or cause confusion | * Makes many end-of-sentence punctuation errors; internal punctuation contains frequent errors; * Makes spelling errors that distract the reader; misspells common words; * Capitalization inconsistently and often incorrectly; * Runs paragraphs together or inserts paragraph breaks ineffectively; * Makes errors in grammar and usage that interfere with readability and meaning | * Uses haphazard or incorrect punctuation, or punctuation is omitted; * Makes frequent spelling errors that significantly impair readability; * Uses capitalization which appears to be random; * Inserts paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of text; * Makes errors in grammar and usage that interfere with the meaning and/or distract from the piece of writing |

**Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /32**

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**Interview Rubric**

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| **CRITERIA** | **4** | **3** | **2** | **1** |
| **Content/Ideas**  **X2** | * At least 5 appropriate, substantive and pertinent questions were asked during the interview; answers are thoughtful and creative * Addresses topic, purpose (mode), and audience clearly; * Provides thorough, balanced, relevant support of the topic * Provides strong, credible support (quotations, details, examples, facts) using appropriate resources * Selects details/ideas which go beyond the obvious or predictable; perceptive; shares insights | * At least 4 appropriate questions were asked; questions and/or answers may be predictable * Addresses the topic, purpose, and audience; * Provides support which at times may be too general or slightly out of balance with the main idea * Provides mostly credible support (quotations, details, examples, facts) * Expresses mostly predictable details/ideas; may occasionally share insights | * Fewer than 4 questions were asked; questions and/or answers may lack variety, details or thoughtfulness, or be off-topic * Attempts to address the topic, purpose, and audience; * Attempts support but may be limited or irrelevant; * Limits details/ideas to the predictable | * Fewer than 4 questions were asked and/or questions were inappropriate or irrelevant to the story; answers were vague * Shows little attempt to address the topic, purpose, or audience; * Includes little or no support; * Expresses only simplistic or random ideas |
| **Organization**  **X2** | * Selects an organizational structure that advances the purpose and is appropriate for the audience * Constructs an inviting opening and a satisfying conclusion * Selects effective transitions which clearly show how ideas connect * Sustains and develops the central idea in a clear and coherent manner | * Uses an organizational structure that fits the purpose and audience; * Develops a recognizable beginning that may not be particularly inviting and/or a conclusion that may lack insight or overview; * Provides adequate transitions which serve to connect ideas but may be stilted or formulaic; * Sustains and develops the central idea and focus but coherence may falter | * Uses a structure that is not always consistent with the purpose and/or audience; * The beginning and/or conclusion is undeveloped or too obvious; * Provides weak, overused, or ineffective transitions; * Lacks a clearly developed central idea, or it is not maintained | * Uses a structure that is not appropriate for purpose and/or audience; * Provides no apparent beginning and/or conclusion * Provides transitions that are poorly chosen or fails to provide transitions; * Portrays no central idea |
| **Voice** | * Interviewer and survivor each have a distinct voice * Creates a strong interaction with the audience; conveys the sense of a person and purpose behind the words; * Demonstrates a strong audience awareness which communicates the message effectively, and an appropriate voice or tone is consistently employed; * Brings the topic to life; when appropriate, may show originality, liveliness, honesty, conviction, excitement, humour, or suspense; may share insights | * Attempts to present distinct voices but both could be more fully developed * Interacts with the audience; at times there is a sense o a person and purpose behind the words; * Demonstrates a sense of audience and seems to be aware of it, but may not consistently employ an appropriate tone or voice; * Injects liveliness, sincerity, or humour on occasion and when appropriate; at times may be too casual, personal, formal, or stiff | * Only one member has a somewhat developed voice, or voice is inconsistent * Provides little sense of interaction with audience; there is little sense of the person and purpose behind the words; * Demonstrates a limited sense of audience or fails to use an appropriate tone or voice; * Uses a voice that is likely to be overly informal and personal or too impersonal and flat | * Both interviewer and survivor have no distinct voice * Shows no sense of interaction with audience; it is hard to sense the person and purpose behind the words; * Demonstrates no audience awareness; * Uses a voice that is consistently, flat, lifeless, and impersonal |
| **Word Choice** | * Applies specific, accurate language which seems natural; uses ordinary words in an unusual way; * Chooses fresh, lively, vivid expressions’ * Selects purposeful and effective figurative language and/or slang | * Uses mainly familiar words or phrases; may occasionally employ ordinary words in an unusual way; * Attempts to use fresh, vivid expressions although they may be ineffective and/or clichéd; * Attempts to use figurative language which may occasionally seem overdone of ineffective | * Uses words that are colourless, flat, or imprecise, e.g. fun, thing, a lot, nice; language may be repetitious or misused; * Relies on predictable vocabulary; * Uses little figurative language; images, if present, are fuzzy | * Uses an extremely limited range of words’ * Relies upon words that do not fit the text; they may be imprecise, inadequate, or just plain wrong; * Makes no attempt to use figurative language; uses general, vague words that fail to communicate |
| **Sentence Fluency** | * Shows stylistic control; dialogue and fragments sound natural; * Utilizes appropriate cadence for the genre/mode; * Varies the sentence, structure, length, and beginnings to strengthen the meaning of the text and draw attention to key ideas | * Shows occasional lapses in stylistic control dialogue may sometimes sound stilted; * Audience may follow easily, though perhaps without grace or rhythm; * Varies patterns of sentence structure, length, and beginnings; sentences are functional but may sometimes lack energy | * Shows little awareness of stylistic control; dialogue does not sound natural; run-ons and/or fragments may impede how easy one can follow along * Forces the audience to pause to try and make sense of the conversation * Uses limited variety in sentence structure, length and beginnings but may fall into repetitious patterns; structures may sometimes cause audience to hunt for meaning | * Shows no awareness of stylistic control’ confusing word order is often jarring and/or irregular’ * Requires the audience to pause several times in order to make sense of the conversation’ * Uses little or no variety in sentence structure, length, beginnings; sentence structure may obscure meaning |
| **Mechanics** | * Correct grammar and usage contribute to clarity and style; * Correct pronunciation and syllabic emphasis contribute to clarity and style | * Makes occasional errors in grammar and usage; problems are not severe enough to distort meaning or cause confusion; * Make occasional errors in pronunciation and syllabic emphasis; problems are not severe enough to distort meaning or cause confusion | * Makes errors in grammar and usage that interfere with the audience’s ability to follow along and meaning; * Makes errors in pronunciation and syllabic emphasis that interfere with the audience’s ability to follow along and meaning | * Makes errors in grammar and usage that interfere with the meaning and/or distract from the interview; * Makes errors in pronunciation and syllabic emphasis that interfere with the meaning and/or distract from the interview |

**Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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