

HERO WRITING PROJECT

English 12

ELA Standard:

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Description of project:

Now that we have spent a couple of weeks examining the role of *the hero* in some British literary selections, it's your turn to write. We'll be creating a writing project around the concept of *the hero*. This project will be different from previous projects in the sense that I will not tell you exactly how you should write this project. The only thing that all of your projects will have in common is that they will all deal with the concept of *the hero*. What is important is that each of you should find a focus that will be meaningful to you. Let's look at some examples.

Show examples of articles, blog posts, scripts that cover someone who might be considered a hero.

I have had former students write wonderful selections on heroes in their lives: selections about parents, entertainers, athletes, grandparents, you name it. It may be someone you know well or someone you don't know personally.

We'll focus on this project for the next week. We'll start with brainstorming and a prewriting activity with partners in class. After your pieces are written, we'll go through a revision process and then you'll type your final draft. You will be evaluated on the entire process as well as your end product, so it's important to save all of your drafts as you work. I will collect your drafts as well as your final copy on the due date.

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none">• Introduce project• Share examples• Brainstorm• Work time	<ul style="list-style-type: none">• Prewriting partner activity• Writing work time	<ul style="list-style-type: none">• Partner response activity• Revision work time	<ul style="list-style-type: none">• Computer time to complete draft	<ul style="list-style-type: none">• Project due at start of class
Homework:	Homework: draft due day 3	Homework: revise draft	Homework: Final draft	

GENRES TO CONSIDER

Personal experience narratives

Fictional narratives

Short stories and novellas (tall tales,
sci-fi, historical, romance, fairy tales,
contemporary realism, etc)

Autobiographies

Biographies

Essays

Research reports

Textbooks

Reviews of books, records, plays, movies,
and TV shows

News stories

Reports of current events and featured

Children's books

Jokes and riddles

Games and puzzles

Captions and labeled

Coloring books with text

Cartoons

Annotated calendars

Advertisements

Song lyrics

Diaries and journals

Field journals and learning logs

Petitions

Scripts

Skits

Plays

Radio plays

Puppet shows

TV Commercials

Speeches

Public notices

Posters

Dittoed announcements

Intercom announcements

Last will and testament

Poetry

Ballads

Limericks

Rhymed couplets

Acrostics

Counted-syllable formats

Free verse

Correspondence

Friendly letters (to pen pal, teachers,
friends, relatives)

Invitations

To the editor

Celebrating holidays

Marking special occasions

Requesting permission

Letters of thanks, complaint, love,
application, sympathy, inquiry, farewell,
protest, advice, apology, congratulations

Editorials and opinions

Parodies

Eulogies

Recipes

Memoranda and messages

Interviews

Oral histories

Instructions and advice

Rules and regulations

Lists and notes

Mottoes and slogans

Scrapbooks (and accompanying texts)

Yearbook blurbs

Contest entries

Time capsule lists

Awards and inscriptions

Forms (for others to complete)

Computer programs

Resumes and cover letters

HERO PREWRITING PARTNER ACTIVITY

Assignment description:

The main objective of this group work is to gather as many ideas about your topic as you possibly can. This includes thinking about what form(s) might work well for your individual topics.

It is vital that each of you totally dedicates yourself to helping your partner(s). You can do this by

- *listening* carefully to your partner's plans
- *probing* their ideas and thoughts by asking genuine questions
- *taking notes* on what your partner says

These notes will be given to your partner at the end of the hour. They should be very helpful to him/her. If you will commit yourself wholeheartedly to this group work, you will find that it can help you not only to become a better writer, but also a better analytical thinker.

The following guiding questions will be projected to guide discussion:

- Why do you want to write about the topic you've chosen?
- Why is this topic important to you?
- How does the topic pertain to you?
- Is there a specific aspect you would like to focus on?
- What form(s) would be appropriate or work best for this topic?
- What points of view will you choose?
- If your topic is a belief or attitude, are there people or events that have influenced you?
How?

Write out your questions and answers so you can use them as you begin your first draft. Be sure to include them in your final writing packet at the end of this project.

HERO PROJECT RESPONSE

Write your response to the following steps on a sheet of notebook paper. Keep the response to your rough draft to include in your portfolio when your project is turned in.

Responding to your partner's work:

- 1) Partner A read their piece out loud to Partner B.
- 2) Partner B takes a moment to write a few things from what they heard.
 - a) What is the piece about?
 - b) What genre is used? (essay, short story, song, poetry, etc)
 - c) Write three or four details from the piece that stuck out to you.
- 3) Partner B reads Partner A's piece silently.
- 4) Partner B writes 3 or 4 sentences in response to the piece.
 - a) Questions to consider: Describe the impressions that the selection made on you. What did it do for you? How did it affect you? What do you think? What went on in your mind as you read it? Do you agree? Can you relate? Did it move you – even just a little?
- 5) Partner B needs to write about at least two of the following responses: expansion, deletion, clarification, or cause and effect. Here are some examples:
 - a) Expansion: "I was really curious about your uncle's store, and I wanted to know more about what he sold."
 - b) Deletion: "I didn't understand why you included this part. It didn't flow, and I really wanted to move on. Is there something you were trying to say that I'm not getting? Or is there a particular reason why you want this part in here? Or do you think it should be taken out?"
 - c) Clarification: "I was confused when you said he came there as a young man. I thought you already said that his family moved there when he was small. Which was it?"
 - d) Cause & Effect: "I just really wondered why he would go over and join the army like that. Why did he do it?"
- 6) Now switch and complete the above steps using Partner B's writing.

Keep working on your writing! I'll be looking for changes from draft to draft. A second draft is due Wednesday. Final pieces are due Thursday.

HERO PROJECT SELF-EVALUATION

1. What is the topic or theme of your project? What is the genre? (ie: essay, poem, etc.)
2. Why did you choose to create the project the way you did?
3. What elements works for your paper? Why do you think they worked?
4. What is a weakness or hole in your project? Why is it weak?
5. Identify what you would do differently if y9ou were to do your project over.
6. Based on the amount of work you put in to creating your project and the quality of the process and final product, what grade would you give yourself for this writing project?

HERO WRITING PROJECT

Name: _____

Total points: _____/50

Process: _____ / 20

Mechanics: _____ / 10

Content: _____ / 20

Additional comments:

HERO WRITING PROJECT

Name: _____

Total points: _____/50

Process: _____ / 20

Mechanics: _____ / 10

Content: _____ / 20

Additional comments: