*Touching Spirit Bear/Speak* Assignment



Option 1:

Your task is to create a totem pole and a corresponding explanation that explains each symbol on your totem pole for either Cole or Melinda’s healing journey.

Option 2:

Your task is to visually represent Cole or Melinda’s key healing object and write an explanation for your choice. How does this object symbolically reflect their journey?

Option 3:

Your task is to take a key quote from either *Speak* or *Touching Spirit Bear* and visually represent it. You will write an explanation showing why this is a significant quote for the novel.

\*Remember to think creatively about your representations. I do **not** want to see a summary of the novel, rather a deeper understanding of **character**.

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| **CRITERIA** | **Excellent****5** | **Proficient****4** | **Satisfactory****3** | **Limited** **2** |
| **Characteristics** | A comprehensive range of perceptive and significant characteristics from the whole novel are included. Compelling quotes and textual references are used to support characteristics.**Exceeds expectations.** | A thorough range of thoughtful and relevant characteristics are included. Convincing quotes and textual references are used to support characteristics. | A cursory range of routine and predictable characteristics are included. Believable quotes and textual references are used to support characteristics. | A superficial range of trivial and/or vague characteristics are included. Quotes and textual references used to support characteristics are weak or lacking. |
| **Visual Impact** | Innovative use of objects and pictures contributes to an engaging visual layout. Demonstrates meticulous attention to artistry (colors, letters etc).**Exceeds expectations.** | Effective use of objects and pictures contributes to an interesting visual layout. Demonstrates care taken with artistry. | Workable use of objects and pictures contributes to a simplistic visual layout. Demonstrates some attention paid to artistry. | Ineffective use of objects and pictures contributes to a visual layout that lacks appeal. Demonstrates little or no attention paid to artistry. |
| **Symbols** | Symbols used are vivid and engaging; they enhance communication about the character. | Symbols used are interesting and support communication about the character. | Symbols used are simplistic and straightforward; they partially support communication about the character. | Symbols are ineffective and lack appeal; they interfere with communication about the character. |
| **Written Explanation – Ideas and Impressions** | The student’s exploration of the topic is **insightful**. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student’s ideas and impressions. | The student’s exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student’s ideas and impressions. | The student’s exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student’s ideas and impressions. | The student’s exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/or ineffectively related to the student’s ideas and impressions. |
| **Written Explanation - Presentation** | The voice created by the student is convincing. Stylistic choices are precise and the student’s creation of tone is adept. The unifying effect is skillfully developed. | The voice created by the student is distinct. Stylistic choices are specific and the student’s creation of tone is competent. The unifying effect is capably developed. | The voice created by the student is apparent. Stylistic choices are adequate and the student’s creation of tone is conventional. The unifying effect is appropriately developed. | The voice created by the student is indistinct. Stylistic choices are imprecise and the student’s creation of tone is inconsistent. The unifying effect is inadequately developed. |