**The Encyclopedia of an Ordinary William Penn Life**

**Unit 1 culminating project**

**Who are we and what makes us that way?**

Throughout this first unit, we will be exploring identity and maturing into adulthood. The project requires you to be both reflective and observational. You will be completing different types of entries based on each lesson’s focus in this unit. Begin by thinking about who you are and what makes you who you are. Observe the world around you and the people of that world. Draw conclusions about what you think about or believe about yourself and the world.

For each letter of the alphabet, you will be creating an entry for your Encyclopedia. During each lesson, we will be drafting this project. By the end of the unit, you will be able to put together your entries in alphabetical order into a beautifully and meaningfully designed book or presentation.

**Each set of entries must reflect what you have learned in each lesson.**

**Lesson 1 -**

You must have: 1 - song analysis. Include a verse and the refrain (chorus) and analysis based on the lesson

1- original poem using the style elements from this lesson

1 - example of an entry using rhyme meaningfully

1 - example of an entry using personification

3 - entries of your choosing, but that reflect the components or ideas of the lesson

**Lesson 2 -**

You must have:

1 - narrative entry which discusses which hobby or sport you have put in the most hours.

1 - narrative entry in which you describe an opportunity which you jumped on or maybe didn’t and wished you had.

1 - narrative entry about a time in your life when something lucky happened. Keep it school appropriate.

3 - entries which each focus on a different factors discussed in *Freakonomics*. Compare and contrast your opinion with the authors’ opinion on why this factor does or does not matter for success.

**Lesson 3 -**

You must have: 1 - vignette or anecdote

1 - persuasive entry (convince someone to believe something)

1 - entry which teaches someone how to do something

1 - reflection on your culture

2 - entries of your choosing, but that reflect the components of lesson 3

**Lesson 4 -**

You must have: 1 - entry which explains a symbol of your life now

1 - entry which explains a symbol of your future life

1 - entry which narrates the story of a time when you felt you matured.

4 - entries of your choosing, but that reflect the components of lesson 4

**Putting it Together:** Organize the entries alphabetically. Make a book or if you are working online, an online book type presentation. Make sure you are showing your neatest and best copies of all entries. How your encyclopedia looks and is presented does count. Use illustrations or photos where appropriate. LABEL each entry’s criteria and lesson.

**NOTES:**

**Final project scoring guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Content | Ideas are well developed. | Ideas show some thought and a sense of understanding the unit ideas. | Ideas are limited. Any student at Penn could have written these without reading the unit texts. | What ideas? You expressed something? Really? Cliches! |
| Organization | Each entry has a clear and effective beginning, development, and closing. | Most entry has an opener, a middle development, and closes. | More than a few entries lack either an sense of opening, a developing middle, or a sense of closing. | Many entries just seem to start and stop without a clear sense of opening or closing. You might not even develop the idea enough to communicate it. |
| Voice | Vivid imagery and word choice are effectively used in the majority of the entries. The entries are an earnest and sincere reflection of you. | Your imagery and word choice show your ideas well throughout. | Your imagery and word choice aren’t as vivid as you could be. | I’m not seeing what you’re trying to tell me. |
| Conventions | If there are any errors in standard English conventions (spelling, grammar, sentence construction), they are not distracting or do not cause confusion. | A couple of errors in standard English conventions occur, but they aren’t that big of a deal. More distracting than anything. Maybe proofread one more time? | You seem to need some help with standard English conventions. Some cause distractions as we try to figure out what you’re saying OR they cause confusion. | Your need to get help with proofreading and with many of the standard conventions in English. The errors obscure the message. |
| Sentence Fluency | A variety of sentence structure and word patterns is evident. The flow of your writing is delicious, like a cup of hot cocoa on a winter day. | Your writing shows variety with sentences and words. There are a few stumbles, like a tree root in the path, here and there. There is more good than not in your writing | Your writing is a bit wordy or a bit jumpy at times. There is more revision needed. | Your writing is junk. Please consider revising a lot or not waiting until last period to write. |
| Presentation | All entries are organized alphabetically. You are missing no entries.  The project is clean, neat, and well put together. You should be proud of how pleasing to the eye this is. | All entries are organized alphabetically. You might be missing one or two required entries. The project is neatly put together. | All entries are organized alphabetically. You are missing 3-10 entries. Come on! Get with the program! The project is a bit sloppy. | You need to review your ABCs and how to alphabetize OR you are missing more than 10 entries. Your project is a hot mess. Would you show this to your favorite person and be proud of it? |

Writing Grade: \_\_\_\_\_\_\_\_/100