**Writing Assignment #1 English 10**

**Project Summary**

In 1999, *The Washington Post*, a major newspaper in Washington DC, offered its readers a chance at immortality: the chance to be published in their newspaper and to have their published piece placed in a time capsule. Since, at that time, the world was closing out the second millennium, the newspaper wanted to capture answers to the question: Who are we? They gave readers just 100 words to capture their “autobiographies”.

Like the *Washington Post* assignment, you will reflect on who you are, now, at the start of grade 10. Then, at the close of the year, you will complete the same assignment, noting the changes or perspective shifts that you may have undergone.

**Purpose**

You are writing to inform and entertain others about your life. You can write about whatever it is you feel best describes who you are. You can be serious, sad, or funny. You can talk about your family, your job, your fears, or your hopes. You can write of your entire life or of a single defining moment. The only requirement is that your story *must* be true.

**Writer’s Role**

You are writing as yourself. While many of you will naturally write using 1st person point of view, 2nd, or 3rd person is also acceptable.

**Audience**

You are writing for yourself, but keep in mind that this piece will be shared within our classroom community.

**Form**

This piece is called a vignette – which for this assignment is a picture or snapshot of who you are. A vignette is like a very short story. This vignette has just 100 words or fewer.

**Focus Correction Areas**

**Copy the three FCAs on the top left hand side of your draft. They will help focus you on the grading criteria as you write.**

1. 100 words or less – 10 points
2. Ample of use of imagery – 20 points
3. Specific, not vague words( ie: nouns, verbs, adjectives, adverbs) – 20 points

You must also complete this assignment according to the requirements and it must be legible.

**Procedure**

1. Read example vignettes as a whole class. Determine what the message is for each vignette both as a class and in small groups.
2. Listen to how your teacher brainstormed for her vignette. Then, listen to her 100 word piece.
3. Brainstorm ideas about who you are and what defines you. Select idea(s) that are the most important to you or that you most want to explore. Remember: write only about what you want.
4. Watch the presentation on imagery and specific word choice.
5. Draft your vignette, double spacing as your write. **This is mandatory**.
6. Draft assignment due: \_\_\_\_\_\_\_
7. As a class, highlight for second 2 FCAs on prior example. Then, read aloud and highlight use of imagery and specific word choice in your vignette. Revise work for the FCAs as you read aloud.
8. Share vignette with peer and make further revisions based on FCAs. Please ensure that grammatical and mechanical errors do not interfere with understanding.
9. Rewrite vignette and be ready to share it with the class on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_