Think about before you write.

What is the truth of what happened? What evidence presented in the film lets you know this?

How does Sarah Polley, as a filmmaker and not a character, make us question the truth?

Write your response on a separate piece of paper. Use the space below to brainstorm and organize. You will only earn credit for your response if you follow directions and answer the question.

**LEQ response: How can we determine the truth when storytellers manipulate the way the story is told? Respond using *Stories We Tell* as your evidence and examples.**

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| --- | --- | --- | --- |
| LEQ: How can we determine the truth when storytellers manipulate the way the story is told? |  |  |  |
| **Name** | **Performance level 2** | **Performance Level 1** | **Performance level 0** |
| Understanding of Message (RI 2) | Student completely articulated a defensible interpretation of the message | Student identifies a message, but it may be incompletely articulated or not completely defensible. | The student did not identify a message or identified an indefensible interpretation. |
| Evaluation of Background information and sources (RI 8 ) | Student adequately explains how the included information and the credibility of the sources  contribute to the message | Student explains how the author uses information and credible sources but the explanation might not fully connect to the message. | The student does not indicate an understanding of the types of information given or the validity of the sources. |
| Structure (Sequence and Mode - Filmmaker’s Manipulation of information) (RI 6 ) | Student adequately explains how the sequence and mode of information and of the film footage contributes to message. | Student explains the sequence and mode of information and  film footage, but doesn’t fully connect how the sequence and mode contribute to message. | The student does not indicate an understanding of how the sequence and mode help create the message. |
| Quality of Details  (RI 1) | The student selected the appropriate amount of the **best** details for supporting the message. | The student selected some details but they were not fully adequate for supporting the message. | The student selected no details or irrelevant details. |
| Writing Quality  (W 2) | Response is coherently written with few or no errors in standard English conventions. | Response is written with limited errors in standard English conventions. Errors slow down comprehension. | Response is poorly crafted with many errors in standard English conventions. Comprehension is limited due to errors. |