

LITERATURE GUIDE

***READ • LISTEN • TELL***



**“You’ll Never Believe What Happened’  
is Always a Great Way to Start”**

**by Thomas King**

Literature & Curriculum Guide for Grade 10 by  
**Tamara Hansen**

## **“You’ll Never Believe What Happened’ is Always a Great Way to Start” by Thomas King**

*Read, Listen, Tell: Indigenous Stories from Turtle Island (pp. 62-77)*

### **STORY SUMMARY (adapted from the headnotes in *Read, Listen, Tell*)**

King’s work has delighted audiences around the world for its subversive wit, its many layers of irony, and its biting humour. “You’ll Never Believe What Happened’ is Always a Great Way to Start” demonstrates King’s hallmark style, in which he combines his talents as an engaging storyteller with his acute perceptiveness as a cultural critic. King moves fluidly and compellingly between details about his life growing up in California, to a retelling of a well-known Cherokee creation story, sometimes referred to as The Woman Who Fell From The Sky, to cultural commentary on “how stories control our lives.” In spite of his extraordinary success as a writer and storyteller, King remains awed by stories, how they are both “wondrous” and “dangerous,” and how telling and writing stories comes with certain responsibilities for both writer and reader. (63)

### **ABOUT THE AUTHOR (adapted from the headnotes in *Read, Listen, Tell*)**

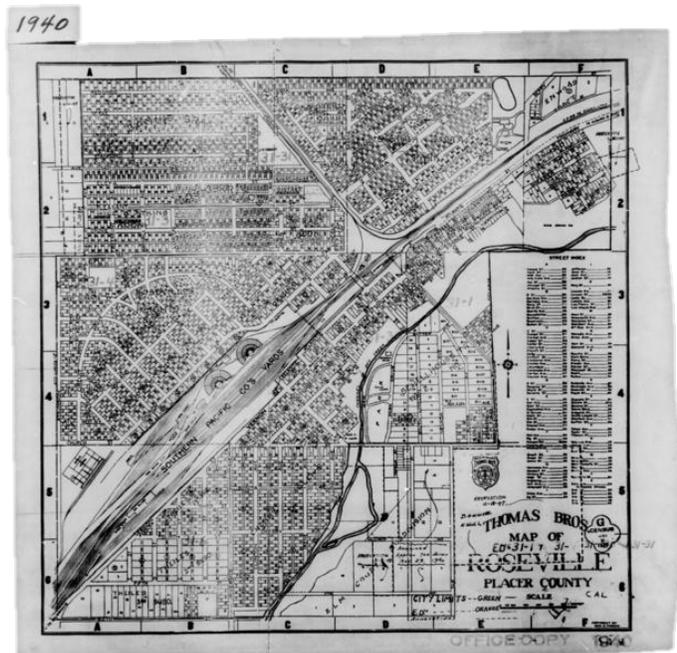
Thomas King was born in Roseville, California in 1943. He is of Cherokee, German and Greek descent. In 1980, he moved to Canada to work at the University of Lethbridge to teach literature and later to the University of Guelph to teach creative writing. In 2003, he became the first Indigenous person to deliver the annual Massey Lectures, a series of public talks delivered in cities across Canada and broadcast on CBC Radio. This story is taken from the first lecture of the series, which is now available in print in a volume titled *The Truth About Stories*. (62)

### **SETTING**

This piece blends creative nonfiction about King’s upbringing in the U.S. (California and Washington) and Canada (Ontario) with the retelling of traditional stories and expository writing about the nature of humanity.

### **THEMES**

Creation stories, creation myths, eurocentrism, Indigenous vs. Euro-American stories, the importance of stories, stereotypes, perspectives, identity, belonging, sexism, racism



Roseville, California, 1940

**INTERTEXT**

“Turtles all the way down” (63), Jeanette Armstrong - Okanagan author (63), John Carter (64), King’s mother (64), King’s father (65), family stories (66), Leslie Silko - Laguna Pueblo author (67), The Woman Who Fell From The Sky (75), Adam and Eve (75), Genesis (75), Basil Johnston - Anishinaabe author (76)

ENGLISH LANGUAGE ARTS 10: MINI-UNIT PLAN			
CURRICULAR CONNECTIONS			
Aboriginal Competencies:	Understand	Big Ideas Questions	Essential Questions
<ul style="list-style-type: none"> <li>•Belonging</li> <li>•Generosity</li> <li>•Independence</li> <li>•Mastery</li> </ul> Aboriginal Pathways to Learning: Strategies <ul style="list-style-type: none"> <li>•Cross Curricular</li> <li>•Voice &amp; Choice</li> <li>•Kinship Dialogue</li> <li>•Place-based</li> <li>•Purposeful</li> <li>•Collaboration</li> </ul> Aboriginal Knowledge: <ul style="list-style-type: none"> <li>•Identity (worldviews and relationships)</li> <li>•Culture (language, oral traditions, practices, ceremonies,</li> </ul>		<ul style="list-style-type: none"> <li>• The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</li> </ul> <i>(English Language Arts 10 - Spoken Language/New Media/Lit Studies/Composition/Creative Writing)</i> <ul style="list-style-type: none"> <li>• Language shapes ideas and influences others.</li> </ul> <i>(English Language Arts 10 - Spoken Language/New Media/Lit Studies/Composition/Creative Writing)</i> <ul style="list-style-type: none"> <li>• Voice is powerful and evocative.</li> </ul> <i>(English Language Arts 10 - Spoken Language)</i>	<ul style="list-style-type: none"> <li>• To what extent can a story broaden our perspective about a complex issue?</li> <li>• How can exploring Indigenous stories, beliefs, and points of view help us become more conscious and critical of our own personal, social, and cultural perspectives?</li> </ul>
		Do	<p><b>Core Competencies</b></p> <p><i>Which core competency or competencies will be focused on in this unit?</i></p> <p>Communication Thinking      Creative Critical Thinking</p> <p>Personal and Cultural Identity      Positive Personal</p> <p>Awareness and Responsibility      Social</p> <p>Responsibility</p>
		<p><b>Curricular Competencies</b></p> <p><i>Which process skills will students be applying in order to learn the content? List only those that will be assessed.</i></p>	

<p>traditions, artistic expressions)</p> <ul style="list-style-type: none"> <li>•Contributions</li> <li>•Lands &amp; Rights</li> <li>•Protocols &amp; Governance</li> <li>•Historical impacts</li> <li>•Current issues</li> </ul>		<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <ul style="list-style-type: none"> <li>• Explore, recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view</li> <li>• Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact</li> </ul>
	Know	<p><b>Content</b></p> <p><i>What knowledge will students learn and be assessed on?</i></p> <p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking</li> <li>• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Transform ideas and information to create original texts (all except Lit Studies)</li> <li>• Explore appropriate spoken language formats for intended purposes (only Spoken Language)</li> </ul>

## POSSIBLE ASSESSMENTS

FOR Learning	<p><b>Formative</b></p> <p><i>How will information be gathered about what students already know (i.e., pre-assessment/accessing prior knowledge)? What strategies will be used to evaluate student learning and adjust teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve?</i></p> <ul style="list-style-type: none"> <li>• Students will develop their reading strategies by seeking targeted information from the text, which they will share in a smaller group.</li> <li>• Students will do a mini-presentation on Little Red Riding Hood, prior to a larger project reflecting on the form and style of stories.</li> </ul>
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AS Learning	<p><b>Reflective</b></p> <p><i>What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? (e.g., self/peer evaluations, partner talk, goal setting, journaling, etc.)</i></p> <ul style="list-style-type: none"> <li>• Students will do a “report-back” to the class on their group work which will give teacher and peers a chance to give feedback</li> <li>• Between the “report-back” and the final project, students will be encouraged to reflect on what they have uncovered and how they can delve deeper into their exploration of the forms and styles of stories.</li> </ul>
OF Learning	<p><b>Summative</b></p> <p><i>How will students demonstrate their understanding of the curricular connections listed above (e.g., performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students?</i></p> <ul style="list-style-type: none"> <li>• Students will imagine one event or story in three different styles/forms. They will either create a portfolio to hand in to the teacher or present their work as a group to the class.</li> </ul>

\*\* Unit planner adapted from Learning Services, SD #40 by L Kim, J Angiola

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/contributed-resources/sd%2040%20Unit%20Planning%20Template.pdf>

Along with School District #71 template created by Aboriginal Support Techers and Juanita Coltman

<http://www.learn71.ca/wp-content/uploads/2015/06/Aboriginal-Education-Planning-Template.docx>

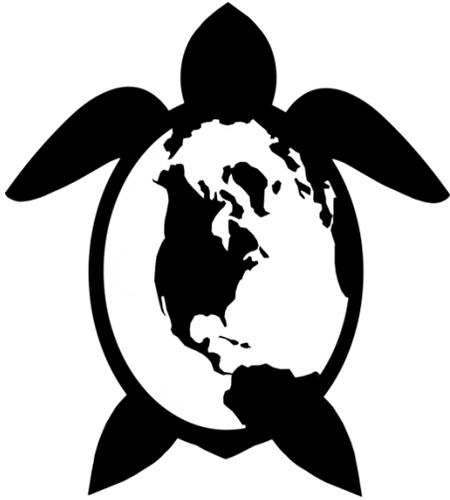
## TEACHING “YOU’LL NEVER BELIEVE WHAT HAPPENED”

Thomas King is one of Canada’s most renowned and prolific Indigenous authors. He has written numerous award-winning books including novels, collections of short stories, and nonfiction books. He is a recipient of the Order of Canada and professor emeritus of the School of English and Theatre Studies at the University of Guelph.

“You’ll Never Believe What Happened’ is Always a Great Way to Start” is a section of King’s celebrated 2003 Massey Lecture, which is published as an audio CD as well as one of the chapters in the book, *The Truth About Stories* (House of Anansi Press, 2003). The story’s structure is three-in-one: King first explains his family story, specifically about his hard-working mother and absentee father. He then outlines a creation story, often referred to as “The



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Woman Who Fell From The Sky,” which has various versions among Indigenous Nations (including Cherokee) from eastern North America, or Turtle Island. The third section contrasts the story of The Woman Who Fell From The Sky with Genesis, the creation story in the Bible. Throughout, King observes how storytelling choices reflect worldviews and values. For this reason “You’ll Never Believe What Happened’ is Always a Great Way to Start” is a great text for studying the voice chosen by an author or storyteller, and how these choices may change based on their purpose – to tell a family tragedy, a joke, or report the nightly news.

Within the mini-unit, students will examine how a story can broaden perspectives on complex issues, while exploring how

Indigenous stories, beliefs, and points of view can help readers become more conscious and critical of their own personal, social, and cultural perspectives.

### ***Step-by-Step overview***

Class #1: Reading pp. 62-68 & Reflection question (1h30mins)  
 Class #2: Reading pp. 68-77 & Venn diagram (1h30mins)  
 Class #3: Style, delivery & Storytelling (1h30mins)  
 Class #4: Group work (1h30mins)  
 Class #5: Group work (1h30mins)

### **PROPOSED SCOPE AND SEQUENCE**

Teacher action	Student action
<p><b>Class #1: Reading pp. 62-68 &amp; Reflection questions</b></p> <p><b>Materials:</b> Copies of the story “You’ll Never Believe What Happened’ is Always a Great Way to Start,” copies of Discussion Questions #1-5.</p>	
<ul style="list-style-type: none"> <li>• Teacher introduces the essential questions, the author’s biography and the text.</li> <li>• Outline the final project at the beginning – what are you working towards as a class? (Handout #1)</li> <li>• Begin reading story as a class pp. 62-68. You could also choose to listen to the audio recording of the story from the CBC website. (link in the works cited)</li> <li>• “In pairs, you will choose one of the following questions to discuss and answer.”</li> <li>• (Choose from the discussion questions #1-5). “You will then report</li> </ul>	<ul style="list-style-type: none"> <li>• Students have time to work in pairs to choose which question they will answer.</li> <li>• Students report back to the class. Students may wish to take brief notes about what is being</li> </ul>

back your answers to the rest of the class.”	presented as it may help with reflecting for future tasks.
<p><b>Class #2: Reading pp. 68-77 &amp; Venn diagram</b></p> <p><b>Materials:</b> Copies of the story, large individual paper for completing a Venn diagram.</p>	
<ul style="list-style-type: none"> <li>• “Today we will be doing silent reading of pages 68-75. On pages 68-75, King outlines two creation stories. Draw a Venn diagram to compare and contrast these stories and the stylistic elements King has used to write them. Please do not read beyond page 75; stop after King explains the story of Adam and Eve and complete your Venn diagram. When you are done, come and show me your work.”  (Teacher can choose to use this as a formative or reflective assessment).</li> <li>• Once a student shows their completed Venn diagram, have them read pages 76-77 and see King’s own assessment of the two stories.</li> <li>• “Reflect on your Venn diagram and King’s points on pages 76-77. How are your ideas similar, and how are they different?”</li> <li>• As a class, use the students’ Venn diagrams and reflections to go back to the essential questions of the mini-unit: <ul style="list-style-type: none"> <li>○ To what extent can a story broaden our perspective about a complex issue?</li> <li>○ How can exploring Indigenous stories, beliefs, and points of view help us become more conscious and critical of our own personal, social, and cultural perspectives?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will make a personal Venn diagram, students engage in silent reading</li> <li>• Student read and reflect (personally; as a discussion in pairs/groups; in a reading journal; or a paragraph for the teacher)</li> </ul>
<p><b>Class #3: Style, delivery &amp; storytelling</b></p> <p><b>Materials:</b> Handout #1: Project outline &amp; rubric, exit slip.</p>	
<ul style="list-style-type: none"> <li>• “The way you deliver a story and writing style matters. This is part of King’s argument in ‘You’ll Never</li> </ul>	

<p>Believe What Happened.’ Stories also transmit values and ways of knowing.”</p> <ul style="list-style-type: none"> <li>• “Today we will take a story and reimagine and rewrite it using different styles/forms to evoke different feelings and understandings.”</li> </ul> <p>Teacher has two options here:</p> <ol style="list-style-type: none"> <li>1. Use the Cherokee story of the First Fire</li> <li>2. Use the story of Little Red Riding Hood</li> </ol> <p><u>Option one:</u></p> <ul style="list-style-type: none"> <li>• “Today we are going to learn about the Cherokee story of how fire first came to the earth. We are going to read a short version of the story and also watch a short video with another version of the same story. As we watch and read together, please map out the plot points of this story. We will need to agree as a class on 6-10 points to work with for our activity today in class.”</li> </ul> <p><u>Option two:</u></p> <ul style="list-style-type: none"> <li>• “Let’s start with the story of Little Red Riding Hood. First, we need to establish 6-10 plot points that we agree happened in the story.”</li> <li>• Teacher writes #1-10 up on the board.</li> <li>• “I am going to ask someone to come up and write down the points on the board, with help from your classmates.”</li> <li>• “Now you will divide into groups and you will use an alternative style or form to tell this story. However, your new version should maintain most of the original plot points we have agreed on.”</li> </ul>	<p><u>Option one:</u></p> <ul style="list-style-type: none"> <li>• As a class, read the text, “My Cherokee Grandmother’s ‘First Fire Story’” &amp; watch the video for “Robert Lewis - The First Fire” (links in Works Cited). Students should be noting the major plot points.</li> </ul> <p>Example: 1) The world is cold without fire. 2) The leader of the animal people discovers fire far off in a tree. 3) Community meeting. They decide to send an animal to swim across the water to get the fire for the rest of them. 4) Raccoon tries to get the fire, gets burned. 5) Raven tries to get the fire, gets burned. 6) Snake tries to get the fire, gets burned. 7) Owl tries to get the fire, gets burned. 8) Water Spider tries to get the fire, learns from the mistakes of others, and finds a way to bring the fire back. 9) The animal people now have access to the warmth of fire.</p> <p><u>Option two:</u></p> <ul style="list-style-type: none"> <li>• Student comes to the front to take answers from classmates and they try to agree on 6-10 essential plot points from Little Red Riding Hood.</li> </ul> <p>Example: 1) Little Red Riding Hood is going to grandma’s. 2) She meets a Big Bad Wolf in the forest. 3) Wolf wants to eat her, gets to grandma’s first. 4) LRRH arrives and wolf is dressed as grandma. 5) LRRH is not fooled. 6) Wolf tries to eat LRRH. 7) LRRH is saved by a woodsman. 8) Grandma is hiding or cut out of the belly of the wolf. 9) Everyone lives happily – except the wolf!</p>
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<ul style="list-style-type: none"> <li>• Style/form suggestions: Limerick poem, nightly news report, interpretive dance, a play, a dramatic monologue told from one character’s point of view, a song, a PowerPoint presentation, a series of memes, etc.</li> <li>• “Prepare to present your version before the end of class. Everyone should have a role in the presentation. Presentations should be 2-3 minutes long.”</li> <li>• “You will not be marked on this presentation, but you will be working on a similar assignment for the next two classes that you will be evaluated on. I will hand out the rubric to go with that presentation.”</li> <li>• Teacher provides feedback to groups or individuals to guide them towards deeper success on the project.</li> <li>• “Today each group took a different approach to telling the same story. Some forms were maybe more appropriate to the story we chose than others. If you want to write a story, how would you choose which form to use? What can we add to a story to make it more engaging for our audience? How does all of this connect back to King’s piece, “You’ll Never Believe What Happened’ is Always a Great Way to Start”? Please fill in the exit slip before leaving class today.”</li> <li>• There is an “exit slip” to print on the final page of this document.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive Handout #1 with outline for project &amp; rubric for next class.</li> <li>• Students work in groups and develop their presentations.</li> <li>• Students present their work to the class.</li> <li>• Students can write an “exit slip” with their reflection for the teacher to collect (or this can be a small discussion to wrap up the end of class).</li> </ul>
<p><b>Class #4: Group work</b></p> <p><b>Materials:</b> Handout #1: Project outline &amp; rubric, students may bring materials for their projects</p>	
<ul style="list-style-type: none"> <li>• Review Handout #1 criteria and rubric for the presentation.</li> <li>• Discuss with students how they are going to use this opportunity as a</li> </ul>	<ul style="list-style-type: none"> <li>• Students work in groups and develop their project.</li> </ul>

chance to try to answer the essential questions.	
<b>Class #5: Group work</b>	
<b>Materials:</b> Handout #1: Project outline & rubric, students may bring materials for their projects	
<ul style="list-style-type: none"> <li>Review Handout #1 criteria and rubric for the presentation if any students were absent the class previous.</li> </ul>	<ul style="list-style-type: none"> <li>Students work in groups and develop their project.</li> </ul>
Teacher may decide to have students submit a portfolio of their work or for groups to present their work in front of the class. Rubric is open enough for both presentation and/or submitted work.	

### “You’ll Never Believe What Happened” Discussion Questions

- King believes that a dynamic way to start a story is with the phrase, “You’ll never believe what happened” (65). Using this prompt, write your own short story or free verse poem.
- King’s aunt hired a detective to track down Robert King, her brother and King’s father, as she had “spotted an advertisement in a local newspaper that offered the services of a detective who would find lost or missing relatives for \$75. Flat rate. Satisfaction guaranteed” (66). If you could hire a detective to find someone or something for you, who or what would it be? For what purpose?
- King argues that he is “chained” to certain stories. What does he mean by this? Do you feel this way about events and stories in your life?
- Why does King write that you “have to be careful of the stories you tell” (68)? What is he concerned about? Do you think you “have to be careful of the stories you tell”? Why or why not?
- How does the way you tell a story impact the way it is perceived by others?



## CREATION STORIES

At the beginning of the story, King retells a story he knows about the earth resting on a turtle’s back. When another storyteller asks what’s under the turtle, the response is, “It’s turtles all the way down” (63). King may be referring to the creation story The Woman Who Fell From the Sky—a story with many versions from different Indigenous Nations in the eastern part of North America, also known as Turtle Island. However, it is also a reference to an old philosophical joke questioning the existence of god, cited by the late professor Stephen Hawking in the first pages of *A Brief History of Time* (Bantam, 1988). Young people might also be familiar with this turn of phrase, because popular young adult author and host of the *Crash Course* YouTube channel, John Green, recently published a novel entitled *Turtles All The Way Down* (Penguin, 2017).

6. Why might King have chosen this turn of phrase to open this story, which connects stories told by people of different cultures and backgrounds?
7. Why do human beings wish to explain where they come from? How do stories about humanity’s origins envision the values and roles of the individual and collective in society?



## WOMEN

King discusses three women in this work: his mother, Charm, and Eve. Each woman is key in an origin story. King’s mother created him, Charm helped create the world in which we live, and Eve is the first woman created by God.

8. What is King saying about the role of women in creation?
9. According to King, what social values do these stories and these women promote? What role do each of these women play in our understanding of humanity?

## WORKS CITED

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**HANDOUT#1: PROJECT OUTLINE & RUBRIC****Essential Questions**

- To what extent can a story broaden our perspective about a complex issue?
- How can exploring Indigenous stories, beliefs, and points of view help us become more conscious and critical of our own personal, social, and cultural perspectives?

In this project, you will be looking at an issue from many angles and reporting on it in multiple forms or styles.

- STEP 1: As a group, you will do some research on a current event or controversial issue.
  - This topic could be something related to Indigenous people, but it does not have to be.
  - It should be an issue that involves two or more points of view.
  - When choosing a topic, keep in mind that you will be informing the class about it.
  - Before beginning your work, you must get your teacher to approve your topic.

Our Topic is:	Is it approved?
	YES!
	NO!

- STEP 2: As a group, read articles from a variety of sources on the subject. Make sure to record which articles you have read for your works cited page (bibliography). You should consult at least four reliable sources on the topic.
- STEP 3: Agree on ten points about what happened/is at stake for the topic you are reporting on.

<b>Our 10 Points:</b>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

- **STEP 4:** You are going to report to the class or your teacher about your topic using three different forms or styles.
  - It would also be good for each form or style to evoke a different feeling about the story (see “Sample topic”).
  - Work together with your group to choose three different styles or forms.
  - Style or form suggestions: Limerick poem, nightly news report, interpretive dance, a play, a dramatic monologue told from one person’s point of view, a song, a PowerPoint presentation, a series of memes, a cartoon, a haiku poem, a magazine article, a blog post, a vlog post, etc.

**Sample topic: “Should cell phones be used during class?”**

<b>Sample Group 1</b>	<b>“A dramatic monologue” to celebrate</b>	<b>“A parody song” to mock</b>	<b>“A news report” to condemn</b>
	<ul style="list-style-type: none"> <li>• Phones are useful in the classroom for research</li> <li>• Parents can reach students in an emergency, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students cannot handle 5 minutes without a selfie or an Instagram update</li> <li>• Students cannot read analog clocks</li> </ul>	<ul style="list-style-type: none"> <li>• Students are too distracted and not learning anything</li> <li>• Cell phone addiction is a real thing.</li> </ul>

		anymore and need cell phones to tell time.	
<b>Sample Group 2</b>	<b>“A PowerPoint Presentation” for Pro</b> <ul style="list-style-type: none"> <li>Students can access the world from the palm of their hand (ex. Virtual reality, museums across the world, connecting with other classrooms, etc.)</li> </ul>	<b>“A helicopter parent’s monologue” for Con</b> <ul style="list-style-type: none"> <li>Students can access the world from the palm of their hand (ex. Pornography, cyber bullying, etc.)</li> </ul>	<b>“A fake TV ad” for weird</b> <ul style="list-style-type: none"> <li>Cell phones are pacifiers that keep students quiet and submissive, teachers are lucky to have them in the classroom.</li> </ul>
<b>Sample Group 3</b>	<b>“An epic poem” for Teacher perspective</b> <ul style="list-style-type: none"> <li>They are a distraction from “real” learning. Students are just playing games or posting selfies.</li> </ul>	<b>“A limerick poem” for Student perspective #1</b> <ul style="list-style-type: none"> <li>School is boring, and my cell phone is the only thing that gets me through the day.</li> </ul>	<b>“A spoken word poem” for Student perspective #2</b> <ul style="list-style-type: none"> <li>I do not need my cell phone and I hate it when my teacher generalizes.</li> </ul>

- **STEP 5:** Work as a team to produce your texts in the three forms or styles chosen. You will either be presenting your three forms or styles to the class or submitting a portfolio to your teacher. Evaluation will be based on the rubric on the following page.
- **STEP 6:** Once your work is complete, you will fill in the self-evaluation sheet provided by your teacher. You will also write a short self-reflection on the conventions of the forms/styles chosen for this project and the pros and cons of each for communicating about the issue/incident you are reporting on. Please also reflect on how this helps you to answer the essential question: “To what extent can a story broaden our perspective about a complex issue?”
- **STEP 7:** You are responsible for submitting to your teacher:
  - Your group’s three alternative form/style texts (presentation and/or portfolio)
  - Your works consulted page (bibliography)
  - Your self-evaluation and reflection

<b>PRESENTATION - TEACHER EVALUATION</b>				
<b>NAME:</b>				
<b>GROUP:</b>				
<b>Scale</b>	<b>Content/Meaning</b>	<b>Choices</b>	<b>Delivery</b>	<b>Works Consulted</b>
<b>Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>Your topic is very well chosen.</li> <li>Your group is passionate and has a lot to say on this issue/event.</li> <li>All 3 forms/styles have a different tone and perspective on the topic.</li> <li>Some complexity and/or some risk-taking in analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Excellent selection of 3 forms/styles which are varied.</li> <li>All three texts conform to the expectations of the form/style you chose and are excellently executed.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and expressive voice/writing with few mistakes.</li> <li>Greatly enhances audience understanding of the issue / event you are reporting on.</li> </ul>	<ul style="list-style-type: none"> <li>A typed bibliography is submitted.</li> <li>The bibliography has 4 works or more consulted on your topic.</li> <li>Bibliography follows proper format.</li> <li>Sources are reliable and chosen with care.</li> </ul>
<b>Fully meets expectations</b>	<ul style="list-style-type: none"> <li>Your topic is well chosen.</li> <li>Your group has a lot to say on this issue/event.</li> <li>All 3 forms/styles generally have a different tone and perspective on the topic.</li> <li>Ideas are clearly and logically developed.</li> </ul>	<ul style="list-style-type: none"> <li>Good selection of 3 forms/styles which are varied.</li> <li>All three texts conform to the expectations of the form/style you chose and are well executed.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking is an adequate volume and good expression/ some mistakes and typos in the text.</li> <li>Enhances audience understanding of the issue / event you are reporting on.</li> </ul>	<ul style="list-style-type: none"> <li>A typed bibliography is submitted.</li> <li>The bibliography has 4 works consulted on your topic.</li> <li>Bibliography generally follows proper format.</li> <li>Sources are reliable.</li> </ul>
<b>Minimally meets expectations</b>	<ul style="list-style-type: none"> <li>Your topic is chosen following the criteria.</li> <li>Your group is able to express some ideas about this issue/event.</li> <li>All 3 forms/styles generally have a different tone and perspective on the topic.</li> <li>Some areas of your work may be sketchy, illogical.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of forms/styles are satisfactory and/or lack variety.</li> <li>The three texts do not fully conform to the expectations of the form/style you chose.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking skills barely adequate / Several mistakes and typos in the text.</li> <li>Lack of preparation and/or attention to detail impedes audience understanding of the issue / event you are reporting on.</li> </ul>	<ul style="list-style-type: none"> <li>A typed bibliography is submitted.</li> <li>The bibliography has at least 4 works consulted on your topic.</li> <li>Bibliography generally follows proper format.</li> <li>Sources are generally reliable.</li> </ul>

<b>Not yet within expectations</b>	<ul style="list-style-type: none"> <li>Your chosen topic does not follow the criteria,</li> <li>Your group has not really expressed any particular perspectives about this issue/event.</li> <li>All 3 forms/styles are too similar, and / or you did not use 3 different forms/styles.</li> <li>Inadequate material.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of forms/styles are not satisfactory and lack variety.</li> <li>The three texts do not conform to the expectations of the form/style you chose and are poorly executed.</li> </ul>	<ul style="list-style-type: none"> <li>Words are mumbled or inaudible / Many mistakes and typos in the text.</li> <li>Lack of preparation and/or attention to detail impedes audience understanding of the issue / event you are reporting on.</li> </ul>	<ul style="list-style-type: none"> <li>A typed bibliography is submitted.</li> <li>The bibliography has under 4 works consulted on your topic.</li> <li>Bibliography generally follows proper format.</li> <li>Sources are generally reliable.</li> </ul>
<b>No attempt made</b>	<ul style="list-style-type: none"> <li>No attempt made to connect to the topic or explore various forms/styles.</li> </ul>	<ul style="list-style-type: none"> <li>There are less than 3 forms/styles in your project.</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to present / nothing submitted.</li> </ul>	<ul style="list-style-type: none"> <li>Student is rude and disruptive.</li> <li>Use of phone or another electronic device.</li> </ul>

**TEACHER COMMENTS:**


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<b>PRESENTATION - SELF-EVALUATION</b>				
<b>NAME:</b>				
<b>GROUP:</b>				
<b>Scale</b>	<b>Content/Meaning</b>	<b>Choices</b>	<b>Delivery</b>	<b>Teamwork</b>
<b>Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>Your topic is very well chosen,</li> <li>Your group is passionate and has a lot to say on this issue/event.</li> <li>All 3 forms/styles have a different tone and perspective on the topic.</li> <li>Some complexity and/or some risk-taking in analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Excellent selection of 3 forms/styles which are varied.</li> <li>All three texts conform to the expectations of the form/style you chose and are excellently executed.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and expressive voice/writing with few mistakes.</li> <li>Greatly enhances audience understanding of the issue / event you are reporting on.</li> </ul>	<ul style="list-style-type: none"> <li>I consistently and actively contributed towards our group work.</li> <li>I willingly accepted and fulfilled my role to the best of my ability.</li> </ul>
<b>Fully meets expectations</b>	<ul style="list-style-type: none"> <li>Your topic is well chosen,</li> </ul>	<ul style="list-style-type: none"> <li>Good selection of 3 forms/styles which are varied.</li> <li>All three texts conform to the expectations of</li> </ul>	<ul style="list-style-type: none"> <li>Speaking is an adequate volume and good expression/ some mistakes and typos in the text.</li> </ul>	<ul style="list-style-type: none"> <li>I actively contributed towards our group work.</li> <li>I accepted and fulfilled my</li> </ul>

	<ul style="list-style-type: none"> <li>Your group has a lot to say on this issue/event.</li> <li>All 3 forms/styles generally have a different tone and perspective on the topic.</li> <li>Ideas are clearly and logically developed.</li> </ul>	<p>the form/style you chose and are well executed.</p>	<ul style="list-style-type: none"> <li>Enhances audience understanding of the issue / event you are reporting on.</li> </ul>	<p>role to the best of my ability.</p>
<b>Minimally meets expectations</b>	<ul style="list-style-type: none"> <li>Your topic is chosen following the criteria,</li> <li>Your group is able to express some ideas about this issue/event.</li> <li>All 3 forms/styles generally have a different tone and perspective on the topic.</li> <li>Some areas of your work may be sketchy, illogical.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of forms/styles are satisfactory and/or lack variety.</li> <li>The three texts do not fully conform to the expectations of the form/style you chose.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking skills barely adequate / Several mistakes and typos in the text.</li> <li>Lack of preparation and/or attention to detail impedes audience understanding of the issue / event you are reporting on.</li> </ul>	<ul style="list-style-type: none"> <li>I worked towards our group work with occasional prompting.</li> <li>Eventually I fulfilled my role within our presentation.</li> </ul>
<b>Not yet within expectations</b>	<ul style="list-style-type: none"> <li>Your chosen topic does not follow the criteria,</li> <li>Your group has not really expressed any particular perspectives about this issue/event.</li> <li>All 3 forms/styles are too similar, and / or you did not use 3 different forms/styles.</li> <li>Inadequate material.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of forms/styles are not satisfactory and lack variety.</li> <li>The three texts do not conform to the expectations of the form/style you chose and are poorly executed.</li> </ul>	<ul style="list-style-type: none"> <li>Words are mumbled or inaudible / Many mistakes and typos in the text.</li> <li>Lack of preparation and/or attention to detail impedes audience understanding of the issue / event you are reporting on.</li> </ul>	<ul style="list-style-type: none"> <li>I minimally contributed towards our group work.</li> <li>I did not fulfill my role within our presentation.</li> </ul>

<b>Teamwork Pie Chart</b>	
<ul style="list-style-type: none"> <li><i>Divide up the pie for the amount of work each member of your team did towards your presentation.</i></li> <li><i>Please provide a number as well.</i></li> <li><i>If you have a group of four and everyone worked about the same it would be 25% each.</i></li> <li><i>If you have a group where some worked more and some worked less, reflect that in the pie and their percentage.</i></li> </ul>	<p><b>EXAMPLE!</b></p>



