**My Self(ie) As an Archetype**

Personal Narrative Assignment

**The Narrative**

After completing the archetype assessment and further researching your identified type, you will construct an autobiographical narrative that illustrates how you embody your archetype. Your piece should demonstrate your knowledge of narrative, “using effective technique, well-chosen details, and well-structured event sequences” (ELAGSE9-10W3). Your narrative should be approximately 2-3 pages. (Note: two pages = two *full* pages of writing.)

**The Selfie**

In addition to the writing component, you will create an archetype selfie to post on the wall of the classroom. Consider the composition of your selfie - what is the background? What is the lighting? How are you dressed and accessorized? Is this a color photo or black and white? This photo is a visual text that needs to portray you as an embodiment of your archetype. Bring in a 3x5 print for the classroom, and email a digital copy to your teacher.

**Evaluation**

This is a 50 point assignment (40 for narrative; 10 for selfie) in the Writing category. Grading rubric on reverse.

**Planning Guide**

Complete Foster’s list for the archetypal quest as you plan your narrative.

1. Our Quester: (Include qualities characteristic of your archetype)
2. A Place to Go:
3. A stated reason to go there:

1. Challenges and trials:
2. The real reason to go:

Rubric is adapted from the Narrative Four Point Holistic Rubric, published in “Georgia Milestones American Literature and Composition EOC Assessment Guide.”

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| **Points** | **Criteria** |
| **40** | *The student’s response is a well-developed narrative that fully develops a real experience based on the identified archetype.*   * Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters * Creates a smooth progression of events * Effectively uses multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters * Uses a variety of techniques consistently to sequence events that build on one another * Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events * Provides a conclusion that follows from the narrated experiences or events * Integrates ideas and details consistent with archetype * Has very few or no errors in usage and/or conventions that interfere with meaning\* |
| **30** | *The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.*   * Establishes a situation, a point of view, and introduces one or more characters * Organizes events in a clear, logical order * Uses some narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters * Uses words and/or phrases to indicate sequence * Uses words, phrases, and details to convey a picture of the events * Provides an appropriate conclusion * Integrates some ideas and/or details consistent with archetype * Has a few minor errors in usage and/or conventions with no significant effect on meaning\* |
| **20** | *The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.*   * Introduces a vague situation and at least one character * Organizes events in a sequence but with some gaps or ambiguity * Attempts to use a narrative technique, such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters * Inconsistently uses occasional signal words to indicate sequence * Inconsistently uses some words or phrases to convey a picture of the events * Provides a weak or ambiguous conclusion * Attempts to integrate ideas or details consistent with archetype * Has frequent errors in usage and conventions that sometimes interfere with meaning\* |
| **10** | *The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus.*   * Provides a weak or minimal introduction * May be too brief to demonstrate a complete sequence of events * Shows little or no attempt to use dialogue or description * Uses words that are inappropriate, overly simple, or unclear * Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events * Provides a minimal or no conclusion * May use few if any ideas or details consistent with archetype * Has frequent major errors in usage and conventions that interfere with meaning\* |
| **0** | * The response is completely irrelevant or incorrect, or there is no response. * The student merely copies the text in the prompt. * The student copies so much text from the passages that there is not sufficient original work to be scored. |

\* Students are responsible for language conventions learned in their current grade as well as in prior grades.

**\_\_\_\_\_\_/40 narrative**

**\_\_\_\_\_\_/50 total (Writing Category)**

**\_\_\_\_\_\_/10 selfie**