Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_ **DUE MONDAY, DECEMBER 16**

Narrative Essay Assignment

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| **Writing Task**Is everyone the same? No. While all human beings have common characteristics that are engrained in our DNA, human beings are not carbon copies of one another. People have unique differences in regards to race, ethnicity, gender, sexual orientation, personal choices, and experiences. Moreover, due to these, “differences”, many people have at one time or another faced discrimination and/or prejudice. For your assignment, **interview** one of your parents, grandparents, aunts, uncles, or another adult in your life (teacher, coach, mentor, family friend) about a time in their lives where they faced discrimination due to their race, religion, sexual orientation, gender, or other life choice. Then, write your interview as a **narrative biography** where you **explain** your parent’s **background**, the **conflict** that they faced, and the **resolution** to the conflict. Essay should be typed in proper MLA format.  |

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Interview Questions

1. Where and when were you born?
2. Who were your parents? What were they like?
3. How did you come to live in California? (Or, if they live somewhere else, how did they come to live there?)
4. What do you do for a living?
5. Have you ever faced discrimination or judgment?
	1. What happened?
	2. Why do you think you were targeted?
	3. Were others involved?
	4. How did you feel?
	5. Were you able to resolve the situation? How? Why?
	6. What did you learn from the situation?
	7. Does this type of discrimination exist today?
		1. If yes, how has it changed or is it the same?
		2. If no, why do you think it no longer exists?
	8. What advice do you have for a teenager like me who might see discrimination in my own life?

Narrative Rubric

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|  | **4** | **3** | **2** | **1** |
| * Point of view
* Narrator
 | Writer sophisticatedly introduces the characters and plot/problem, while giving a clear perspective.  | Writer is able to relate the story to the reader using a clear perspective, and clearly establishes the plot/ problem of their story.  | Writer attempts to introduce characters and the problem/plot; however, the writing in convoluted, and the perspective from which the story is told is unclear.  | Student fails to meet proficient requirements. |
| * Literary Devices
 | Student excellently incorporates a multitude of literary devices into their writing to increase the clarity and engagement of the piece. Techniques like: dialogue, characterization, foreshadowing/flashback imagery and/or figurative language to enhance their narrative. | Student utilizes some literary devices like: dialogue, characterization, foreshadowing/ flashback, and/or figurative language to enhance their narrative.  | Student attempts to use some literary techniques, however, the strategies are rarely used and/or used incorrectly.  | Student fails to meet proficient requirements. |
| * Sequence of Events & Pacing
 | * Student’s essay follows a logical sequence of events, while employing advanced techniques: flashback & foreshadowing.
* Students essay excellently transitions from one event o the next by utilizing advanced transition words.
 | * Student’s essay follows a logical sequence of events.
* Student’s story clearly transitions from one event to the next, by using transition words.
 | * Student’s essay attempts to follow a sequence of events; however some events are rushed/not explained fully making the essay difficult to understand.
* Student attempts to use transitions but the story in some places feels as if it jumps around.
 | * Student fails to meet proficient requirements.
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| * Precise Language
 | The writer incorporates advanced vocabulary and forms of figurative language to create vivid imagery.  | The writer utilizes vivid language and imagery to create clear visual scenes from their text.  | The student attempts to use language to create imagery, yet the word choice is too basic and/or used incorrectly.  | Student fails to meet proficient requirements. |
| * Resolution
 | The writer sophisticatedly resolves the conflict/ problem, while giving the reader a sense of closure, and providing thought provoking epiphanies.  | The writer clearly resolves the conflict/plot of the story, while giving the reader a sense of closure.  | The writer attempts to resolve the conflict, but the resolution is rushed and/or slightly unclear.  | Student fails to meet standards. |