English 4 Independent Project

Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

High School English 4 Project: #seniorportrait

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>~225 minutes of project time for each course</th>
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<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>RI.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>Caregiver Support Option</td>
<td>Discuss recent experiences, texts and writing prompts with student</td>
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<td>Materials Needed</td>
<td>Pen/pencil and Paper</td>
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<td>Question to Explore</td>
<td>How has your senior year been affected by the coronavirus? How can reflecting and writing help you make sense of your life? How can your writing impact others?</td>
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<tr>
<td>Student Directions</td>
<td>Each activity in this unit begins differently and builds on the thinking and writing you did in the activity before. The overall goal is to build knowledge of yourself and your accomplishments -- and to communicate that in writing.</td>
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Activity 1: Reflecting and Writing - PBS NewsHour Student Reporting Labs (SRL) & ASCD are thinking about you and your friends, how you’re doing and what you’re feeling. The unprecedented coronavirus shut down will mark this high school class forever. As part of SRL’s mission to lift up student voice and local community storytelling, we’ve partnered together on a social media challenge to amplify the voices of high school seniors.
Even if you are unable or choose not to record on video, having a record of this time is important for your personal reflection and as a historical marker of our unique moment in history. This project was led in Chicago by Daphne Whittington, a teacher at Julian High School.

Take a look at the questions on the next page and write down a sentence response for as many as possible. You don’t have to answer every question. Once you answer as many questions as you can, you will expand the answers that feel most important to you: tell a story that explains to the world what it’s like to be a high school senior at this time. Question a-h address this. You may also want to write about your high school experiences more generally. Questions 1-m ask you to reflect on your experiences in a different way, and you can choose to read and write about those if you prefer.

A. What have you personally lost due to the pandemic school shut down? Specifically, which events and/or milestones?
B. What don’t adults understand about how this crisis has affected high school seniors specifically?
C. What is your school doing to reach out to and support the senior class?
D. What are seniors doing to support each other up?
E. How will this affect your plans for next year?
F. What have you learned about yourself during this period that you will bring with you into life after graduation?
G. What have you found to be positive about the situation?
H. What advice would you give the class of 2025 if they face a similar situation in 5 years?
I. How is your #seniorportrait different than your #freshmanportrait?
J. What is something about high school you like now that you didn’t like a few years ago?
K. What is one class you have taken during high school that you will never forget?
L. What is your favorite memory from each year of high school?
M. What advice would you give to an incoming freshman?

Choose 1 of the prompts and expand into a longer draft of 2-4 paragraphs. In your drafts try to:

N. Answer the prompt, give specific examples and use sensory details
O. Think about how to best organize your ideas - are you working in order of importance? Telling a story from beginning to end? Making a call to action?

Activity 2: Sharing - Share your writing. Choose one of the options below.

- Option 1: Read your writing from part B to someone. You can ask them just to listen, or you can read and ask them what they think about your experience and how it connects to their own.
- Option 2: Text or email your writing to a friend, family member, or teacher. You can ask them to just let you know they got your writing, or you can ask them what they think about your experience and how it connects to their own
- Option 3: Use your cellphone or a camera to shoot video of you reading or speaking from your writing above. You may shoot vertically (9:16) or horizontally (16:9) based on your preference.

Remember:
- Always start with an introduction, and let the audience know who you are and why you are doing a story about yourself.
- Sound is important in a video clip, so be conscious of background noise, wind, etc.
- Your video should be MAX two minutes in length. For inspiration, take a look at these videos
or this video (https://youtu.be/5iAYW9wi10o) to see other students who have submitted about their life during the coronavirus pandemic.

- Watch and revise (if you can edit, add broll and edit the audio).
- Post to Social Media using #SeniorPortrait
- Use #SeniorPortrait when posting to Instagram, Twitter, and/or Facebook, so that ASCD & SRL can reshare. BONUS: add SRL and ASCD’s social media handles (IG: @studentreportinglabs; Twitter: @reportinglabs; and @ASCD).

Social Media Key:
- SRL - @ReportingLabs - Twitter; @StudentReportingLabs - Instagram.
- ASCD - @ASCD - Twitter; @officialascd - Instagram.

Activity 3: Reflecting, Again - Think about the questions below.
A. How can reflecting and writing help you make sense of this time?
B. How can your writing impact others?
C. Has someone else's personal reflection about an experience ever influenced you? Have you ever felt a particular connection to someone's written reflection?