



CREATE
YOUR OWN
ADVENTURE

PREQUEL/SEQUEL TO A STORY

PROJECT DUE: _____

PREQUEL- (n) tells the story that happened before another text/story

SEQUEL- (n) tells the story that occurs after another text/story

For this assignment, you will be writing about “Harrison Bergeron.” Predict what the prequel or sequel will be for your story, and write a short story in the form of a prequel or a sequel.

Use the guide below to help organize your story:

Story Length: 1.5-2 pages, typed, double-spaced, size 12 font

Cover Page: Must be creative and include- Title, Name, Date, Period, Visual Art

Be sure to:

- Develop the characters’ personalities
- Add details to the setting
- Create realistic conflict(s)
- Have a theme (this doesn’t have to be directly stated, but it should be at least some kind of lesson the reader can figure out)
- Use dialogue to make the story come alive
- **MUST** have some connection to the original story to support your predictions....this must be believable!

WHAT IS THE ASSIGNMENT? Describe in your own words.

HOW CAN I SUCCEED?

Story Pre-Planning Sheet: fill this out before you write your story!

1. I'm writing a: (circle one) prequel sequel

2. **SETTING** (when, where)

The setting of my prequel/ sequel will be:

3. **TONE** (the voice you will use: Use your tone sheet!)

Pick a couple words to describe the tone you want to set for your reader.

Write them here:

4. The **NARRATOR** in a story can be in 1st person (from the point of a person in the story using “I” and “my”) or in 3rd person (from an outsider looking in using “He/She” or “They”).

I plan on using _____ person point of view for my story.

5. Describe the **Main Characters** who will be in your story. Use each of the 4 traits to describe them (you may have more or less than 3)

| Name: | Looks like: | Acts like: | Believes: | Other’s opinions of them: |
|-------|-------------|------------|-----------|---------------------------|
| | | | | |
| | | | | |
| | | | | |

SHORT STORY PLOT PLANNING SHEET:

PLOT is what the entire prequel/sequel is about. It **MUST** have a **NEW CONFLICT** that is **CREATIVE** yet realistic, and resolved in the end. Follow this chart to help you organize:

6. **Exposition/Beginning:** write ideas for an interesting opening that creates curiosity or suspense:

7. Add in details of **SETTING** from what you wrote above:

8. Introduce the conflicts in your story with the **INCITING FORCE** (something that gets the action moving):

9. Write 4-5 **CONFLICTS** that are **RIISING ACTION** leading up to the **BIG EVENT**:

10. What is the moment of greatest suspense or **CLIMAX**?

11. What will the **RESOLUTION** be?

12. The **THEME** (life lesson or important idea about people, life, etc) I want my readers to realize or understand after they read my prequel/sequel is:

Prequel/Sequel First Draft: Editing Checklist

Ideas and Content

- _____ Have clear conflicts that are unique and interesting
- _____ Add 3 interesting details to support the conflict
- _____ Has an engaging and clear climax

Organization

- _____ contains paragraph breaks that move the reader through the events (check for this- add them if necessary)
- _____ has a beginning that is interesting and makes someone want to continue reading
- _____ has an ending with resolution or closure (unless it's a cliff-hanger)
- _____ uses transition words throughout the story (next, then, however, etc.)
 1. Add 2 transition words per paragraph where they naturally fit

Word Choice

- _____ is thoughtful and words are placed in the story for impact
 2. Change **at least 8** words using a thesaurus to a stronger word
- _____ words are not overdone and fit the story
- _____ there are none of these words unless they are in dialogue:
 - nice, good, bad, things, a lot, very or other words that are too general
- _____ has figurative language (simile, metaphor, personification, imagery)
 3. Add at least 2 types of figurative language to your story

Sentence Fluency

- _____ Read your story out loud to yourself (no, really....do this!), and edit where sentences sound awkward or need commas.
- _____ Has a variety of different ways to begin sentences
 - Start 1 with an -ing word (Ex. Running, Screaming, Laughing)
- _____ Has a variety of sentences lengths: some are shorter, some are longer
- _____ Has a variety of sentence patterns
- _____ Check for run on sentences; this is a complete idea that needs a stop, not a comma!

Conventions

- 4. Read your paper backwards (yes, backwards) to catch capitalization errors
 5. Highlight FANBOYS to check for SP4 rule
- _____ DIALOGUE IS PUNCTUATED CORRECTLY....SEE SP SHEET PATTERN 9

Typing- Final draft must be:

- _____ Double spaced
- _____ 11 or 12 pt. font, Arial or Times New Roman
- _____ Have a creative title and name on it, attached to ALL of your prequel/sequel materials!

Name of Writer: _____

Class/Period: _____

Peer Scored by: _____

RUBRIC for Prequel/Sequel Short Story (Narrative) Paper: DUE December 17th!

| | Exceeds (4) | Meets (3) | Nearly Meets (2) | Beginning (1) |
|--------------------------|---|---|--|--|
| Ideas and Content | <p>____ 1. Purpose and main ideas are clear, focused and interesting</p> <p><u>Supporting details:</u> ____ 2. Relevant, carefully selected details ____ 3. Makes connections and shares insights</p> | <p>____ 1. Purpose and main ideas are clear and focused</p> <p><u>Supporting details:</u> ____ 2. General or limited in places ____ 3. Some connections and insights are present</p> | <p>____ 1. Purpose and main ideas are overly broad or simplistic</p> <p><u>Supporting details:</u> ____ 2. Limited, off-topic, predictable or too general ____ 3. Connections and insights are missing</p> | <p>____ 1. Purpose and main ideas are unclear and require inferences by reader</p> <p><u>Supporting details:</u> ____ 2. Minimal development; insufficient details ____ 3. Irrelevant details or extensive repetition</p> |
| Organization | <p>____ 4. Order and structure are strong and move the reader through the text.</p> <p>____ 5. Effective <u>sequencing</u> and paragraph breaks</p> <p>____ 6. Inviting <u>introduction</u> that draws the reader in</p> <p>____ 7. <u>Conclusion</u> has a satisfying sense of resolution or closure</p> <p>____ 8. Smooth, effective <u>transitions</u> among all elements (sentences, paragraphs, ideas)</p> | <p>____ 4. Organization is clear; order and structure are present.</p> <p>____ 5. Clear <u>sequencing</u> and paragraph breaks; organization is predictable.</p> <p>____ 6. <u>Introduction</u> is recognizable, developed</p> <p>____ 7. <u>Conclusion</u> is developed</p> <p>____ 8. A variety of transitions are used</p> | <p>____ 4. Overall structure is inconsistent or skeletal.</p> <p>____ 5. Some <u>sequencing</u> and paragraphs breaks; order of ideas may be unclear.</p> <p>____ 6. <u>Introduction</u> is too short, obvious or ineffective (e.g., "My topic is...")</p> <p>____ 7. <u>Conclusion</u> is too short, obvious or ineffective</p> <p>____ 8. Transitions are infrequent or repetitive</p> | <p>____ 4. Organizational structure is unclear and difficult to follow</p> <p>____ 5. Paragraph breaks are missing.</p> <p>____ 6. <u>Introduction</u> is missing or underdeveloped</p> <p>____ 7. <u>Conclusion</u> is missing or underdeveloped</p> <p>____ 8. Transitions are missing</p> |
| Word Choice | <p>____ 9. Employs a broad range of words, which have been carefully chosen and thoughtfully placed for impact.</p> | <p>____ 9. Employs a variety of words that are functional and appropriate to audience and purpose.</p> | <p>____ 9. Does not employ a variety of words, language lacks precision and variety, or is inappropriate to audience and purpose.</p> | <p>____ 9. Language is repetitive and/or misused, taking away from the meaning and impact.</p> |
| Sentence Fluency | <p>____ 10. Writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure.</p> | <p>____ 10. Writing is easy to read aloud; sounds natural; variety of sentence beginnings, lengths and patterns.</p> | <p>____ 10. Some parts are easy to read aloud; occasional awkward constructions force the reader to slow down.</p> | <p>____ 10. Writing tends to either be choppy, rambling or incomplete. Awkward constructions force the reader to slow down or reread.</p> |
| Conventions | <p>____ 11. Strong control of conventions; uses conventions effectively to enhance readability. <u>Errors are few and minor.</u></p> | <p>____ 11. Control of conventions. <u>Minor errors do not impede readability.</u></p> | <p>____ 11. Limited control of conventions. <u>Errors begin to impede readability.</u></p> | <p>____ 11. Little control of conventions. <u>Frequent errors impede readability.</u></p> |

“Harrison Bergeron” Prequel/Sequel Project

Language & Literature: MYP Year 2

At the end of year 2, students will be able to:

Criterion C: Producing Text

- produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to support ideas.

| Achievement level | Achievement level descriptor | Task specific clarifications |
|-------------------|---|---|
| 0 | The student does not reach a standard described by any of the descriptors below. | |
| 1-2 | The student: <ol style="list-style-type: none"> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience | <p>You produced your project essay with a limited amount of personal engagement in the creative writing process.</p> <p>You made a minimal amount of stylistic choices in your project.</p> |
| 3-4 | The student: <ol style="list-style-type: none"> produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience | <p>You produced your project essay with adequate amount of personal engagement in the creative writing process.</p> <p>You made some amount of stylistic choices in your project.</p> |
| 5-6 | The student: <ol style="list-style-type: none"> produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience | <p>You produced your project essay with a considerable amount of personal engagement in the creative writing process.</p> <p>You made a sufficient amount of stylistic choices in your project.</p> |
| 7-8 | The student: <ol style="list-style-type: none"> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience | <p>You produced your project with a high degree of personal engagement in the creative writing process.</p> <p>You made an extensive amount of stylistic choices in your project.</p> |

“Harrison Bergeron” Prequel/Sequel Project

Language & Literature: MYP Year 2

At the end of year 2, students will be able to:

Criterion D: Using Language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

| Achievement level | Achievement level descriptor | Task specific clarifications |
|-------------------|---|---|
| 0 | The student does not reach a standard described by any of the descriptors | |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques. | <p>You demonstrated a limited range of vocabulary and expression in your prequel/sequel.</p> <p>You used grammar and spelling with limited accuracy in your prequel/sequel.</p> |
| 3–4 | <p>The student:</p> <ol style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques. | <p>You demonstrated an adequate range of vocabulary and expression in your prequel/sequel.</p> <p>You used grammar and spelling with some degree accuracy in your prequel/sequel.</p> |
| 5–6 | <p>The student:</p> <ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques. | <p>You demonstrated a varied range of vocabulary and expression in your prequel/sequel.</p> <p>You used grammar and spelling with sufficient accuracy in your prequel/sequel.</p> |
| 7–8 | <p>The student:</p> <ol style="list-style-type: none"> i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques. | <p>You effectively demonstrated a range of vocabulary and expression in your prequel/sequel.</p> <p>You used grammar and spelling with a high degree of accuracy in prequel/sequel.</p> |

Reflection for “Harrison Bergeron” Prequel/Sequel Project

1. What went well with this project?

2. Which part was the most challenging aspect of the project?

3. If you could have a do-over, on which part would you focus?

4. For next year’s students, what advice would you give before they’d begin working.

Criterion _____ Total Points _____/_____ Grade _____

Comments:

Criterion _____ Total Points _____/_____ Grade _____

Comments: