

# CORE SAMPLE PROJECT

## **Context:**

The final project for this unit will be the Core Sample project. You will be working on this project throughout our 5-week study of Gail Carson Levine's *Ella Enchanted*. Imagine that your identity is transmogrified into an alien planet. What will we see if we drill into your planet and examine it?

## **Purpose:**

The purpose of the Core Sample project is to thoughtfully explore your different layers of identity by creating a visual representation of them and then writing short reflective pieces on the different aspects of your Core Sample. This project will reflect your understanding of the major themes in *Ella Enchanted* and your ability to synthesize a creative project in light of those themes. This project should encourage you to discover the different layers of your identity and consider what forces and influences have shaped you; it also should help you ponder who you want to be in the future. At the same time, by sharing your projects with each other, you will gain a deeper appreciation for the unique personalities of your classmate. Your project and the accompanying writing should indicate honest introspection of who you really are.

## **Audience:**

You are your primary audience. While there are some guidelines, don't try to please anyone else but yourself. You will find that you will have more honest writing and truer metaphorical representations of your identity if you think of yourself as the primary audience. At the same time, you will share your completed projects in small groups so others can appreciate your hard work and your unique personality. Don't worry—you don't have to explain everything in your Core Sample. Just share those things you feel comfortable sharing.

## **Steps for completion:**

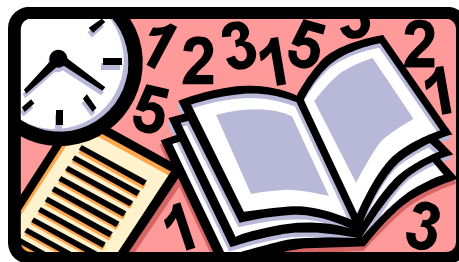
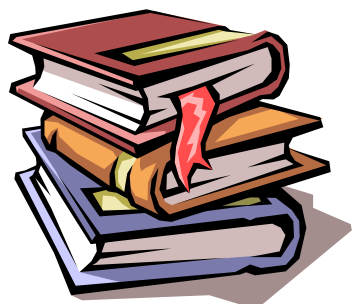
1. Brainstorming through in-class assignments, activities, and discussions.
2. Constructing the project mentally through writing. Write short descriptions of both the level of identity and the representation of that level by answering the questions in the grid. Each description should be succinct yet thorough. Type up your final drafts on the computer in the format given in-class and turn each segment in by its due date.
3. Constructing the project physically. Refer to your descriptions of how to physically represent the different levels of identity. Decide how you will construct each of your five layers. Keep in mind the following guidelines:
  - a. In general, why are you using the materials you're using? Don't be lazy and just try to throw junk together. High scoring projects reflect thoughtfulness and deliberation. Have a reason for everything you choose to do because those choices will further reflect your understanding of your identity.
  - b. Pick a container/structure of sorts. It should be no smaller than a shoebox and may be larger if necessary.
  - c. Gather the materials and objects that will represent your layers as you go. Waiting till the last moment will result in a poorly conceived project that will not adequately represent you and your complexities.
4. Reflecting. Write a two-page reflection in MLA format. Consider how you have changed through the project and what you may have discovered. Explain what aspects of your identity were not addressed in the project and how it could have been constructed differently to fit those aspects. Consider what the next steps are for further self-discovery.

	Level of Identity	Representation	Due
Step 1	External—What aspects of your identity can be externally observed? What are you most known for? Is this what you want to be most known for?	Surface features—What physical terrain represents the obvious facets of your identity? Mountains, foothills, bogs, deserts? How many different kinds are there? What is the terrain composed of? Mountains made of glass, rivers of hair spray?	End of Week 1
Step 2	Internal—What aspects of your identity are unknown to causal observers? What do you hide from outsiders? Would you rather these aspects be what you were most known for?	Subterranean features—What lies below the surface of your planet? Gold, minerals, lava, water, Sprite? Are they completely under the surface or are they partly exposed?	End of Week 2
Step 3	Background—What individuals, groups, traditions, and expectations have helped shape who you are today? How have they affected who you are? To what extent do they continue to shape you?	Fossil record—What went before and how can you represent that? Does the fossil record show evidence of people, places, events? How often does this layer interact with the layer nearer to the surface?	End of Week 3
Step 4	Core—What is at the core of your identity? If you could only describe who you really are in three words or less, what would those words be?	Core—What is at the core of your planet? What is the essential makeup? What is it made of? How much of it is there?	End of Week 4
Step 5	Aspirations—Who do you want to become? What changes will you have to make to become that person? How will you know if you have reached your goal or not?	Atmosphere—What is it composed of and how can you show that?	End of Week 5

**Rubric/Assessment:**

Your project will be graded in three parts:

1. By the end of each week you will need to complete a typed set of descriptions. You will check those off with me for completion credit while we do our journal writes at the beginning of class.
2. You will bring in your constructed project, along with all the written descriptions, on the final due date \_\_\_\_\_. Be prepared to share part or all of your project with your group. I will look over all of your projects after school. They will be graded according to the attached rubric.
3. Submit a two-page reflection paper in MLA format on \_\_\_\_\_. See the above description for guidelines on what to include in it.



# Grading Rubric for Core Sample Project

## 1. Written construction (125 points)

Key for part ii—15 pts: Almost always, 12 pts: Mostly, 9 pts: Sort of, 6 pts: Not really, 3 pts: Rarely

- a. Step 1 (25 points)
  - i. 5—Completed on time?
  - ii. 15—Succinctly yet thoroughly answers the questions given in the grid?
  - iii. 5—Descriptions are free from grammatical and mechanical errors?
- b. Step 2 (25 points)
  - i. 5—Completed on time?
  - ii. 15—Succinctly yet thoroughly answers the questions given in the grid?
  - iii. 5—Descriptions are free from grammatical and mechanical errors?
- c. Step 3 (25 points)
  - i. 5—Completed on time?
  - ii. 15—Succinctly yet thoroughly answers the questions given in the grid?
  - iii. 5—Descriptions are free from grammatical and mechanical errors?
- d. Step 4 (25 points)
  - i. 5—Completed on time?
  - ii. 15—Succinctly yet thoroughly answers the questions given in the grid?
  - iii. 5—Descriptions are free from grammatical and mechanical errors?
- e. Step 5 (25 points)
  - i. 5—Completed on time?
  - ii. 15—Succinctly yet thoroughly answers the questions given in the grid?
  - iii. 5—Descriptions are free from grammatical and mechanical errors?

## 2. Physical construction (50 points)

- a. 5—Turned on due date?
- b. 5—Framed in an appropriately sized container? (As big as a shoebox?)
- c. 10—Composed of materials described in the written descriptions?
- d. 10—Composed in a manner consistent with the written descriptions?
- e. 10—Shows time and genuine effort?
- f. 10—Neat, aesthetically pleasing?

## 3. Reflection (25 points)

- a. 5—Turned in on due date?
- b. 5—Written with an honest voice?
- c. 5—Notes instances of personal discovery?
- d. 5—Notes aspects of identity not addressed?
- e. 5—Considers the next steps for further self-discovery?

Total points: 200 points