**Yukon Story Project Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

English 11

*For this project, you will create a story based on the experiences of the Yukon. This could be inspired by your own experience, your knowledge of Yukon’s history, or by the stories we have read.*

* Write a list of characters and setting for your story. Show this to Ms. Hamilton on Wednesday.
* Write a rough draft of your story.
* Share it with Ms. Hamilton for editing on Friday.
* Create the story in the form that you will share it with other students. It could be a picture book or a comic book, done by hand or on the computer. It could also be in the form of a short story, but it MUST incorporate at least one image.
* Have a teacher look over the story.
* Make any changes, if necessary, and then hand in the final copy by Thursday, January 7.

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| Storybook | Extending | Proficient | Developing | Emerging |
| **Story Elements** | Deep understanding of storytelling elements is clear in the story. The story has a clear and valuable lesson, though it may be conveyed subtly. The story is interesting, creative and engaging. | Understanding of storytelling elements can be seen in the story. The story has a lesson that is conveyed clearly. The story is interesting. | Some understanding of storytelling elements can be seen in the story. The story seems to have a lesson but it may be less clear or conveyed in a less effective way. The story may seem like it was rushed. | Little understanding of storytelling elements can be seen in the story. Story may be confusing, and there may be no lesson apparent. |
| **Incorporation of Local Elements** | The story is uniquely Yukon. It relies on places, characters, themes, and situations that occur here as key aspects of the story. It may incorporate a First Nations language in the story. | The story clearly connects to Yukon. It uses places, characters, themes, and/or situations that occur here. It may incorporate a First Nations language in the story. | The story incorporates some elements of Yukon. It uses places, characters, themes, or situations that occur in places like this. | The story has little connection to Yukon; it may seem as though it could be set almost anywhere. |
| **Story**  **Presentation** | Story is polished. Images and words work together beautifully. Work is carefully and effectively edited; no noticeable errors remain. | Story presentation is somewhat polished. Images and words are combined well. Work has been edited; very few errors remain | Story presentation is adequate. Images and words are included. Work may seem rushed or some errors may be evident. | Story is unpolished. Little effort seems to have gone into presentation. Work may be missing images or have many noticeable errors, or may be sloppily put together |
| **Collaboration with group**  **(if applicable)** | Student participates fully and completes at least his/her portion of the work; student is consistently productive during class time. | Student participates well and completes his/her portion of the work; student is usually productive during class time. | Student sometime participates during class time. He/she completes a portion of the work, but may not contribute as much as other members. | Student doesn’t often participate and doesn’t contribute much to the work. Student may have been absent for much of the story work time. |

Helpful Southern Tutchone language resources:

<https://www.firstvoices.com>

<http://www.ynlc.ca/stutchone.shtml>

Download a Ta’an Language app: <http://taan.ca/southern-tutchone-taan-dialect-language-app/>