Piper's Vision Board

Miss Fritz
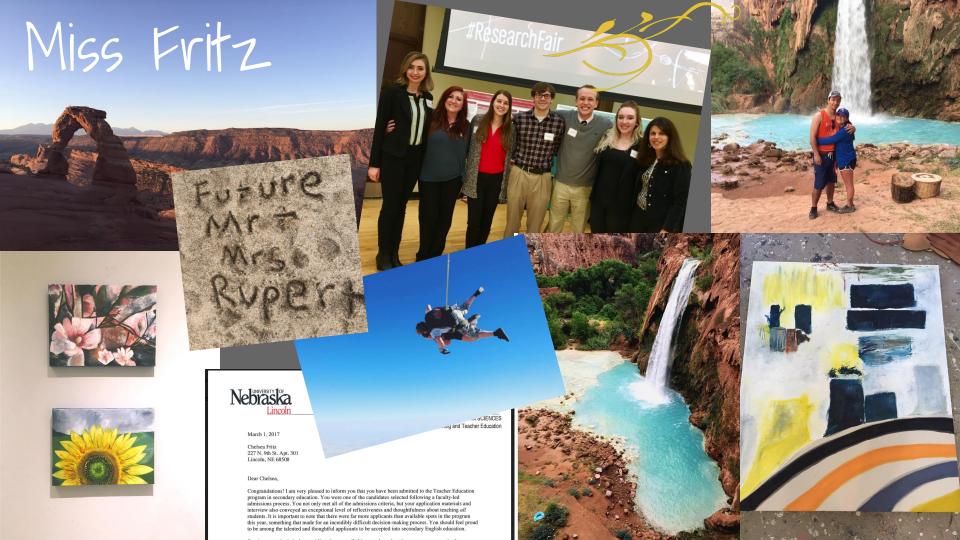
Refresher:

Identity: qualities, beliefs, etc. that make a particular person different from others. It's WHO A PERSON IS.

Now Ask Yourself...

- Who is Piper?
- How does she see herself?
- How does her family see her?
- How does the band see Piper?
- How would Piper describe herself?
- How would other people in the book describe her?
- What are her goals in the book?
- What has she done so far, in the book?
- What is she good at?
- What is she bad at?
- What is she trying to accomplish? Why?

Creating Piper's Vision Board

Show it!

Like your own vision board you will need:

- Minimum 7 images (can be Google)
- Feel free to go out and take your own pictures
- They have to describe what you think Piper's identity is
- Cannot be the cover photo of the book
- Need to be appropriate

Write about it!

When you find your images, create a new slide and explain your image choices

- 10 sentence minimum (2 paragraphs)
- Must explain how your images show Piper's identity
  - WHY did you pick these photos? What do they tell me about Piper?

Helpful Sentence Stems to Get You Started

"I chose this photo of _____ because it shows that Piper _____"

"This is important because _____"

"I included this photo because I thought that it showed _____"

"I think this photo shows Piper's identity by _____"

"Piper does this in the book, which is why I chose to include this photo of _____"

"Some of Piper's goals are _____, which is why I included this photo of _____"

"Piper's family helped shaped her identity by _____"

"I thought this photo was important to include because _____"

"Piper wants to improve by _____, which is why I included the photo of _____"

"In conclusion, I think Piper's identity could be described as _____ because _____"

"Ed/the Band think of Piper as _____, which is why I included the photo of _____."

	1	2	3	4	5
Images & Composition	No images are included. Does not meet required minimum.	One to a few images are included. Images are basic and lack any deeper thought about their identity. Does not meet required minimum. Formatting of images lacks creativity.	Vision board is missing 1-2 photos. Images are beginning to show student's thoughts about their identity. Does not meet required minimum. Student experiments with formatting of images.	Vision board meets required minimum of photos (7). Images answer the question of identity. Student experiments with formatting of images in a way that has meaning.	Vision board includes more than the required minimum of 7 photos. Images go beyond to answer the question of identity. Student experiments with formatting of images in a way that has meaning.
Timeliness & Completion	Both vision board slides are turned in after the assigned time, or not turned in at all. Not completed.	One vision board slide is turned in on time, while the other is unfinished or late. Both slides are not completed thoroughly.	Both vision board slides are turned in, but they are late. Both slides are not completed thoroughly.	Both vision board slides are turned in on time. Certain requirements of the vision board are missing and/or lacking full completion.	Both vision board slides are turned in on time. All requirements are met.
Abstract & Explanation	Abstract is not included or unfinished. Student was disengaged during small group discussion.	Abstract is included but only has a few sentences. Student lacks explanation. Abstract does not meet assigned requirements. Student was mostly disengaged during small group presentations.	Abstract is included but does not meet the 10 sentence minimum. Student begins to explain images and thoughts. Student was mostly engaged and respectful during small group discussion.	Abstract meets requirement of 10 sentences. Student explains image choice and identity. Sentence structure is understandable, with errors. Student was engaged and respectful during small group presentations.	Abstract goes beyond the 10 sentence minimum. Students begins to think more abstractly about the idea of identity. Students explains image choices thoroughly. Sentence structure is understandable with minimal errors. Student was engaged and respectful during small group presentations, and offered feedback to peers.

Turn it in to Google Classroom
By <u>December 7th</u>
(Images and writing)