

The Chrysalids:

Reflective Portfolio

Outcomes

- 6: Students will be expected to respond personally to a range of texts
- 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre
- 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
- 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
- 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

Throughout the unit, you will be responding to writing and/or learning prompts that are meant to help you map the way in which you respond to *The Chrysalids* and the other texts we will be using throughout. These prompts could involve predicting themes or plot events by gathering information and hypothesizing; you may be asked to respond to an ethical issue or to articulate how you feel about a particular character. At the end of the unit, you will be asked to select **seven** of your best pieces -- that is, things you have produced that either show how you've grown as a learner/reader/thinker or the pieces you're most proud of -- in addition to creating **one culminating piece** from the attached grid. You will also include your **in-class essay**, which you will be encouraged to return to and expand upon. There will be class time allotted to workshopping this essay with your reading group members.

Be sure to keep all of your writing prompt responses and any other things -- maps, character sheets, comics -- you produce during this unit. You'll need them later!

The purpose of this portfolio is for you to start thinking about how you learn, your strengths and weaknesses, and for you to take ownership of your own learning/reading/thinking processes.

Analytical	Practical	Creative
<p><i>Review:</i> Write a review of one of the texts we have read during this unit. Your review should evaluate the text on its merits (stylistically, philosophically) and suggest texts to read/films to see <i>in lieu of</i> or <i>in addition to</i> the one you review.</p>	<p><i>Visitor’s Guide to Waknuk:</i> Your best friend is going on an expedition to Waknuk. What does he or she need to know to fit it? To survive? Can alternatively be written as a travel guide for a rather unlikely tourist destination.</p>	<p><i>Short Story/Poem:</i> Respond, either in a short story or poem, to <i>The Chrysalids</i>, “The Valedictorian,” “The Ones Who Walk Away From Omelas,” or one of the themes we have discussed in this unit.</p>
<p><i>Graphic Organizer:</i> Develop a visual organizer that: a) traces the history of David’s culture from Tribulation until the book’s end; b) sorts characters by character traits; or c) compares/contrasts the definitions of human within the novel.</p>	<p><i>Wild Card:</i> Is there something you’re dying to try out (rock opera, book review, comic adaptation)? Come and see me with a brief written proposal (2-3 sentences) describing what you would like to do and why you’d like to do it, and we’ll have a chat!</p>	<p><i>Letter Home:</i> Write a letter from the perspective of David, Rosalind, or Petra after the novel’s conclusion. What do they want the people of Waknuk to know? How does the writer feel about how things have played out?</p>
<p><i>Cover Design:</i> You’re in charge of the cover design of the latest edition of <i>The Chrysalids</i>. Consider important themes, symbols, and the current publishing industry and craft a new cover. Include cover blurbs and an explanation.</p>	<p><i>Movie Pitch (with storyboard):</i> Write a pitch for selling the film rights to <i>The Chrysalids</i>. Include a short storyboard for an important (and exciting!) theme or casting suggestions. Should be able to be recited in no more than one minute.</p>	<p><i>Scripting:</i> Script a scene from the novel for the stage or for film. Act it out with a peer. Should include stage direction, set instructions, character descriptions, and so on. Be able to justify why you chose this particular scene.</p>