**My Childhood Using Symbolism**

As you know, *symbolism is a specific word, idea or object that may stand for ideas, values, persons or way of life*. This assignment will require you to reflect upon your childhood and the memories associated with it. Our childhood may be best remembered by experiences, people, places or items.

You will create a multimedia project that is to be presented to your peers that demonstrates symbols that are representative of your childhood. You will brainstorm and choose at least **10** symbols or images that present your childhood. These could be specific to your memories and fit within our theme of Recollection: A Journey Back. These symbols can be of actual pictures of the objects or people (minimum of 5) or they can be images borrowed from the web or scanned images from a magazine (maximum of 5). Included with your symbol should be a short description (3 to 5 sentences) of how the symbol reflects your childhood. You may use Powerpoint, Prezi or any other digital presentation format to show your work. You will then present your ideas to your peers where you will be evaluated on the quality of the product as well as your speaking skills.

**STEPS**

* Brainstorm and record 10 symbols that represent your childhood DUE: \_\_\_\_\_\_\_\_
* Write a brief description of each symbol DUE: \_\_\_\_\_\_\_\_
* Self and peer edit and revise description of symbols DUE: \_\_\_\_\_\_\_\_
* Find images that illustrate each symbol DUE: \_\_\_\_\_\_\_\_
* Using a presentation format of your choosing create your project DUE: \_\_\_\_\_\_\_\_
* Self and peer edit and revise presentation DUE: \_\_\_\_\_\_\_\_
* Polish presentation DUE: \_\_\_\_\_\_\_\_
* Rehearse (consider practicing with a peer)
* Present project DUE: \_\_\_\_\_\_\_\_
* Hand in: DUE: \_\_\_\_\_\_\_\_
  + Brainstorm
  + Drafts of symbol and description
  + Self and peer editing sheets
  + Printed copy of presentation (if possible)
  + Digital copy of polished presentation

**EVALUATION**

Please refer to the attached rubric to find how your assignment will be evaluated. Be sure to read through it thoroughly to make sure you meet all criteria. Please remember, failure to hand in all evidence of learning for this project will result in loss of marks.

**Evaluation of Project**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Exceeding** | **Meeting** | **Approaching** | **Beginning** | **Insufficient Evidence** |
| **CC20.2- Create a Multimedia Presentation** | | | | | |
| Content & Organization | - written clearly and concisely with a logical progression of ideas and supporting information. | - written with a logical progression of ideas and supporting information. | - vague in conveying a point of view and does not create a strong sense of purpose. | - lacks a clear point of view and logical sequence of information. | There is not enough evidence to assess student understanding of content and organization. |
| Layout & Transitions | - visually pleasing  - contributes to the overall message with appropriate use of headings, subheadings and white space.  - Creative title page with project title, author’s name and class is included.  - A variety of transitions are used to assist in communicating the main idea and smooth the flow from one slide to the next. | - uses horizontal and vertical white space appropriately.  - Title page with project title, author’s name and class is included.  - Transitions are used effectively to communicate message. | - some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.  - Title page is present but one or more elements are missing.  - Transitions from slides are choppy, and the types of wipes and fades selected are not always appropriate | - cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.  - No title page is included.  - No transitions between clips are used and/ or student has used default on program. | There is not enough evidence to assess student understanding of layout and transitions. |
| Graphics, Sound and/or Animation | - assist in presenting an overall theme and enhance understanding of concept, ideas and relationships.  - consistent visual theme | - visually depict material and assist the audience in understanding the flow of information or content.  - Images are proper size, resolution. | - Some seem unrelated to the topic/theme and do not enhance the overall concepts.  - Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. | - unrelated to the content  - Graphics do not enhance understanding of the content,  - are distracting decorations that create a busy feeling and detract from the content. | There is not enough evidence to assess student understanding of graphics, sound and/or animation |
| Text Elements & Mechanics | - easy-to-read and point size varies appropriately for headings and text.  - length enhances presentation.  - no errors in grammar, capitalization, punctuation, and spelling. | - easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability  - little or no editing required for grammar, punctuation, and spelling. | - Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text  - Spelling, punctuation, and grammar errors distract or impair readability | - extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.  - Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required | There is not enough evidence to assess student understanding of text elements. |
| Quality | - all 10 symbols are insightful & innovative  - clearly connect to student identity & childhood | - all 10 symbols are meaningful and relevant  - all connect to student identity & childhood | - most symbols are simplistic  - most connect to student identity & childhood | - many symbols are vague and/ or ineffective  - several appear unrelated to identity & childhood | There is not enough understanding to assess student understanding of symbolism. |
| **CC20.3- Speak to present ideas and information** | | | | | |
| Preparation and Delivery | - memorized or rarely refers to notes  - is clearly passionate about their topic  - Visual aids are well-chosen and presented. They are original and undoubtedly enhance the presentation. | - occasionally refers to notes.  - is enthusiastic about their topic.  - Visual aids are ones that are commonly used; however, they are effective in the enhancement of the presentation. | - regularly refers to notes and is often reading from them.  - will occasionally show interest in their topic; however, this may be blurred by nervousness.  - Visual aids have a minimal effect in enhancing the presentation | - continuously reads from notes.  - displays little to no interest in topic.  - No visual aids are used to enhance speech. | There is not enough evidence to assess student understanding of preparation and delivery. |
| Vocal Strategies and Body Language | - highly effective enunciation  - clear and audible, not distant and muddled.  - Expression and rhythm keep the audience listening.  - Expressive, dynamic, and natural use of gestures, facial expressions, and posture to enhance and reinforce meaning.  - Body language reflects comfort interacting with audience. | - enunciation, expression and pacing are effective  - reasonably relaxed and acts naturally. Student gestures (fidgeting, playing with hair, hand motions, etc.) are occasionally distracting | - enunciation, expression and pacing are sometimes distracting during the presentation.  - stiff or unnatural use of non-verbal behaviours. Limited use of gestures to reinforce verbal messages. | - Enunciation of spoken word is distant, muddled or not clear. Expression and pacing are distracting throughout the presentation.  - Body language reflects a reluctance to interact with audience. Distracting movements and/or posture is slumped or slouched over. | There is not enough evidence to assess student vocal strategies and body language. |
| **AR20.1- Assess and Reflect** | | | | | |
|  | - assessment of own and others' work is in-depth due to astute recognition of content, organization, delivery and style. | - assessment of own and others’ work is thorough due to thoughtful recognition of content, organization, delivery and style. | - assessment of own and others’ work is generally accurate due to obvious recognition of content, organization, delivery and style. | - assessment of own and others’ work is undeveloped due to minimal recognition of content, organization, delivery and style. | There is not enough evidence to assess student ability to assess own and others’ work. |

**Comments:**

**Self and Peer Assessment Sheet**

Peer Editor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_