



# Better Me...Better You...Better World



*“Wake up, Sleepy Head. It’s time to save your world.”*

How do you change the world? What talents and abilities do you have that would allow you to impact those around you? Have you been aroused to make any changes in yourself? The New Year always brings a time of reflection and rumination on how to change a life...

What can you do to change your life? The lives of your family members? The life of a stranger?

The purpose of this assignment is to better the world around you by actively cultivating charity. This isn’t a “one time” event. This is something you will work on for the entire semester. You will turn in a reflective paper and a visual presentation of your project in late April that discusses what you did and how you did it and how it affected you and how it affected other people. If you want to work in a group, you may do that as well, but each person will have to write the essay.

Possible Projects – if you think of something else you can do, please confer with Mrs. Bostwick.

- organize a toy drive
- organize a school supplies drive
- organize a clothes drive
- paint pictures for the high school lobby and hallways
- Redo the teacher’s lounge
- Set up a Help-O-Meter to keep track of the number of hours youth volunteer in the community.
- Organize a recognition program for the volunteers who lead community organizations.
- Host an event (art, music) where the money collected goes to charity.
- Design a campaign to promote tolerance and understanding of differences...
- Set up a web page for a non-profit agency.
- Make birthday cards for the elderly.
- Stage a carnival to promote community spirit.
- Practice and keep track of random acts of kindness.
- Stage a marathon to raise money for a cause.
- Raise money for charity
- Research how to make a community “greener” and make a Green Plan for Bartlesville
- Write a software code that will help the school in some way.
- Design a web page for a teacher who doesn’t have one.
- Make a pact with a friend to eat and live healthier.
- Utilize Facebook to make your friends more aware of good causes in your community
- Assume the responsibilities for some household chores for the semester.
- Start a garden or outdoor learning environment for the high school.
- Actively work to make the high school a cleaner place by picking up trash.
- Work at your middle school to improve its appearance.
- Set up and teach a class for senior citizens on how to use Facebook.
- Create a board game about Bartlesville for the elementary schools.
- Organize an essay contest about Bartlesville for the middle schools.
- Organize an “Alumni Day” for BHS.
- Make a video about Bartlesville High school

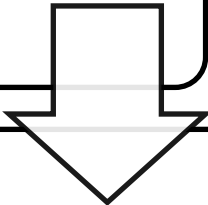
## **Finding Your Passion....Endless Possibilities**

1. **Excite me!** – What do you truly enjoy? What is something you could talk about for hours? This can help you hone your passion. Brainstorm what truly
2. **Delight me!** What did you enjoy as a child? Did you like to play with Legos? Dolls? Color? As a child, I was constantly teaching my stuffed animals, my brothers, my dolls. When I made up games, I wanted to play “teacher”. Now, as a teacher, I get to “play” every day! I have truly found my passion.
3. **Incite me!** You are good at something. What is it? Are you a good listener? Speaker? Are you a good cook? What is it that pushes you to action?
4. **Unite me!** Copiously study the world around you. Can you meld your passion to a need? If you can, you’ve found your niche. If you are good at something the world doesn’t need, it’s a useless passion. Unite the two: your passion and a need.

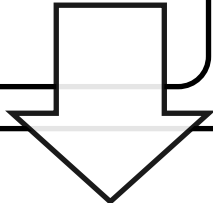
# Plan of Action

Jot down your basic plan here. You will turn this in February 13.

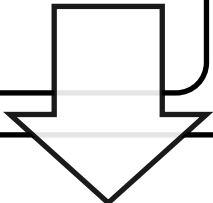
What institution did you copiously study? What did you observe?



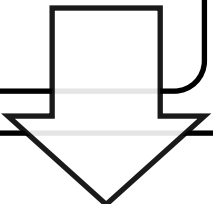
What need or issue to you decide to combat? Why? How will your talents help?



What is your plan of action? How does it include your passion or talents?



What steps will you go through to implement that plan? What assistance will you need?



What is the timeline for your plan?

## Essay Component

At the culmination of this project, you will write a REFLECTIVE essay about how this experience affected YOU. This is not an EXPOSITORY essay where you recount the events. This is a paper where you delve into your intimate thoughts, frustrations, joys, and growth during this process. How did you change because of this? What did you realize? Why did you choose this project? What frustrations did you encounter?

Length: 2 pages

Format: MLA

Your essay is due April 29<sup>th</sup>.

## Presentation Component – Rubric Provided

At the culmination of this project, you will make a presentation to the class where you give the details about your project. This must include a visual component and a “take-home” item for your classmates. Your presentations must be thorough and entertaining. Please include a “Process Page” where you discuss exactly what you did and an “Assessments Page” where you assess the components of your project. What could you have done differently to make it better? Can this project continue? What is the potential of this project?

Your projects begin April 27<sup>th</sup>.

<p><b>CONTENT</b> Ideas and Development – What kind of information did you present?</p>	<p>30-28 27-24 23-20 19-17</p>	<p><b>EXCELLENT TO VERY GOOD:</b> Informative • appropriate to audience/purpose • thorough development of thesis • relevant to topic • creative •</p> <p><b>GOOD TO AVERAGE:</b> adequate • limited thesis; clear ideas address topic • some elaboration • some perception of subject • lacks detail/elaboration •</p> <p><b>FAIR TO POOR:</b> weak • limited perception of subject • little substance • inadequate development • faulty reasoning • minimal support • little detail •</p> <p><b>VERY POOR:</b> vague • difficult to understand • does not show perception of subject • non-substantive • not pertinent • OR not enough to evaluate</p>	
<p><b>ORGANIZATION</b> Was your presentation easy to follow? Was there an introduction? A conclusion?</p>	<p>20-18 17-16 15-17 12-10</p>	<p><b>EXCELLENT TO VERY GOOD:</b> fluent expression • completely organized – smooth flow • ideas clearly stated/supported • succinct • well-organized • logical sequencing through use of transitions • cohesive</p> <p><b>GOOD TO AVERAGE:</b> fairly well organized • somewhat choppy • few transitions • loosely organized but main idea stands out •</p> <p><b>FAIR TO POOR:</b> non-fluent • little organization • weak plan • no transitions • ideas confused or disconnected • lacks logical sequencing and development •</p> <p><b>VERY POOR:</b> does not communicate • no organization • OR not enough to evaluate • lack of plan/coherence</p>	
<p><b>AIDS</b> Aside from your words, what else did you use to communicate your message?</p>	<p>15-13 12-10 9-8 7-6</p>	<p><b>EXCELLENT TO VERY GOOD:</b> • all were aesthetically pleasing • all were relevant to topic • audience participation • audience received a “take home” token</p> <p><b>GOOD TO AVERAGE:</b> • all were aesthetically pleasing • all were relevant to topic</p> <p><b>FAIR TO POOR:</b> all were aesthetically pleasing • all were relevant to topic</p> <p><b>VERY POOR:</b> awkward in presentation • didn’t seem to fit with topic</p>	
<p><b>PRESENTATION</b> How were the mechanics of your presentation? Did you speak clearly and loudly?</p>	<p>20-18 17-16 15-13 12-10</p>	<p><b>EXCELLENT TO VERY GOOD:</b> clear, firm voice • it was always easy to hear • no distracting body motions or movements • eye contact with audience •</p> <p><b>GOOD TO AVERAGE:</b> voice was clear • occasional eye contact • no distracting body motions or movements • easy to hear</p> <p><b>FAIR TO POOR:</b> difficult to hear • words not spoken clearly • little or no eye contact • motions or movements were a distraction</p> <p><b>VERY POOR:</b> couldn’t hear • lots of mumbling • no eye contact • motions and movements made presentation disappear • OR not enough to evaluate</p>	
<p><b>DRESS</b> Did you dress appropriately for the presentation?</p>	<p>15-13 12-10 9-8 7-6</p>	<p><b>EXCELLENT TO VERY GOOD:</b> outfit appropriate • smile • dressed up</p> <p><b>GOOD TO AVERAGE:</b> smile • dressed in regular school clothes</p> <p><b>FAIR TO POOR:</b> outfit appropriate •</p> <p><b>VERY POOR:</b> dirty or torn clothes • messy appearance</p>	

**REFLECTIVE ESSAY RUBRIC –AP English Literature and Composition** Name \_\_\_\_\_

Criteria	Score	Comments	Traits
18-20- Superb 15-17 - Good 11-13 – Fair 9-10-Poor 8-Not enough to evaluate			<p><b>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Main idea (thesis)</b> is clear; develops a <b>concrete occasion as the basis for the reflection (personal observation, personal experience, etc.)</b>.</li> <li><input type="checkbox"/> <b>Topic sentences</b> and <b>concluding sentences</b> are used effectively in body paragraphs.</li> <li><input type="checkbox"/> <b>Descriptive, informative details</b> include appropriate <b>content</b>.</li> <li><input type="checkbox"/> <b>Excludes information that, although it is related, is not tightly focused on elaborating on the specific topic.</b></li> <li><input type="checkbox"/> <b>Transitions</b> are used effectively to weave paragraphs together.</li> <li><input type="checkbox"/> <b>Introduction, body, conclusion</b> provide logical sequencing of ideas, leading to understandable <b>analysis of a condition or situation of significance</b>.</li> </ul>
18-20- Superb 15-17 - Good 11-13 – Fair 9-10-Poor 8-Not enough to evaluate			<p><b>SENTENCE VARIATION IN PARAGRAPHS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Lead sentence</b> captures the reader's attention.</li> <li><input type="checkbox"/> <b>Intro. participial phrase</b> (<u>Breathing</u> deeply, I decided to . . .)</li> <li><input type="checkbox"/> <b>2 independent clauses separated by semicolon</b> (My father helped me to see the difference; I did the rest.)</li> <li><input type="checkbox"/> <b>Compound sentence</b> (I tried to change, but it was just too hard.)</li> <li><input type="checkbox"/> <b>Appositive phrase</b> (Jenny, the last one there, looked . . .)</li> <li><input type="checkbox"/> <b>Intro. prepositional phrase</b> (With new confidence, Steve . . .)</li> <li><input type="checkbox"/> <b>Intro. adverb clause</b> (When I finally understood him, I . . .)</li> </ul>
18-20- Superb 15-17 - Good 11-13 – Fair 9-10-Poor 8-Not enough to evaluate			<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Vivid, lively verbs</b> are used.</li> <li><input type="checkbox"/> <b>Precise, accurate nouns</b> are used.</li> <li><input type="checkbox"/> <b>Imaginative, unusual adjectives</b> are used.</li> <li><input type="checkbox"/> <b>No vague, overused, repetitive language is used</b> (a lot, great, very, really, there is, there are, super, like . . .).</li> <li><input type="checkbox"/> <b>Vocabulary choice is thoughtful</b> and shows evidence of the <b>revision</b> stage of the writing process.</li> </ul>
18-20- Superb 15-17 - Good 11-13 – Fair 9-10-Poor 8-Not enough to evaluate			<p><b>FIGURATIVE LANGUAGE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Metaphor</b> (He told me that my friends were poison.)</li> <li><input type="checkbox"/> <b>Simile</b> (His voice was like a snake rustling in dead leaves.)</li> <li><input type="checkbox"/> <b>Personification</b> (My calculus book stared at me and threatened to ruin my life.)</li> <li><input type="checkbox"/> Word choice invites the reader to visualize a mental image or picture.</li> </ul>
18-20- Superb 15-17 - Good 11-13 – Fair 9-10-Poor 8-Not enough to evaluate			<p><b>GRAMMAR, USAGE, MECHANICS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No <b>run-on sentences / sentence fragments</b></li> <li><input type="checkbox"/> <b>Subject/verb</b> agreement</li> <li><input type="checkbox"/> Correct <b>verb tense</b> usage</li> <li><input type="checkbox"/> <b>Punctuation/ Capitalization</b> is correct.</li> <li><input type="checkbox"/> <b>Spelling</b> is error free.</li> </ul>

