

Date assignment given: _____

The Making of a Legend

A Louisiana History Creative Writing Assignment (three grades)

All throughout Louisiana's history stories have been told about how things came to be, how life was long ago, and about family's heritage and history. Some stories are fanciful, some sad, some have a lot of truth and other you can barely find any truth at all. Students will create their own legend about a natural feature of the state.

The early Louisiana Native Americans observed things in their world such as Spanish Moss that lived in trees yet didn't seem to hurt the tree, terrible winds and storms that appeared out of nowhere, fog, the sun disappearing in the middle of the day. They created stories to explain these. Today many of these stories have finally been published so that they won't get lost forever."

Directions: Each student will create a short story based on a selected Louisiana natural resource. **Day one** will be a reading of examples and a selecting a natural resource. On the first day you will begin writing a rough draft. On **day two** you will select someone at your table to peer edit/proofread your story. By the end of class you must have a rough draft that has been edited, marked, and have been initialed by the student who proofread it. Then get the teacher's initials before you begin writing your first rewrite draft. That draft will then be proofread and initialed by student and teacher. You will turn in first and second proof at the end of the hour. On **day three** you will write your final draft.

Step 1 – Select one of Louisiana's natural features (Driskill Mt., Red River, Crawfish, alligator, sugarcane, Calcasieu Lake, Atchafalaya River/Swamp, Bald Cypress, Pelican, Mississippi River)

Step 2 – **Pre-handwrite a rough draft (1)** of how you 'believe' your chosen feature came to be. (250-300 words) **SKIP LINES ON BOTH ROUGH DRAFTS**

Step 3 – Edit your work, then have a peer proof read and edit (be sure they initial your paper) then have teacher initial it.

Step 4 – **Neatly re-handwrite (2)** your story checking for correct grammar, spelling, and word count

Step 5 – Have two different peers proof read (& initial) and critique pre-final copy then have teacher initial it.

Step 6 – **Handwrite (3)** final copy in **BLACK INK** following rubric guidelines. See reverse side.

Step 7 – **When you finish story (step 1-6), have it checked by teacher, then you may **type story into a Microsoft word (4)** document. Be sure to complete spell and grammar checks. **Turn in all three rough drafts and final copy.****

Step 8 – *Save story, print out copy, have proofed by final peer (different than previous), have it initialed, and then turn in for grade*

*Steps **seven** and **eight** must have been completed by yourself, on your own time and/or computer. No one else may type or complete your story.*

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The Making of a Legend

Grading Rubric

CATEGORY	2	1	0.5	0
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Requirements	All of the written requirements (# words, # of rewrites, # of peer initials, teacher initials) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Daily class work	Student devotes class time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard making use of time allowed.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Does just enough to get the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does barely enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Daily work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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MrE's

The Making
of a Legend
project idea

7th & 8th
Grades

www.louisiana101.com

