

Oral Traditions/Story Assignment

Activity description

We have spent this unit exploring the identities of the different Indigenous peoples of Canada, listening to stories of their trauma, struggle, and culture. Now it is your chance to share your story. You can choose to share a story about whatever you would like, just be sure that it is appropriate for school and is a representation of your identity in some way. Some starters/ideas to get you thinking could include:

- A favourite memory I have is...
- A story about a family member
- A moment of change in your life
- Share a story from your life to teach the class a lesson

Criteria

- The oral story should be well rehearsed, **memorized**, and “told from the heart”
- You should use a loud, clear voice that has expression to keep your audience engaged.
- Use gestures and non-verbal communication to get your message across
- Differentiate your natural voice from the characters in your story
- Think about the story line of your oral story. Maybe you start with the climax to get your listeners engaged!
- Present the story efficiently (don't ramble/go over the 3 minute time limit)

Learning Goal

I can create an original story and share it with others, by memory, using a variety of oral language techniques.

Assessment

Criteria	Insufficient Evidence	Emerging	Developing	Proficient	Extending
Story	The story is too brief, incomplete, plagiarized or is not presented.	The story may be brief or not engaging for the audience. It may be difficult to follow at times.	The story may be somewhat engaging but may be unclear at times.	The story is engaging, conveys a clear message or lesson, and is original.	The story is deeply engaging, conveys a clear message or lesson, and is creative and original.
Voice / Clarity	Does not present or you are unable to hear the student's presentation	There is little attempt to change pace. Presenter is quiet and unclear. Tone of voice does not shift throughout the poem and therefore the speech lacks energy.	Pace is not well rehearsed and may not connect to lesson of speech. Presenter may be quiet but is clear. Tone of voice may not shift throughout, but is emphasized at specific parts.	Pace matches the content and lesson of the speech. Presenter speaks loudly and clearly. Tone of voice matches speech and adds emphasis to the topic.	Pace emphasizes the content and lesson of speech. Presenter speaks loudly, clearly, and articulately. Tone of voice enhances the speech and emphasizes the topic.
Actions	Student does not present or is working towards looking at the audience.	There is little attempt to include facial expressions, gestures, eye contact, and actions that match the content or actions to not match the content.	There is an attempt to include facial expressions, gestures, eye contact, and actions that match the content.	Facial expressions, gestures, eye contact, and actions are confident and match the content	Facial expressions, gestures, eye contact, and actions are confident and help emphasize the content.
Stage Presence / Preparation	Speech is not presented	Speech is read off of the paper and it may take away from the presentation	Speech is read off of the paper for most of the presentation	Speech is mostly memorized	Speech is fully memorized