Freak the Mighty

Final Writing Assignment

Description

Students have been working in groups called “Round Table groups” inspired by the illusions to King Arthur in Freak the Mighty. This is a group writing project which will require about two weeks after reading the book, Freak the Mighty.

In their “Round Table” groups (groups of 5-6), students will create children’s Book (ABC Books, a strategy from Dr. Deborah Dean, can be used also) or other multimedia project that weaves together art with writing. Students’ writing should promote developing true ideas on friendship or preventing bullying. Students will present these in an oral presentation to a group of elementary school students. Another option is to present them to their own school or class, but students should still write for a specific audience.

At the start of the project, students will write up a contract detailing the expectations they have for their group members. Students will be held accountable to keep the contract or be penalized by their group members. Students will evaluate their group members during the drafting and revision process and again at the end of the project. A participation grade ensures that each member is contributing.

During each part of the writing process, students will need to show evidence of their work. Their final Draft will include all the research, drafts and revising exercises done by the group. A reflection by each student will be written to help the students develop meta-cognitive skills on the writing process and their own learning.

Ideas for Projects:


-Create a slide show with narrated script. (15 slides)

-Create a short movie or play/skit with script. (15 minutes)

Students can also request approval for other ideas that involve writing, drafting, revising and presenting.

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Sample Timeline of the Final Quest Project

The following timeline can be adjusted according to schedule changes or conflicts, time and level of ability of the students in class:

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
</table>
| 1 | **Write to Promote Change: Brainstorming**  
**Activity Center:** Students will brainstorm ideas for their group oral presentations. They will begin to compile artwork, clipart and other resources for their children’s book.  
**Activity Center:** Students will create round table group contracts to promote effective group work. This group contract will define expectations the group has for each group member. Students will be held accountable for their contributions to the children’s book and presentation their group makes.  
**Due:** Round Table Contract  
**Activity Center (Instructional Conversation):** Give students the assignment Show examples of children’s/ABC books. Students learning about voice with the instructor. Students will revise a piece of text to fit different genres. |
| 2 | **Notetaking Skills:** Students will learn basic note-taking strategies during this class period. They will practice with various texts that they will then use as sources for their research.  
**Due:** Web |
| 3 | They will find short article online or in the school library to read and annotate and bring to class for the group sharing session the following day. |
| 4 | **Write to Promote Change: Brainstorming**  
**Activity Center (Instructional Conversation):** Students will brainstorm topics using KWHL and collaborate together  
**Activity Center:** Students will participate in a Round Table group discussion, using the research articles they have annotated; they will find quotes from research and from peers to use as sources in their writing. They will also complete a mid-project evaluation form for each group member.  
**Due:** Five Articles  
**Due:** Mid-project Evaluation |
| 5 | **Guest Speaker Lectures**  
Students will apply their understanding of note-taking for the guest speakers who will talk about disabilities, bullying or another suitable topic. This will be another opportunity for students to gain materials to draw from during their research.  
**Due:** Interview |
| 6 | **Write to Promote Change: Drafting**  
Students will be working in the computer lab on their first draft.  
**Due:** Rough Draft #1 |

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<table>
<thead>
<tr>
<th>Day 7</th>
<th>Write to Promote Change: Revisions</th>
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</thead>
<tbody>
<tr>
<td>Activity Center: Students will be doing peer evaluations for their rough drafts. Four groups will be evaluating while the other two will be in group conferences with me.</td>
<td></td>
</tr>
<tr>
<td>Due: Rough Draft #2, Peer edited</td>
<td></td>
</tr>
<tr>
<td>Due: Peer Evaluation Forms</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 8</th>
<th>Write to Promote Change: Drafting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be working in the computer lab to finalize their drafts.</td>
<td></td>
</tr>
<tr>
<td>Due: Final Draft</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 9</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present their children’s/ABC books to each other or to an elementary school class.</td>
<td></td>
</tr>
<tr>
<td>Due: Presentation</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 10</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be reflecting and discussing the value of their projects. They will fill out group member evaluation forms.</td>
<td></td>
</tr>
<tr>
<td>Due: Project Defense</td>
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Your Final Quest

Dear Students of the realm of 1st Period:

You’ve now read Freak the Mighty and after journeying through the text you are ready to embark a quest to prove yourself a knight defending the good of our world.

In a “Round Table Group” (groups of 5-6), you will be the creators of your own presentation, made for the purpose to change the world of first graders at Springville Elementary. Your quest is to help these students to understand friendship and/or stop the bullying that is going on in their school/neighborhoods. How will you do this?

You have the choice to:


-Create a slide show with narrated script. (15 slides)

-Create a short movie or play/skit with script. (15 minutes)

Be creative! If you have an idea for your project, talk to me to get the idea approved.

Remember:

-& Your writing must show you have gone through the writing journey: inquiry/brainstorming, revision and publishing/presenting. The final product should be your very best.

-& Show your creativity in this project. Be original and use visuals and pictures.

-& Your project should be appropriate in voice. It must present some message that these elementary school students will understand and be able to apply. Be sensitive to what you choose to write about or include in your project.

-& Your writing should be persuasive and powerful. Your writing has the power to create change and present some solutions to the problems in our schools.

-& Together with your group, you will write a contract of what you expect from each other. You will be held responsible for keeping this contract. Your round table group members evaluate on your participation/contribution to the group throughout the project.

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round Table Contract</td>
<td>_____________ (in class)</td>
</tr>
<tr>
<td>Web</td>
<td>_____________ (in class)</td>
</tr>
<tr>
<td>5 articles</td>
<td>_____________</td>
</tr>
<tr>
<td>1 interview</td>
<td>_____________</td>
</tr>
<tr>
<td>1st Rough Draft/Script</td>
<td>_____________</td>
</tr>
<tr>
<td>2nd Rough Draft/Script</td>
<td>_____________</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>_____________</td>
</tr>
<tr>
<td>Mid-Project Group Evaluations</td>
<td>_____________</td>
</tr>
<tr>
<td>Final Draft</td>
<td>_____________</td>
</tr>
<tr>
<td>Presentation</td>
<td>_____________ (in class)</td>
</tr>
<tr>
<td>Final Group Evaluations</td>
<td>_____________</td>
</tr>
<tr>
<td>Project Defense (reflection)</td>
<td>_____________</td>
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</tbody>
</table>
## Mid-Project Evaluation of Your Round Table Members

This is where you will rate each group member in your round table on their participation and contribution so far in the project. Give support for the score you give them by telling how they contributed.

<table>
<thead>
<tr>
<th>Name: _____________________________</th>
<th>Classmate: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contract</strong></td>
<td><strong>Brainstorming</strong></td>
</tr>
<tr>
<td>____/5 x 3 = ____</td>
<td>____/5 x 3 = ____</td>
</tr>
<tr>
<td></td>
<td><strong>Research</strong></td>
</tr>
<tr>
<td></td>
<td>____/5 x 3 = ____</td>
</tr>
<tr>
<td></td>
<td><strong>Revision</strong></td>
</tr>
<tr>
<td></td>
<td>____/5 x 3 = ____</td>
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<td></td>
<td><strong>TOTAL _____/60</strong></td>
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</tbody>
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Final Quest Peer Evaluation

Group Members:
______________________________________________________________________________
______________________________________________________________________________

Evaluators:
______________________________________________________________________________
______________________________________________________________________________

Checklist:

☐ THE GROUP HAS CREATED A BRAINSTORMING WEB
☐ THE GROUP HAS COLLECTED 5 ARTICLES
☐ THE GROUP HAS COLLECTED 1 INTERVIEW
☐ THE PROJECT OR SCRIPT FITS THE REQUIRED LENGTH (10 PAGES OR 15 SLIDES)

Markings:

☐ HIGHLIGHT IN YELLOW WHERE THE WRITING INSPIRES CHANGE OR DESCRIBES SOLUTIONS
☐ CIRCLE IN RED PEN THE THINGS ELEMENTARY SCHOOL STUDENTS MAY NOT UNDERSTAND.
☐ PUT A BLUE STAR NEXT TO IDEAS THAT YOU FEEL ARE MOST CREATIVE OR ORIGINAL.

List three strengths of the group’s project:
1. 
2. 
3. 

List three suggestions for this group to improve in their project. Is there anything unclear?
1. 
2. 
3. 

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Final Evaluation of Your Round Table Members

This is where you will rate each group member in your round table on their participation and contribution to your quest project. Give support for the score you give them by telling how they contributed.

Name: ___________________________  Classmate: ___________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>x 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishing and Artwork</td>
<td>_____/5</td>
<td>x 3</td>
<td>_____</td>
</tr>
<tr>
<td>Presenting</td>
<td>_____/5</td>
<td>x 3</td>
<td>_____</td>
</tr>
<tr>
<td>Responsibility/Attitude</td>
<td>_____/5</td>
<td>x 3</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_______/45</td>
<td></td>
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</tbody>
</table>

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Final Quest Project

Group Members:
______________________________________________________________________________
______________________________________________________________________________

Period: ____________

Journey Completion Points (Your group completes this checklist :)

INQUIRY

Web
_____ /10

5 Articles
_____ /20

1 Interview
_____ /10

REVISION

1st Rough Draft/script
_____ /20

2nd Rough Draft/script
_____ /20

Final Draft
_____ /20

TOTAL _____ /100

Final Quest Points (I will complete this evaluation :)

Writing shows Voice & Appropriateness
_____ /5 x 4 = ____

Writing shows Creativity & Originality
_____ /5 x 4 = ____

Writing inspires change, describes solutions
_____ /5 x 4 = ____

Your Project fits the Required Length
_____ /20

Presentation (10-15 minutes)
_____ /50

Your Project Defense (reflection)
_____ /20

TOTAL _____ /150

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