Senior English

*Life of Pi—*Individual Storytelling

Over the past few weeks, I’ve asked you to draft stories about different experiences in your life in order to find one that you will tell the class. Now it’s time to choose one of these stories to share with us. To be clear, I am asking you to *tell* your story, not read us your essay. Your draft is a starting point, but the story is yours to tell. You know your story; it’s part of who you are. In order to tell it, you’ll need to decide *how* you want to deliver it—places to pause, increase your pace or volume and phrases to emphasize. You’ll need to decide the message you’re try to convey, and you’ll want to be sure to carefully plan your beginning and ending—know what you’ll say for each part and make them connect. While I would encourage you to use one of the stories that you’ve already drafted, this is not a requirement. If there’s another story that you feel is more compelling, interesting, funnier, etc., feel free to use it. The most important part of this assignment, is that you tell your story in a well-organized and meaningful way.

Your story should be between four-six minutes in length. You’ll likely find that you need to add to or revise your initial draft. Remember: you have a draft, a starting point, not the final story. Please review the scoring guide for additional details. On the day that you present, you will submit the final narrative outline that you’re using to frame your story.

**Draft Outline/Story Due Date**

February 13

**Storytelling Dates & Final Outline**

March 3 (2)

March 4

March 5

March 9

March 10 (2)

March 11

March 12 (2)

March 16

March 17 (2)

March 18

Scoring Guide

“A” stories

Storyteller:

* Knows the story very well; has obviously practiced telling the story; uses no notes; speaks with confidence; poised
* Provides the audience necessary background info to set up the story
* Organizes the story in a clear and coherent manner with many relevant and vivid details
* Ends with a strong, satisfying final statement that is relevant and memorable
* Speaks loudly and clearly
* Maintains eye contact with the audience throughout the story
* Uses clear and appropriate language for the audience
* Maintains appropriate pace, depending on the story line—may slow down or speed up at points for emphasis
* Four-six minutes in length

“B” stories

Storyteller

* Knows the story fairly well; some practice telling the story is evident; may use notes; fairly confident and poised
* Provides the audience some necessary background info to set up the story
* Includes some relevant and vivid details; may need to add details to make the message clearer
* Organizes the story in a fairly clear and coherent manner
* Ends with a final statement that is somewhat relevant and memorable
* Speaks loudly and clearly most of the time
* Uses clear and appropriate language most of the time
* Makes eye contact with a few people in the audience but may not maintain eye contact
* Pacing is fairly smooth; some parts may be rushed or slowed too much; may begin to become choppy
* Slightly more/less than four-six minutes

“C” stories

Storyteller:

* Knows some of the story; does not appear practiced; relies heavily on notes; appears uncomfortable
* Provides the audience little to no background info to set up the story
* Includes few relevant and/or vivid details; needs to add details to make the story clearer
* Needs clearer organization; parts of the story may become confusing/hard to follow
* Needs a final statement that is more relevant and/or memorable
* Speaks too softly or too rapidly; mumbles occasionally
* Does not make eye contact with the audience
* Needs to use clearer and/or more appropriate language
* Pacing is choppy; several parts are rushed or slowed too much; story is difficult to follow
* Significantly more/less than four-six minutes