**ENG2D – *Haroun and the Sea of Stories* Guided Group Opinion Piece**

So we’re wrapping up our novel and we’re all worried about the literacy test next April. Let’s get easy marks and some OSSLT practice in at the same time.

**Task:** In groups of three, students will write a 5 Paragraph **Opinion Piece** about a significant issue in *Haroun and the Sea of Stories*. The planning stages and two of the paragraphs, the introduction and conclusion, will be completed as a team. The argumentative PPC body paragraphs of your opinion piece will be written individually. Work will be completed both in class and at home.

**Assessment:** You will receive a group mark for the group work, and an individual mark for the individual work. Rubrics are provided.

**Topics:** One of the following opinion piece topics will be assigned to your group by Mr. Roynon:

* How is *HATSOS* an allegory for Salman Rushdie’s life and the *Satanic Verses* controversy?
* How is *HATSOS* an example of Joseph Campbell’s monomyth?
* How is *HATSOS* an examination of democracy?
* How does *HATSOS* answer the question “What is the point of stories that aren’t even true?”?
* How is the character of Haroun heroic?
* How is *HATSOS* a magical realist text?
* How does Salman Rushdie use water symbolism in *HATSOS*?
* How is *HATSOS* an allegory for the war between censorship and free speech?
* How is *HATSOS* an examination of the nature of good and evil?

**Hints:** Check these out!

* Complete the planning stages together.
* Type up your work into double-spaced MLA (all one document).
* Hand in the planning stage work, your rough drafts, and a final good copy on the due date. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Get each member of your group to edit your individual paragraph. Get even more editors, too!
* Use the resources Mr. Roynon points you to, your *HATSOS* Reading Guide Questions, your or someone else’s Character Sketch Activity, your Mapping Activity, and your PPC assignment and unit introductory Powerpoint notes for reference.

***Haroun and the Sea of Stories* Opinion Piece GROUP Work Rubric**

# Group Members’ Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Categories |  | 50-59% | 60-69% | 70-79% | 80-100% |
| Knowledge/Understanding(opinion piece form) | /10 | limited | some/moderate | considerable | high degree/ extensive/thorough |
| * **Elements of an introduction:**   (Lead, Thesis, Plan of Development)   * **Elements of a conclusion:**   (re-statement of thesis, summarizing of paragraph arguments) |  |  |  |  |  |
| Thinking (developing arguments, thesis) | /10 |  |  |  |  |
| * **Planning:**   (prep sheets, outline, rough work, brainstorming)   * **Critical thinking:** (analyzing, synthesizing and creating a workable, strong thesis statement, analysis) |  |  |  |  |  |
| Communications (Organization and Clarity of expression) | /10 |  |  |  |  |
| * **Tone:**   (Use of formal language, no first person [ie. “I” or “we”], no contractions, strong vocabulary)   * **Conventions:**   (pronouns/antecedents, commas, conjunctions) |  |  |  |  |  |
| Application (Applying skills in new contexts) | /10 |  |  |  |  |
| * organizing and structuring PPC paragraphs for the opinion piece format |  |  |  |  |  |

Comments:

***Haroun and the Sea of Stories* Opinion Piece INDIVIDUAL Paragraph Rubric**

# Individual’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Responsible for Body Paragraph # \_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Categories |  | 50-59% | 60-69% | 70-79% | 80-100% |
| Knowledge/Understanding (PPC Structure) | /10 | limited | some/moderate | considerable | high degree/ extensive/thorough |
| * Opinion clearly stated in the first sentence of paragraph * Points support the overall argument of the thesis * Proof quotation/evidence is integrated smoothly into the paragraph according to the model * Comment refers explicitly back to thesis. |  |  |  |  |  |
| Thinking (Quality of examples /quotations; analysis through COMMENT) | /10 |  |  |  |  |
| * PROOF examples are selected to be very specific and relevant to argument * COMMENT provides a logical explanation of how PROOF proves POINT. |  |  |  |  |  |
| Communications (Organization and Clarity of expression) | /10 |  |  |  |  |
| * Use of formal language (no first person ie. “I” or “we”, no contractions) * Strong vocabulary * Transition words * Pronouns/Antecedents * Commas * Conjunctions |  |  |  |  |  |

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Comments: