



# Writing Lessons: Aboriginal Voices

## Rubric: Experiments in Humour

Criteria	Beyond Expectations  Level 4	Consistently present  Level 3	Some lapses but present more than half the time  Level 2	Many lapses  Level 1	Missing  Below 1
<b>USE OF SPECIFIC DETAIL</b> <ul style="list-style-type: none"> <li>Details are vivid and show close, insightful observation.</li> <li>Your details are carefully selected to build character and/or theme.</li> <li>Use of concrete nouns and vivid verbs</li> </ul>					
<b>SHOWING RATHER THAN TELLING</b> <ul style="list-style-type: none"> <li>You begin with the <b>concrete</b>, giving the reader the raw material needed to form a conclusion.</li> <li>However, you only <b>IMPLY</b> the abstract; you do not state it directly because then you deprive the reader of the opportunity to discover!!!</li> </ul> <b>COMPRESSION</b> <ul style="list-style-type: none"> <li>Eliminating unnecessary words</li> </ul>					
<b>EXPERIMENTATION</b> <ul style="list-style-type: none"> <li><b>FRESH LANGUAGE:</b> You avoid clichés, hackneyed language and archaic language.</li> </ul> You experiment with connotation to develop character <ul style="list-style-type: none"> <li><b>STRIKING JUXTAPOSITION:</b> You try achieving the effect you want by putting together words and objects which have never before been juxtaposed!</li> <li><b>HUMOUR</b> - Aiming for the "larger than life"</li> </ul>					
<b>AUTHENTIC DIALOGUE:</b> You develop an authentic voice for your narrator. You use some authentic dialogue to develop other characters.					

Teacher Comments:

Most consistent level: \_\_\_\_\_

**Grade:** \_\_\_\_\_ / 25 marks

(adapted from rubric in *Viewpoints 11* Teacher’s Resource, Pearson Education Canada Inc., 2001)