

# More Than a Single Story

## Can you use creative writing to change people's minds?

### BACKGROUND:

After watching Chimamanda Adichie's *The Danger of a Single Story*, we realize that there is more than a "single story" about each of us. What stereotypes affect you or someone you know? Using literary techniques and ideas about complicating stereotypes from Adichie's masterful short story, "A Private Experience," we will write a short story that complicates a stereotype that affects you.

### OBJECTIVES:

- To learn about stereotypes and develop caution about them.
- To compose a creative short story incorporating the elements of fiction (characters, setting, point of view, theme, conflicts/resolution, and plot)

### PROCESS:

1. Watch Adichie's *The Danger of a Single Story* TED talk.
2. Read Adichie's short story, "A Private Experience," and notice both its literary style and how it complicates stereotypes.
3. Plan the foundation of a short story that uses the literary tools Adichie uses and complicates stereotypes that you have close experience with. Begin by developing:
  - a. A protagonist (main character)
  - b. A specific setting (time / place)
  - c. Secondary characters and/or an antagonist
  - d. Conflicts (internal and external) and resolution
  - e. Plot

Try to be as authentic as possible: your story is realistic fiction.

4. Compose a short story.

### ASSESSMENT:

This is a 50-point project. See rubric on the back for details.

	<b>Exceptional (9-10)</b>	<b>Proficient (8)</b>	<b>Developing (7)</b>	<b>Beginning (0-6)</b>	<b>SE LF</b>	<b>Ms. R</b>
<b>Elements of Fiction</b>	The student included a setting and characters that were <b>well characterized</b> . A clear message or theme is present in the story, as well as several types of conflict that are thoughtfully resolved. The plot mountain is carefully and creatively crafted.	The student included a setting and characters that were somewhat well characterized. The message or theme may be a bit unclear, but several types of conflict are included and they are all resolved. The plot mountain is appropriate.	The student included a setting and characters that may have been poorly characterized. The message or theme is unclear. The conflicts/resolutions may be unclear or of only one type. The plot mountain may be awkward.	The student may be lacking either setting or characters. Characters are poorly characterized. There is no theme and The conflicts are unclear and unresolved. The plot is unclear.		
<b>From Adichie: Complicating a Stereotype</b>	The student complicates a stereotype and adds fullness, completion to a “single story” in a subtle and masterful way.	The student complicates a stereotype and adds fullness, completion to a “single story.”	The student attempts to complicate a stereotype and but it may be done in an overly concrete or awkward manner or not fully addressed.	The student does not complicate a stereotype.		
<b>From Adichie: Literary Style</b>	The student includes sophisticated narrative structure modeled after Adichie’s. This adds a maturity and creativity to their story and enhances the overall product in an exceptional way.	The student includes a narrative structure modeled after Adichie’s. Their story is enhanced by this.	The student tries to include a narrative structure modeled after Adichie’s, but it may be jumpy and unclear.	The student does not appear to have deliberately included a narrative structure modeled after Adichie’s.		
<b>In-Class Work</b>	The student demonstrated thoughtful in-class work in terms of organization, responsibility, and time management. Their work clearly shows evidence of independence and exceptional engagement with the project. They completed all recommended revision tasks.	The student demonstrated appropriate in-class work in terms of organization, responsibility, and time management. Their work shows evidence of independence and appropriate engagement with the project.	The student may not have demonstrated appropriate in-class work in terms of organization, responsibility, and/or time management. They may not have been independent or driven.	The student’s in-class work was not acceptable in terms of independence, organization, or responsibility. They may not have managed their time wisely or shown appropriate engagement in the project.		
<b>Conventions</b>	The student demonstrates strong control of standard conventions. There may be slight errors, but they are so few and insignificant that they do not affect the readability of the story.	The student demonstrates reasonable control of standard conventions. There may be errors, but they do not limit the readability of the story.	The student demonstrates limited control of standard conventions. There are several errors that negatively affect the readability of the piece.	The student does not demonstrate control of standard conventions. There are multiple errors that make the story quite difficult to read and comprehend.		