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| **C:\Users\Julie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ADF9EU3H\MC900287317[1].wmfSurvivor of the Century Name:** |

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| **Introduction**C:\Users\Julie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OHSM8IBE\MC900215000[1].wmfWhile you were at the post office mailing a letter, you overheard the postmaster telling a customer about a stamp design contest. The contest is called “**Survivor of the Century**.” The postmaster explains that the post office wants to honor a special survivor by putting their picture on a stamp. The winner of the contest will have their design made into a real stamp. You ran home to get started right away! |

**Task**

Your task is to read about several survivors and choose one that you think should be put on the stamp. You will design a stamp and submit it for the contest. You must impress the Post Office with a presentation showing your choice and your stamp design.

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![C:\Users\Julie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ADF9EU3H\MC900322658[1].wmf]()

**Process**

**Step 1:**  Read about the survivors. You should complete the questions for each article. Complete the ranking activity below. This will help you decide who you would like to honor with a stamp.

**Step 2:** Choose a “Survivor of the Century.”

**Step 3:** Design a stamp honoring him or her. The following are **“Must Haves”:**

* ![C:\Documents and Settings\jpiner\Local Settings\Temporary Internet Files\Content.IE5\M0SO5XIR\microphone_cutir_mark_by_the_smiling_pony-d5kr42c[1].png]()Name of survivor
* Two symbols that represents the survivor (for example, if you were creating a stamp to honor Martin Luther King, Jr., you might draw a microphone because King inspired people with his speech)
* Key words/phrases that represent your chosen survivor
* An important quote from your survivor or an important excerpt from the text showing a character trait or an action

**Step 4:** Write a **persuasive** letter that convinces the postal committee to make and use your stamp. Write your final letter on the back of your stamp. It should be neat and well-organized.

**![C:\Documents and Settings\jpiner\Local Settings\Temporary Internet Files\Content.IE5\LXHOO2LC\75699271_cf18da72a2[1].jpg]()![C:\Documents and Settings\jpiner\Local Settings\Temporary Internet Files\Content.IE5\LXHOO2LC\75699271_cf18da72a2[1].jpg]()**

**“Survivor of the Century” Stamp – Persuasive Writing**

* **Paragraph 1:** Explain your purpose of writing and submitting a stamp. Clearly state your claim:
	+ - *You feel that the survivor you have chosen should have an honorary stamp.*
* **Paragraph 2:** Give background information about your survivor.
	+ - Who is s/he?
		- What did this person survive?
* Explain in detail why you think this person deserves to have a stamp made in his/her honor.
	+ - What were/are the challenges of surviving?
		- Why are they considered courageous/heroic?
* **Paragraph 3:** Restate your claim. Thank the post master for considering your survivor for the “Survivor of the Century” contest.
* **Closure** (Regards, Sincerely, or Thank You)

Sign your name

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| **Ranking the Survivors**Rank the survivors below based on who you think most deserves a stamp in their honor. Give an explanation next to each ranking.**1 –****2 –** **3 –** |
| **C:\Documents and Settings\jcox\Local Settings\Temporary Internet Files\Content.IE5\2OBOP6Y7\MC900389874[1].wmfStamp Activity Rubric Name:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1—Exceptional** | **2—Above Average** | **3—Average** | **4—Developing** |
| **Process** | Strong planning is evident. | Good planning is evident. | *Some* planning is evident. | Planning is not evident. |
| **Creativity** | Student has displayed the content in a *very* creative fashion. | Student has displayed the content in a creative fashion. | Student has displayed the content in a *somewhat* creative fashion. | Student has not displayed the content in a creative fashion. |
| **Grammar & Spelling** | Grammar and spelling are **impeccable**! | There are **very few** grammar and spelling mistakes.  | There are **some** grammar and spelling mistakes. | There are **many** grammar and spelling mistakes. |
| **Content & Topic** | Student displays a full understanding of the content and stays on topic 100% of the time. | Student displays an understanding of the content and stays on topic *most of the time.* | Student displays *some* understanding of the content and stays on topic *some of the time*. | Student displays *little* understanding of the content and *rarely* stays on topic. |

**4 points = 100 A+ 8-9 points = 85 B 12-13 points = 70 C- 16 points = 55 F**

**5 points = 95 A 10 points = 80 B- 14 points = 65 D**

**6-7 points = 90 A- 11 points = 75 C 15 points = 60 D-**