**Chaos 🡺 Order Personal Narrative**

“The *real* real world demands that we learn to cope with chaos, that we understand what motivates humans, that we adopt strategies and behaviors that lead to order, not more chaos. When chaos erupts, it not only destroys the current structure, but it also creates the conditions for new order to emerge.” -Margaret Wheatley

Record your thoughts about Wheatley’s comments below:

In your more than fourteen years of being alive, chances are that you have experienced some kind of chaos in your life. Maybe this was a serious, dramatic event such as a death in the family, a divorce, or the loss of a parent’s job. Perhaps it was a different kind of chaotic trauma. List a few of the most traumatic, chaotic events in your life below.

According the Wheatley, these chaotic events also are opportunities for a new order to emerge. Choose two chaotic events you listed above and brainstorm how a new order was created as a result. Sometimes this new order is even more chaotic than the original chaotic event, but surely a new system was created as a result of the traumatic event.

|  |  |
| --- | --- |
| Chaotic Event | New Order |
|  |  |
|  |  |

Your task now is to draft a personal narrative that tells the events of that meaningful change in your life and the result of said change. As you draft, construct a story that has a clear central idea supported by specific details. As is true in most tales, your tale should have a captivating lead, a middle that develops the plot and an ending that concludes the main idea satisfactorily. In addition, push yourself to use strong diction and mature authorship. In the space below, brainstorm how you will accomplish all of the requirements in this paragraph; use Mr. Foster’s example to assist in this process.

**Brainstorm**

Protagonist =

Antagonist =

Setting =

Climax =

Captivating lead =

**Brainstorm**

Protagonist = Mr. Foster

Antagonist = Young hoodlum

Setting = 2006, Detroit, MI, I-75 and 7 mile road, 3:00AM

Climax = Foster and friends escaped with their lives.

**Poor example of the first paragraph of this narrative**

Mr. Foster, Trim and Evan just got done hearing a band play in Detroit. They got in the orange truck and traveled north. They really had to piss.

**Strong example of the same first paragraph of the narrative**

“Lack of water…Come and heal yourself” rang from the speakers and Mr. Foster, Evan and Trim left the concert. Fishbones in downtown Detroit was the venue and just past 2:00AM was the time. As he had control issues and was the only sober one, Mr. Foster insisted on driving. With the fading aquatic tune still in their brains, Mr. Foster and crew piled into Ruthie-his newly purchased orange Chevy Colorado. Making their way up I-75, all three bladders began to reach maximum capacity.

**Chaos 🡺 Order Personal Narrative**

**Peer Score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Common Core Standard** | **4.0** | **3.0** | **2.0** | **1.0** |
| **Communicate**  **Effectively**  **CCS Speak-Listen 1** | **Advanced** evidence of  adding and sharing  ideas with peers | **Clear** Evidence of  adding and sharing  ideas with peers | **Partial** evidence of  adding and sharing  ideas with peers | **Little or misleading** evidence of  adding and sharing  ideas with peers |
| **Effective Word Choice**  **CCS Language #3** | **Artistic & accurate**  diction by using  specific, mature words | **Satisfactory & consistent**  diction by using  specific words | **Inconsistent**  diction by using  vague words | **Poor** diction by using  inaccurate, immature,  and/or weak words |
| **Standard American**  **English Control**  **CCS Language #1 & #2** | **Advanced** use of  Standard American  English conventions | **Sufficient** control over  Standard American  English | **Inconsistent or partial**  control over Standard  American English | Multiple miscues  in SAE; **errors distract**  **from meaning** |
| **Write Narratives**  **CCS Writing #3** | **Fully developed**  narrative that engages  the reader through  **effective** story-telling  and specific details. | **Developed** narrative  that informs the reader  through **clear**  story-telling and use of  details. | **Partially developed**  narrative that partially  entertains the reader  through **some use of**  story-telling & details. | **Under developed** narrative  that does not complete its  message and/or engage  the reader in the tale and/or  provide details. |
| **Produce writing that is appropriate/effective**  **CCS Writing #4** | Text is a narrative that  **thoroughly addresses**  the topic & connects to  the intended audience. | Text is a narrative that  **addresses** the topic &  works for the intended  audience. | Text is a narrative that  **partially addresses** the  topic & partially works  for the audience. | Text is not a narrative and/  or **doesn’t address** the topic  and/or doesn’t fit the  intended audience. |
| **Writing Process**  **CCS Writing #5** | **Strong, specific**  evidence of planning,  drafting, revising, &  publishing. | **Clear** evidence of  planning, drafting,  revising, & publishing. | **Partial or unclear**  evidence of planning,  drafting, revising, &  publishing. | **Lacking or misleading**  evidence of planning,  drafting, revising, &  publishing. |

What I specifically did after peer editing to improve the peer grade:

**Foster Score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Common Core Standard** | 4 | 3 | 2 | 1 |
| **Communicate**  **Effectively**  **CCS Speak-Listen 1** | **Advanced** evidence of  adding and sharing  ideas with peers | **Clear** Evidence of  adding and sharing  ideas with peers | **Partial** evidence of  adding and sharing  ideas with peers | **Little or misleading** evidence of  adding and sharing  ideas with peers |
| **Effective Word Choice**  **CCS Language #3** | **Artistic & accurate**  diction by using  specific, mature words | **Satisfactory & consistent**  diction by using  specific words | **Inconsistent**  diction by using  vague words | **Poor** diction by using  inaccurate, immature,  and/or weak words |
| **Standard American**  **English Control**  **CCS Language #1 & #2** | **Advanced** use of  Standard American  English conventions | **Sufficient** control over  Standard American  English | **Inconsistent or partial**  control over Standard  American English | Multiple miscues  in SAE; **errors distract**  **from meaning** |
| **Write Narratives**  **CCS Writing #3** | **Fully developed**  narrative that engages  the reader through  **effective** story-telling  and specific details. | **Developed** narrative  that informs the reader  through **clear**  story-telling and use of  details. | **Partially developed**  narrative that partially  entertains the reader  through **some use of**  story-telling & details. | **Under developed** narrative  that does not complete its  message and/or engage  the reader in the tale and/or  provide details. |
| **Produce writing that is appropriate/effective**  **CCS Writing #4** | Text is a narrative that  **thoroughly addresses**  the topic & connects to  the intended audience. | Text is a narrative that  **addresses** the topic &  works for the intended  audience. | Text is a narrative that  **partially addresses** the  topic & partially works  for the audience. | Text is not a narrative and/  or **doesn’t address** the topic  and/or doesn’t fit the  intended audience. |
| **Writing Process**  **CCS Writing #5** | **Strong, specific**  evidence of planning,  drafting, revising, &  publishing. | **Clear** evidence of  planning, drafting,  revising, & publishing. | **Partial or unclear**  evidence of planning,  drafting, revising, &  publishing. | **Lacking or misleading**  evidence of planning,  drafting, revising, &  publishing. |