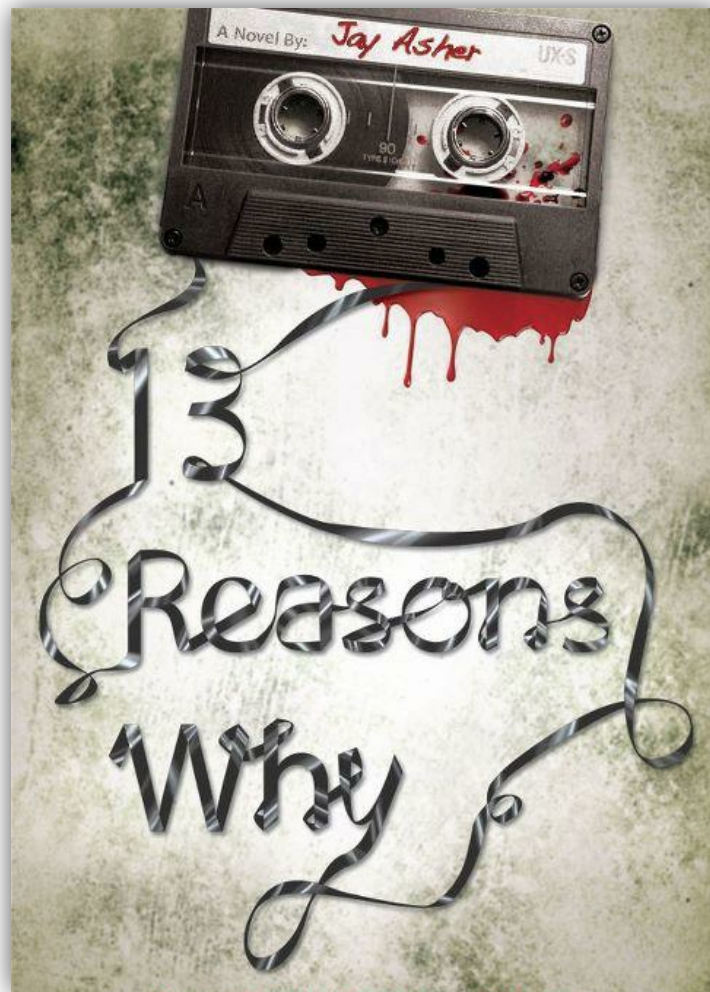


Name: _____

Group: _____



Thirteen Reasons Why
C2-Final Task

Your Task

In Hannah's eyes, many people are responsible for her suicide. **Choose 2 of the 4 significant quotes below and demonstrate your understanding of the book by:**

1. Identifying **who** said the quote and to **whom it was spoken to**.
2. Explaining the **context** in which the quote was said (setting, people involved, etc..)
3. Explaining how this situation **contributed to Hannah's suicide** and why it is significant to the story.

Your response must be in the form of a text. You will be evaluated on Competency 2: Reinvestment of Understanding of Text and Competency 3: Writes and Produces Texts. Look at rubrics for required elements.

Quote #1	Quote #2	Quote #3	Quote #4
Page 48, Paragraph 1 <i>"Best Ass in the Freshman Class, Wally. Standing right here in your store!"</i>	Page 117, Paragraph 6 <i>"Find another ride"</i>	Page 231, Paragraph 1 <i>"You didn't rape her. And I didn't rape her. He did. But you... and I... we let it happen. It's our fault."</i>	Page 245, Paragraph 7 <i>"They'll trace it. They can trace phone calls, Hannah."</i>

Model

Here is an example of an important quote and how your text should be written.

1. Identifying who said the quote and to whom it was spoken to.
2. Explain the context in which the quote was said (setting, people involved etc...)
3. **Explain how this situation contributed to Hannah's suicide and why it is significant to the story.**

Page 66, Paragraph 2: "You can hear rumors, ... but you can't know them."

*It was Hannah who told Jessica, "You can hear rumors, ... but you can't know them." She told her this when they were sitting at Monet's to discuss the rumour that was circulating. They were meeting at Monet's because the rumour at school was that it was Hannah's fault that Alex broke up with Jessica. Alex put Hannah's name on "Hottest Ass" list, and Jessica saw the list and was furious. Since Hannah had been part of other rumours regarding Justin Foley, Jessica assumed the rumour was true, even when Hannah told her it wasn't. She didn't give Hannah a chance and hit her in the face, leaving a scar. **This situation contributed to Hannah's suicide because Jessica, Alex and her had met when they first moved to town. They had spent good time together and regardless of that they both betrayed her by contributing or believing the rumours being spread. Their betrayal contributed to her suicide.***

Name: _____

Quote chosen: _____ Approx.: 100 words

C2: /50

C3: /50

Name: _____

Quote chosen: _____ Approx.: 100 words

C2: /50

C3: /50

Competency 2 Rubric,¹ *Reinvests understanding of texts*
Secondary III, IV and V;² Core and Enriched ESL Programs

Version provisoire

REQUIREMENTS	A+	A	B+	B	C+	C	D+	D	E
that relevant information/ideas from texts provided.	The student provides the target audience with a sophisticated text.	The student provides the target audience with a solid text.	The student provides the target audience with a solid text.	The student provides the target audience with a solid text.	The student provides the target audience with an acceptable text.	The student provides the target audience with an acceptable text.	The student's text leaves the target audience confused or ill-informed.	The student's text leaves the target audience confused or ill-informed.	The text is incomplete.
Develop and shape information/ideas in original, ³ relevant text that is used ⁴ to the purpose and target audience.	Lapses, ⁵ if any, are very few and have no impact on the overall effectiveness of the text.	Lapses are few and have only a minor impact on the overall effectiveness of the text.	Lapses are few and have only a minor impact on the overall effectiveness of the text.	Lapses are few and have only a minor impact on the overall effectiveness of the text.	Lapses have a moderate impact on the overall effectiveness of the text.	Lapses have a moderate impact on the overall effectiveness of the text.	Lapses have a significant impact on the overall effectiveness of the text.	Lapses have a significant impact on the overall effectiveness of the text.	The text presents little content drawn from the texts provided.
	The text displays all or most of the following: - accurate content - content that is relevant and sometimes insightful - content that is focused (i.e. clearly developed in light of the purpose and target audience) - content that is skillfully shaped - content that is not copied verbatim or patchwritten⁶	The text displays all or most of the following: - accurate content - content that is relevant and satisfactory - content that is focused - content that is adequately shaped - content that is not copied verbatim or patchwritten	The text displays all or most of the following: - accurate content - content that is relevant and satisfactory - content that is focused - content that is adequately shaped - content that is not copied verbatim or patchwritten	The text displays all or most of the following: - accurate content - content that is relevant and satisfactory - content that is focused - content that is adequately shaped - content that is not copied verbatim or patchwritten	The text displays one or more of the following: - minor inaccuracies - some content that is irrelevant - some content that is repetitive or too general - information/ideas that are slightly misleading or contradictory - some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) - a very small amount of content that is copied verbatim or patchwritten	The text displays one or more of the following: - minor inaccuracies - some content that is irrelevant - some content that is repetitive or too general - information/ideas that are slightly misleading or contradictory - some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) - a very small amount of content that is copied verbatim or patchwritten	The text displays one or more of the following: - minor inaccuracies - some content that is irrelevant - some content that is repetitive or too general - information/ideas that are slightly misleading or contradictory - some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) - a very small amount of content that is copied verbatim or patchwritten	The text displays one or more of the following: - significant inaccuracies - much content that is irrelevant - much content that is repetitive or too general - information/ideas that are seriously misleading or contradictory - content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) - some content that is copied verbatim or patchwritten	The text shows poor understanding of the texts provided or the task requirements.
	50	46	43	40	35	30	27	22	15

Generic rubric may be used with most reinvestment tasks for Secondary III, IV and V students in the Core and Enriched ESL programs. The reinvestment task determines the level of difficulty, based on the choice of topic, the number of texts to be listened to/read/viewed, the length and complexity of the texts, etc. mark the Secondary V Enriched ESL uniform examination, teachers must use the official examination rubric, which has significant differences as it is a task-rubric.

In this context, *original* means to adapt the information/ideas to the task, therefore not copying it/them verbatim or patchwriting from the texts provided.

Use means to develop and shape the information/ideas drawn from the texts provided in order to achieve the purpose and meet the needs of the target audience.

Use is a slip or deviation from the expected standard.

g phrases from the texts provided, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word

combining them with one's own writing.