**Phase 2: Shelter Building & Survivor Diaries**

DaVincipocalypse

*English 12: Stoll*

*Fall 2017*

*Unit I Project*

**Model Shelter Overview:**

As a group, students will create a simple model shelter in response to the struggles of a group living amidst their given global crisis. Thought should be given to the design of the shelter and what additional features it provides; think about how this shelter gives protection from the particular element the group has chosen. During the presentation of the prototype, students will justify choices of layout, materials, and special features.

After the group has received feedback on their prototypes (Phase 1), they will then use this feedback to build one full scale model shelter (Phase 2). The model shelter should reflect any changes that need to be made based on the critique received from the class.

On Sept. 28th, the senior class will hold an exhibition on the DVDesign campus that will display all of the finished model shelters. The event will end in an all night camp-out, where students will sleep for one night in the model shelters they have built. Students will provide feedback to the builders, and will use this night as inspiration for their Survival Diary.

**Shelter Guidelines and Recommendations:**

As students engage in the building process and complete their model shelters, they should keep the following guidelines in mind:

* All shelters are due to be **completed and on the back field by 5pm, 9/28**
* **All shelters will be scored on the following:**
	+ *Shelter has a functional, effective foundation (ie: floor) and ceiling*
	+ *Shelter can reasonably fit at least 4 students (or appropriate for the group building it)*
	+ *Shelter is an appropriate interpretation of the prototype / response to extreme climate*
	+ *Shelter has strong aesthetic that connects to the apocalypse it is designed for*
* During build week, students should expect to change their designs as needed to account for materials received, brought, donated or scavenged.
**Students should be realistic with their designs, and remember these points:**
	+ You do not need to stand up in your shelter, you only need to sleep in it
	+ Triangles are stronger than squares
	+ A roof can be slanted, not flat
* Students will have two class periods by which to build: one day (Mon/Tues) to prepare and build on campus, and one day (Wed/Thurs) to build on the field. Considering that students plan accordingly, this should be enough time to complete a simple but stable shelter; students should not leave other classes to build unless an exception is expressly given from Stoll and other teachers, respectively
* **Students should be responsible for their own materials at all stages of building;** student who are fortunate enough to borrow materials from others should be prepared to reimburse or return materials used, and should be polite and appropriate when requesting materials
* Students should expect temperatures in the 60s at night, and dew/moisture in the morning
* On the night of the campout, students are expected to sleep in the shelter they have built; students are expected to remain in their shelters from 12am (midnight) until 7am the following morning, so consider how to make this sleeping experience the best possible

**Survival Diary Requirements**

As an individual, each student will create a first-person survival diary that narrates the struggles of a fictional character living in their environment of extreme climate shift. The Survival Diary will consist of FOUR entries. Each entry should be written as a microfiction - between 300 and 500 words.

Entries will help students hone their abilities to write creatively using techniques like:

**symbolism**, **tone and mood**, **perspective**, and **flashback**.

**Survival Diaries must include...**

* **ENTRY #1: A Day in the Life -** What does the day to day life of your character look like?
Include personal details about your character. This entry must include a symbolic item - something that is meaningful to the character, and is symbolic of a unique quality of their character or of their struggle in some way.
* **ENTRY #2: Looking Back -** Does your character remember what it was like to be alive before the crisis? What did they know before? What do they miss? This entry should also have mention of a symbolic item or image that helps the character remember.
* **ENTRY #3: Writer’s Choice** - *see options below*
* **ENTRY #4: Conclusion** - Conclude your character’s story in a way you see fitting for your story.
Include mention of one of the symbolic items from Entries 1 & 2.

***Include one entry of your choice. Potential entries include...***

ENTRY: The Reality of the Situation - Your character looks back on a time when conditions have been most difficult, giving insight to how bad things could be.

ENTRY: The People I Live With - This entry describes a specific incident of interaction

between your main character and someone they live with, providing insight into some of the other people living with this crisis

ENTRY: Getting Food - What is it like for your character to look for, find, cook or eat food?

ENTRY: Face-To-Face - Your character has just come face to face with the harshness

of the elements they are in (ex: they are caught in a storm) and barely survive.

ENTRY: Shelter - Talk about the shelter the character lives in, how it works, and how they keep it up.

**Submission:**

**FIRST DRAFT:**

Each student is expected to have a first draft of one diary entry completed and submitted to TurnInIn.com by:
 **- P5/7 & 9/11: Monday, October 2nd, by 9am** **- P2/4 & 10/12: Tuesday, October 3rd, by 9am.**

**FINAL DRAFT:**

Each student is expected to have their individual collection of four diary entries completed and submitted to TurnInIn.com by:
 **- ALL PERIODS: Friday, September 6th, by 10am**

***\*Students will be expected to share their favorite entry in class***