

8th Grade Unit 1 SpringBoard Bellwork

Date:	Activity #: 1.1	Page #: 1
Bellwork: Visual Prompt View the picture on p. 1. What do you picture when you hear the word <i>hero</i> ? What words and images immediately come to mind?		

Date:	Activity #: 1.2	Page #: 5
Bellwork: The Concept of Challenge 1. When you hear the word <i>challenges</i> , what comes to mind? Is the word positive or negative? How can challenges be helpful to an individual? How can they be harmful?		

Date:	Activity #: 1.4 (Day 1)	Page #: 11
Bellwork: What types of camera tricks and lighting tricks do filmmakers use to manipulate the audience's emotions?		

Date	Activity #: 1.4 (Day 2)	Page #: 12
Bellwork: Imagine you are a filmmaker. If you wanted your character to appear threatening, what visual techniques would you use?		

Date:	Activity #: 1.5	Page #: 15
Bellwork: In literature, an archetype is a character, symbol, story pattern, or other element that is common to human experience across cultures. It refers to a common plot pattern or to a character type such as the Innocent, the Mother figure, or the Hero, or to images that occur in the literature of all cultures. Think about movies you have seen or books you have read that have villains. What are some of the things, the villains have in common?		

Date:	Activity # 1.6 (Day1)	Page #: 20
Bellwork:		
Before Reading		
Joseph Campbell describes the first stage of the Hero's Journey as the hero's departure or separation. This activity focuses on the three steps of the Departure Stage: the Call to Adventure, Refusal of the Call, and the Beginning of the Adventure.		
1. Think about all of the hero stories you have heard. What are common events that represent a "call to adventure" for the hero?		
2. Why would a hero <i>refuse</i> his or her call? Why might this be a common event in hero stories?		

Date:	Activity #: 1.6 (Day 2)	Page #: 21
Bellwork:		
"The Drummer Boy of Shiloh" focuses on the first three steps in the Hero's Journey. Choose one step in the Hero's Journey that "The Drummer Boy" experienced. Draw that moment, and explain your drawing below.		

Date:	Activity #: 1.7 (Day 1)	Page #: 28
Bellwork:		
Before Reading		
1. What does <i>initiation</i> mean? How have you heard it used? What is the connotation?		
2. Why would Joseph Campbell use <i>initiation</i> to label the middle stage of the Hero's Journey?		

Date:	Activity #: 1.7 (Day 2)	Page #: 30
Bellwork:		
Odysseus is an archetypal character. From what you have read so far, what are the physical and mental characteristics in the epic poem that make him an archetypal character?		

Date:	Activity #: 1.7 (Day 3)	Page #: 33
Bellwork:		
Revisit your previous Bellwork response. Now that you have read more of <u>The Odyssey</u> , what are the physical and mental characteristics in the epic poem that make Odysseus an archetypal character?		

Date:	Activity #: 1.9 (Day 1)	Page #: 42
Bellwork: Before Reading Refer to page 16 and 17 in your SpringBoard book for a list of the steps in a Hero's Journey. 1. Which four steps define The Return? List them in order: 2. What is the purpose of this final stage? 3. What might keep a hero from returning home?		

Date:	Activity #: 1.9 (Day 2)	Page #: 48
Bellwork: <u>A Wrinkle in Time</u> contains the last four steps in the Hero's Journey. Choose one of the Return steps in the Hero's Journey that Meg experienced. Draw that moment, and explain your drawing below.		

Date:	Activity #: 1.10	Page #: 52
Bellwork: Preparing for Expository Writing 1. How are expository and narrative writing similar? How are they different? List ideas below, and then create a graphic organizer on a separate paper to show your thinking.		
Similarities		Differences

Date:	Activity #: 1.11	Page #: 53
Bellwork: Understanding Tone In literature, being able to recognize the tone of a story or poem or essay is an important skill in understanding the author's purpose. An author who is trying to create a comedy skit needs to choose content and language that communicates humor rather than sadness. Writers purposefully select diction to create an appropriate tone. 1. What is the connection between tone and diction ? Many words have a similar denotation , but one must learn to distinguish among the connotations of these words in order to accurately identify meaning and tone. Careful readers and writers understand nuances (subtle differences) in word meanings. This means that they recognize that words have varying levels of meaning. Examples: house, home, abode, estate, shack, mansion, and hut all describe or denotate a place to live, but each has a different connotation that determines meaning and tone. Refer to the Literary Terms box on page 53 for definitions of the terms in bold.		

Date:	Activity #: 1.12 (Day 1)	Page #: 55
Bellwork: Before Reading The title of the poem that you will read next is "A Man." Predict what the poem may be about. Record your prediction in the graphic organizer on page 57.		

Date:	Activity #: 1.12 (Day 2)	Page #: 58
Bellwork: You will be reading an article titled, "Soldier home after losing his leg in AFGHANISTAN." What do you think the tone of this article will be? Explain why.		

Date:	Activity #: 1.13	Page #:61
<p>Bellwork:</p> <p>Writing to Define</p> <p>For Embedded Assessment 2, you will be writing a definition essay to share your personal understanding of the concept of heroism. To write this definition of heroism, you will need various strategies and knowledge to create an expanded definition of the concept. First, you can expand your collection of words that describe heroes and heroism.</p> <p>1. Defining heroes: Generate a list of</p> <ul style="list-style-type: none"> •Adjectives that could describe what a hero is: A hero is (adj): brave, •Nouns that could define what a hero shows: A hero shows (noun): courage, •Verbs that could define what a hero does: A hero (verb): fights, 		

Date:	Activity #: 1.14 (Day 1)	Page #: 67
<p>Bellwork:</p> <p>Before Reading</p> <p>You will next read two sets of texts on historical heroes. Before you do, take a moment to write down a sentence or two that tells what you know about the historical figures and events listed below:</p> <p>Civil War: Abraham Lincoln: Emancipation Proclamation: Frederick Douglass:</p>		

Date:	Activity #: 1.14 (Day 2)	Page #: 69
<p>Bellwork:</p> <p>List four things you know about Abraham Lincoln's assassination.</p>		

Date:	Activity #: 1.14 (Day 3)	Page #: 71
Bellwork: Why do you think Abraham Lincoln and Frederick Douglass were chosen for this Unit? Explain your answer.		

Date:	Activity #: 1.15	Page #: 74
Bellwork: _____, Lincoln's greatest contribution to history was his decision to uphold the union of North and South. Using the graphic organizer on page 74, choose three transitions that could be inserted into this sentence. How does the meaning change based on the transitions you chose? Choose a transition that would not work. Why would that transition not work?		

Date:	Activity #: 1.16	Page #: 78
Bellwork: Before Reading Review the negation definition strategy: Paragraphs using the negation strategy explain what something is by showing what it is not. Pointing out what the subject is not can make what it is clearer to the reader. For example, here is an excerpt from a definition of a horse that uses the negation strategy: In your SpringBoard book, underline the negation used in the paragraph below: A horse, a zebra and a mule, though alike in many ways, have significant differences. A horse, unlike a zebra, can be tamed and trained. And unlike a mule, which is a sterile beast of burden, a horse is a valued breeder of future generations of racing champions and hard-working ranch animals.		

Date:

Activity #: 1.17 (Day 1)

Page #: 80

Bellwork:

Introduction

The Hook: If the opening lines are dull or confusing, the reader loses interest right away. Therefore, you must write an opening that grabs the reader’s attention. Lure your readers into the piece with a hook—an anecdote, compelling question, a quote, or an intriguing statement (AQQS)—to grab them so firmly that they will want to read on.

Anecdote: Begin with a brief anecdote (a story from real life) that relates to the point of your essay.

Question: Ask a thought-provoking universal question relating to the concept of your thesis, which you will answer in your essay. Don’t ask simplistic questions such as “How would you feel if ...?” or “What would you do if ...?”

Quote: Find a quote to state an ordinary idea in an extraordinary or provocative way, or state a provocative idea in an ordinary way. Either will grab the reader’s interest. This quote can come from any source: someone you know, someone famous, or a song.

Intriguing statement: Knock down a commonly held assumption or define a word in a new and startling way.

For Embedded Assessment 2, you will be writing an essay that defines a hero. Think about how your essay will begin. Write a hook for your essay.

Date:

Activity #: 1.17 (Day 2)

Page #: 84-5

Bellwork:

If your mom told you to “Clean your room or you will never leave this house!” Later that night on the phone with your best friend, how might you paraphrase her words?

8th Grade Unit 2 SpringBoard Bellwork

Date:	Activity #: 2.1	Page #: 89
Bellwork: Visual Prompt View the picture on p. 89. The perfect society may mean different things to different people. What type of society does each image represent? What does each say about what is important to the people who prefer one over the other?		

Date:	Activity #: 2.2 (Day 1)	Page #: 93
Bellwork: Review of Expository Writing You have had many experiences writing in the expository mode. Every time you explain something or define a concept or idea you are writing an expository text. One form of expository writing is compare/contrast. This method of organization is an important model of exposition to master and can be used in many different writing situations 1. Brainstorm ideas for topics for different school subjects that would require you to write a compare/contrast essay.		

Date:	Activity #: 2.2 (Day 2)	Page #: 95
Bellwork: In a Venn diagram, compare and contrast the physical hardships both Stanley from <u>Holes</u> and Paul from <u>Tangerine</u> experience. In another Venn diagram, compare the new environments they encountered.		

Date:	Activity # 2.3 (Day 1)	Page #: 100
Bellwork: Before Reading Think about your own utopian society or community. If you had to define a set of values that would be found in such a society, what are three you think would be most important? Compare responses and look for consensus.		

Date	Activity #2.3 (Day 2)	Page # 106
Bellwork: After Reading Yesterday, you began reading “Harrison Bergeron.” In the story, what are some of the ways in which people are <i>forced</i> to be equal?		

Date:	Activity #2.4 (Day 1)	Page #: 109
Bellwork: Questioning the Text Remember that questioning a text on multiple levels can help you to explore its meaning more fully. Read the definitions below and write an example of each type of question, based on texts you have read in this unit.		

Date:	Activity # 2.4 (Day 2)	Page #: 110
Bellwork: Before Reading The cover art of a novel tries to represent important aspects of the content of the novel. Study the cover of your novel to make predictions about the story.		

Date:	Activity # 2.5 (Day 1)	Page #: 112
Bellwork: Before Reading Other than the protagonist, who are the most important characters so far in the story? What do we know about each of these characters? Make a list of these characters and provide a brief description of each.		

Date:	Activity # 2.5 (Day 2)	Page #: 113
Bellwork: After Reading In addition to creating differences in characters’ perspectives, authors create differences in the perspectives of the characters and the reader. Support this idea by identifying a topic and comparing and contrasting a character’s perspective with your own perspective. This time, include the main reason for each perspective and provide evidence for each reason.		

Date:	Activity # 2.7 (Day 1)	Page #: 120
<p>Bellwork:</p> <p>Before Reading What can you infer about the protagonist in this story? Make an inference based on relevant <i>descriptions</i> (e.g., appearance, thoughts, feelings), <i>actions</i>, and/or <i>dialogue</i>. Support your inference with evidence from the text. Follow this format:</p> <p>Topic Sentence: State an important character trait.</p> <ul style="list-style-type: none"> • Supporting Detail/Evidence: Provide a transition, lead-in, and specific example that demonstrates the trait. • Commentary/Analysis: Explain how the evidence supports the trait. • Commentary/Analysis: Explain why this character trait is important to the story. 		

Date:	Activity # 2.7 (Day 2)	Page #: 121
<p>Bellwork:</p> <p>Review</p> <p>Think back about the first stage of the Hero's Journey Archetype: "The Departure." Can you make at least two connections between any of these three steps and what happens to Stanley Yelnats in the beginning of <i>Holes</i>?</p>		

Date:	Activity # 2.8 (Day 1)	Page #: 122
<p>Bellwork:</p> <p>Before Reading</p> <p>Review the Initiation stage of the Hero's Journey. What do you remember about:</p> <p>Step 4. The Road of Trials (?)</p> <p>Step 5. The Experience with Unconditional Love (?)</p>		

Date:	Activity # 2.8 (Day 2)	Page #: 123
Bellwork: Before Reading Think about the different steps of the Hero's Journey. What are two steps you feel "go with" or apply to your novel? Please explain why.		

Date:	Activity # 2.9 (Day 1)	Page #: 124
Bellwork: Before Reading Think about the protagonist's Departure into heroism (Stage 1) and his <i>Road of Trials</i> . How has the character changed as a result of these trials or conflicts? Use the sentence frame below to explain the change, and be sure to provide evidence to support your interpretation. In the beginning, the protagonist was _____, but after _____, he becomes _____.		

Date:	Activity # 2.9 (Day 2)	Page #: 125
Bellwork: Reflect Think back to different tough moments along the "road of trials" your novel's protagonist had to face. Bullets a list of these difficult events, chose one, and explain <i>what made it so tough</i> .		

Date:	Activity # 2.10	Page #: 129
Bellwork: Essential Question How has your understanding of the concept of <i>utopia</i> changed over the course of this unit? Please explain, using examples from your novel.		

Date:	Activity # 2.11 (Day 1)	Page #: 131
Bellwork: Before Reading Think about the elements of an effective argument. What is the relationship between logical reasoning and argument?		

Date:	Activity # 2.11 (Day 2)	Page #: 132
Bellwork: Before Reading Think of a technology-related topic that has two sides that can be argued. Decide which side of the issue you want to argue. Brainstorm possible topics and claims.		

Date:	Activity # 2.12	Page #: 134
Bellwork: Before Reading Think back to one time when someone tried to convince you of something. Create a bullet list of the things that person told you as she (or he) tried to be convincing. Now check the three appeals listed on p. 134. Can you see how one of them applies to the list of reasons you just wrote?		

Date:	Activity # 2.13	Page #: 137
Bellwork: Before Reading Check the “word balloons” on p. 137. Do you recognize the messages? What are they?		

Date:	Activity # 2.14 (Day 1)	Page #: 141
Bellwork: Debatable and Non-Debatable Claims Please read about both kinds of claims on p. 141. Then write one debatable and one non-debatable claim relating to this topic: "the amount of time teens spend using technology."		

Date:	Activity # 2.14 (Day 2)	Page #: 142
Bellwork: Debatable and Non-Debatable Claims (reflection) Think about the assertion many parents and teachers make: "Teens spend way too much time using technology." What are some reasonable counterclaims you could make that adults might find persuasive? Please bullet a list below:		

Date:	Activity # 2.15 (Day 1)	Page #: 143
Bellwork: Using The Research Process What are the steps of the research process? Please list.		

Date:	Activity # 2.15 (Day 2)	Page #: 144
Bellwork: Reviewing Research Online Think about your criteria for evaluating websites (p. 144). Which of the five (5) criteria does Wikipedia live up to? Which of the five criteria does it "fail" to live up to? Please be specific and explain.		

Date:	Activity # 2.16 (Day 1)	Page #: 149
Bellwork: Before Reading Look at the title of the article on p. 150, the web address, and the information about who wrote the article. Based on these text features, do you think this article is a reliable source of information on this topic? Please explain why.		

Date:	Activity # 2.16 (Day 2)	Page #: 151
Bellwork: Before Writing Think about three forms of persuasion we have worked on: <i>ethos</i> , <i>pathos</i> , <i>logos</i> . Do any of these “go with” or explain how the article “Cellphones and Driving” tries to convince the reader? Please explain why.		

Date:	Activity # 2.17	Page #: 153
Bellwork: Before Reading Think for a moment about your parents and your friends. What’s one time you saw someone stop and jot down a plan—before going further. Please describe.		

8th Grade Unit 3 SpringBoard Bellwork

Date:	Activity #: 3.1	Page #: 159
Bellwork: Visual Prompt View the picture on p. 159. What do you notice about this art? How does the artist use visual techniques for effect? How do you think the arts (artwork, music, literature, etc.) can help to change the world?		

Date:	Activity #: 3.2 (Day 1)	Page #: 163
Bellwork: Preparing for Listening and Speaking As a student, you have probably spent years observing teachers and other students who demonstrate both effective and ineffective speaking and listening skills. To help you identify good speaking and listening skills, create two T charts in your Reader/Writer Notebook, one for Listening and one for Speaking. Brainstorm effective and ineffective listening and speaking habits and practices. Add to your chart during the class discussion.		

Date:	Activity #: 3.2 (Day 2)	Page #: 165
Bellwork: What is your biggest challenge while working in your discussion group? What steps will you take to overcome this challenge?		

Date:	Activity #: 3.3 (Day 1)	Page #: 167
Bellwork: Assigning Literature Circle Roles 1. Create a résumé using the template on SpringBoard page below to apply for a role.		

Date:	Activity #: 3.3 (Day 2)	Page #: 169
Bellwork: For this literature circle, we will be discussing the Holocaust. What other school appropriate topics might be interesting to discuss in a literature circle?		

Date:	Activity #: 3.4 (Day 1)	Page #: 171
Bellwork: Before Reading 1. Quickwrite: Review what you know about personal narratives and autobiographies. How can they be important in helping later generations understand historical events?		

Date:	Activity #: 3.4 (Day 2)	Page #: 172
Bellwork: Would you have believed Moishe the Beadle? Why do you think it is so hard for others to believe him?		

Date:	Activity #: 3.5	Page #: 175
Bellwork: Before Reading An allegory often uses symbols to represent abstract concepts, and it may use animals to represent humans. "O Captain, My Captain" was your first introduction to allegory. 1. Review the definition. Brainstorm a list of more familiar allegories. 2. Why would authors choose to use an allegory to tell a story?		

Date:	Activity #: 3.6	Page #: 178
Bellwork: The Nazis deliberately used euphemisms to disguise the true nature of their crimes. Euphemisms replace disturbing words using diction with more positive connotations. Think about euphemisms we use in our lives. For example: You might say that someone passed away as a euphemism for meaning that he or she died.		

Date:	Activity #: 3.7 (Day 1)	Page #: 180
Bellwork: Researching the Holocaust 1. Setting (time and place) is important in any story, but why is it especially important in a Holocaust narrative?		

Date:	Activity #: 3.7 (Day 2)	Page #: 182
Bellwork: What strengths do you bring to your peer group? How will you make sure to show these strengths during your collaborative presentation? Explain your answers.		

Date:	Activity #: 3.8 (Day 1)	Page #: 183
Bellwork: Researching the Holocaust 1. During the Holocaust, many people fit into one of the following categories based on either their circumstances or decisions that they made. Try to think of individual examples of each from your reading, research, and/or prior knowledge. Which group do you think was the largest? Which was the smallest? Victims: Perpetrators: Rescuers: Bystanders:		

Date:	Activity #: 3.8 (Day 2)	Page #: 185
Bellwork: How did the process of researching a person from the Holocaust and assuming that person's ID add to your understanding of the Holocaust?		

Date:	Activity #: 3.9 (Day 1)	Page #: 186
Bellwork: Finding Light in the Darkness Return to Activity 3.2 in your SpringBoard book on page 163 and reread the quotes. Notice that each speaker uses the imagery of light and darkness to express his or her ideas about good and evil, love and hatred, hope and depression—which are opposites. How do you think this conflict between opposites might be portrayed in film?		

Date:	Activity #: 3.9 (Day 2)	Page #: 187
Bellwork: What is the difference between effective and ineffective talking points? Explain.		

Date:	Activity #: 3.10 (Day 1)	Page #: 189
Bellwork: Before Reading 1. Are there moments in your Holocaust narrative when the tone changes or shifts from the emotions that one usually associates with the Holocaust? Explain those moments or events.		

Date:	Activity #: 3.10 (Day 2)	Page #: 191
Bellwork: In addition to an actor's lines, how might an actor or director portray a shift in tone during a play or film?		

Date:	Activity #: 3.11 (Day 1)	Page #: 194
Bellwork: Before Reading 1. Quickwrite: How does the theme "finding light in the darkness" connect to the subject of the Holocaust? Use examples from text(s) to support your response. 2. Why would an author write a Holocaust narrative from a child's perspective? How would that change a reader's understanding of the story?		

Date:	Activity #: 3.11 (Day 2)	Page #: 197
Bellwork: What do you think it would feel like to be Bruno during this conversation? What do you think it would feel like to be Shmuel during this conversation? Use evidence from the text to support your answers.		

Date:	Activity #: 3.12	Page #: 200
Bellwork: Before Reading 1. In a previous activity, you read a play based on Anne Frank's diary. What could you learn from her diary that you could not learn from the play?		

Date:	Activity #: 3.14	Page: # 207
Bellwork: Communicating with Visuals 1. How effective are visuals in making a point about a significant issue? How do they compare with other media channels: speeches, articles, videos, radio announcements?		

Date:	Activity #: 3.15 (Day 1)	Page #: 209
Bellwork: Before Reading Preview the elements of the SOAPStone strategy and the questions on page 211 in your SpringBoard book before you read the speech. You will be asked to annotate the text for one specific element. What question do you feel will be the most challenging? Why?		

Date	Activity #: 3.15 (Day 2)	Page # 210
Bellwork: If you could ask Elie Wiesel one question after his speech, what would it be and why?		

Date:	Activity #: 3.17 (Day 1)	Page #: 217
Bellwork: Before Reading What is the meaning of the following slogan "Think Globally, Act Locally"?		

Date:	Activity #: 3.17 (Day 2)	Page #: 218
Bellwork: Think about someone you know personally or you have heard about who has done something to help others or the environment. Explain who the person is and what they did to help.		

Date:	Activity #: 3.19	Page #: 224
Bellwork: Before Reading 1. Celebrities often champion particular causes in order to raise money, awareness, or both. Do you think celebrities can inspire others to take action about an issue? Which celebrities do you associate with issues of national or global significance?		

8th Grade Unit 4 SpringBoard Bellwork

Date:	Activity #: 4.1	Page #: 229
Bellwork: Visual Prompt View the picture on p. 229 What makes people laugh?		

Date:	Activity #:4.2 (Day 1)	Page #: 233
Bellwork: Before Reading 1. Quickwrite: Describe your sense of humor.		

Date:	Activity #: 4.2 (Day 2)	Page #: 236
Bellwork: What is something you used to think was funny when you were a young child that you no longer think is funny?		

Date:	Activity #: 4.3	Page #: 241
Bellwork: Understanding Levels of Comedy Think about all of the different types of comedy. How would you classify the different types of comedy? Why?		

Date:	Activity #: 4.4 (Day 1)	Page #: 245
Bellwork: Humorous Anecdotes 1. What do you know about anecdotes?		

Date:	Activity #: 4.4 (Day 2)	Page #: 248
Bellwork: Think about your favorite funny movie. Does that movie contain more high comedy or low comedy? Explain your favorite funny moment from the movie and describe what makes that scene high comedy or low comedy.		

Date:	Activity #: 4.4 (Day 3)	Page #: 250
<p>Bellwork:</p> <p>Think about one of your funny friends. Does your friend use more high comedy or low comedy to make you laugh? Explain a favorite funny moment from time spent with your friend. Describe what made that moment high comedy or low comedy.</p>		

Date:	Activity #: 4.5 (Day 1)	Page #: 252						
<p>Bellwork:</p> <p>Before Reading</p> <p>1. Read and respond to the following quote on page 252.</p> <table border="1"> <thead> <tr> <th>Quote by George Bernard Shaw</th> <th>Interpretation</th> <th>Personal Commentary</th> </tr> </thead> <tbody> <tr> <td> <p>“The power of comedy is to make people laugh, and when they have their mouths open and they least expect it – you slip in the truth.”</p> </td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Why might people use comedy to discuss serious or important topics?</p>			Quote by George Bernard Shaw	Interpretation	Personal Commentary	<p>“The power of comedy is to make people laugh, and when they have their mouths open and they least expect it – you slip in the truth.”</p>		
Quote by George Bernard Shaw	Interpretation	Personal Commentary						
<p>“The power of comedy is to make people laugh, and when they have their mouths open and they least expect it – you slip in the truth.”</p>								

Date:	Activity #: 4.5 (Day 2)	Page #: 254
<p>Bellwork:</p> <p>Think about a time when you used comedy to discuss something serious. Did comedy make the serious topic being discussed easier or harder to talk about? Why?</p>		

Date:	Activity #: 4.6 (Day 1)	Page #: 257
<p>Bellwork:</p> <p>Before Reading</p> <p>Work collaboratively with a partner to diffuse and paraphrase the definition of satire. Satire, a form of high comedy, is the use of <u>irony</u>, <u>sarcasm</u>, and/or <u>ridicule</u> in exposing, <u>denouncing</u>, and/or <u>deriding</u> human <u>vice</u> and <u>folly</u>.</p>		

Date:	Activity #: 4.6 (Day 2)	Page #: 260
Bellwork: Why might it be inappropriate to use the words, "I think" in an analytical paragraph/essay when a formal writing style is required?		

Date:	Activity #: 4.7 (Day 1)	Page #: 261
Bellwork: Comic Caricatures and Characters Characterization is the way a writer reveals a character's personality through what the character says, thinks, and feels or through how the character looks, acts or interacts with others. A caricature is a pictorial, written, and/or acted representation of a person which exaggerates characteristics or traits for comic effect. Caricatures are often used in cartoon versions of people's faces and usually exaggerated features for comic effect. Think about caricatures you have seen in movies, television programs, books, and cartoons. Who or what was being caricaturized? Describe the caricature.		

Date:	Activity #: 4.7 (Day 2)	Page #: 264
Bellwork: What are some common things that authors do to make people laugh?		

Date:	Activity #: 4.8 (Day 1)	Page #: 267
Bellwork: Think about a scene from a comedy you have seen or a funny book you have read. What situation were the characters in? Did the situation add to the comedic effect?		

Date:	Activity #: 4.8 (Day 2)	Page #: 272
Bellwork: In Mark Twain's novel <u>Tom Sawyer</u> , Tom is able to outwit some of his buddies. Explain: how does he trick them?		

Date:	Activity #: 4.9 (Day 1)	Page #: 274
Bellwork:		
Understanding Hyperbole		
1. Finish the lines using hyperbolic language. The first line is shown as an example.		
<ul style="list-style-type: none">• My dog is so big, he beeps when he backs up.• I'm so hungry, I could eat a _____.• My cat is so smart that _____.• She was so funny that _____.		

Date:	Activity #: 4.9 (Day 2)	Page #: 278
Bellwork:		
What are some examples of hyperbole you use when you are exaggerating?		

Date:	Activity #: 4.10 (Day1)	Page #: 279
Bellwork:		
Before Reading		
1. What is a pun? What are some examples?		
2. What is a one-liner? What are some examples?		

Date:	Activity #: 4.10 (Day 2)	Page #: 281
Bellwork:		
Read the Expository Prompt on page 281. Choose a text from this or the previous activity to use for your response. Explain why you chose that text.		

Date:	Activity #: 4.11 (Day 1)	Page #: 282
Bellwork:		
Before Reading		
Review the Elements of Humor graphic organizer on page 282 in your SpringBoard book and rank how comfortable you are at understanding the elements (#1 being most comfortable, #2 being second most, etc.).		

Date:	Activity #: 4.11 (Day 2)	Page #: 285
Bellwork: When writing an expository essay, what must your body paragraphs include?		

Date:	Activity #: 4.11 (Day 3)	Page #: 287
Bellwork: Your writing group will need to make revisions to your essay. What is the difference between editing and revising?		

Date:	Activity #: 4.12	Page #: 290
Bellwork: Essential Questions 1. Reflect on your understanding of the first Essential Question: How do writers craft a text using humor for effect? How has your understanding of humor changed over the course of this unit? 2. Think about the Essential Question of the second half of this unit and respond to it: What makes an effective performance of a Shakespearean comedy?		

Date:	Activity #: 4.13 (Day 1)	Page #: 292
Bellwork: Before Reading 1. Complete the sentence starters about William Shakespeare in the first column on the graphic organizer on page 292 of your SpringBoard Workbook.		

Date:	Activity #: 4.13 (Day 2)	Page #: 292
Bellwork: Draw a picture of one of the characters from <i>A Midsummer Night's Dream</i> : Lysander, Hermia, Demetrius, or Helena. Make sure to label the picture with the name of the character and explain why you chose to draw him/or her to look that way.		

Date:	Activity #: 4.13 (Day 3)	Page #: 294
<p>Bellwork: Brainstorm ideas for other scenarios you could imagine the characters from <i>A Midsummer Night's Dream</i> getting involved in?</p>		

Date:	Activity #: 4.14	Page #: 295
<p>Bellwork: Decoding Shakespeare's Language Note that punctuation marks signal tone of voice, a crucial element of performance.</p> <p>"Hang off, thou burr! Vile thing, let loose, Or I will shake thee from me like a serpent.</p> <p>What tone of voice should be used when performing this line from <i>A Midsummer Night's Dream</i>? How do you know?</p>		

Date:	Activity #: 4.15	Page #: 297
<p>Bellwork: Before Reading (portion) In a small group, skim and scan to diffuse the text from <i>A Midsummer Night's Dream</i> on pages 297-298. Circle any unfamiliar words.</p>		

-Stop-