

# TENTH GRADE BELLWORK

## SpringBoard Unit 4

Purpose of Bellwork:

- To activate student engagement in preparation for upcoming activity, utilize the preview column
- To review and/or add closure to the activity, utilize review column
- 3 to 5 minutes

### ACTIVITY #: 4.1

Preview the big ideas and the vocabulary for the unit; Identify and analyze the skills and knowledge required to complete Embedded Assessment 1 successfully.

#### Preview the essential questions:

What is an oral interpretation?  
How do complex characters advance the plot and develop the themes of a drama?

#### Review:

In your own words, summarize what you will need to know to complete this assessment successfully.

### ACTIVITY #: 4.2

Examine the methods of characterization; Infer an author's intended purposes and meanings for using each method.

#### Preview:

Display a Visual Prompt: Characters in dramas communicate emotions through words, actions, gestures, and facial expressions. How do costumes and/or props either help or hinder the communication of emotions?

#### Review:

Select one of the inferences made about the character Eliza Sommers from your graphic organizer. Explain how the author used direct and/or indirect characterization to develop the character.

### ACTIVITY #: 4.3

Analyze a scene from a play to determine how a writer develops a character through the use of direct and indirect characterization; Perform an oral interpretation by adapting speech to convey an analysis of a character.

#### Preview the following list of terms:

**Tone, Pitch, Volume, Pace, Pause, Articulation, Pronunciation**

Circle the words you are familiar with and be ready to describe those terms to a partner. Talk through any unknown terms.

#### Review:

Exit Ticket: Reflect on the presentations you just viewed. What made the best performances compelling?

### ACTIVITY #: 4.4

Analyze a monologue from a work of literature outside the United States; Write an original monologue that conveys tone and characterization.

#### Preview:

Quick write-Have you ever read literature that was written outside of the U.S.? What was it? If not, what might be some of the similarities/differences you would expect to see?

#### Review:

List some ways you want to refine your monologue to make it clearer and begin making those revisions.

# TENTH GRADE BELLWORK

## ACTIVITY #: 4.5

Display oral interpretation skills when presenting a monologue; Evaluate an oral interpretation of a monologue.

### Preview:

How is an interpretation different from simply reading? Discuss your thoughts with a partner and be ready to share with the class.

### Review:

Write a reflection. In your reflection, evaluate the strengths and challenges of your performance, and set goals to improve your performance skills.

## ACTIVITY # 4.6

Analyze a text using the SMELL strategy; Present an oral interpretation of a dramatic text

### Preview:

Quick write: What makes a character interesting?

### Review:

How does preparing an oral interpretation help you understand a text?

## EMBEDDED ASSESSMENT 1

Your assignment is to research, analyze, and present an oral interpretation of a monologue. Your monologue should represent a point of view or cultural experience reflected in a work of literature from outside the United States. You will need to use vocal and visual delivery to convey a complex character's voice. You will write a character sketch of the character you are portraying. You will also evaluate your own and other students' performances and write a reflection on your oral interpretation.

### Preview:

What strategies will you use to analyze the speaker's character, tone, and motivations?

### Review:

How will you use presentation and delivery skills to engage your audience during the oral interpretation?

## ACTIVITY #: 4.7

Identify the knowledge and skills necessary to complete Embedded Assessment 2 successfully; Reflect on understanding of vocabulary, essential questions, and character relationships.

### Preview:

What do you remember about a tragic hero? Be ready to discuss.

### Review:

In your own words, summarize what you will need to know to complete this assessment successfully.

## ACTIVITY #: 4.8

Make inferences and predictions about how characters, conflicting motivations, and character relationships will advance a plot; Preview the play by learning background information about tragedy and Sophocles's Theban plays.

### Preview:

What is the difference between an inference and a prediction? Think carefully. Be ready to share your response.

### Review:

Exit Ticket: Describe 1 thing you learned about making inferences and predictions.

# TENTH GRADE BELLWORK

## ACTIVITY #: 4.9

Infer character motive and compare characters from Antigone; Analyze a classic Greek drama and examine its text features.

### Preview:

Stage directions are similar to instructions. Briefly describe in your own words the purpose of instructions. Be ready to share.

### Review:

How does Sophocles use the sisters' interaction to advance the plot?

## ACTIVITY #: 4.10

Analyze the organization of ideas, meanings of images, and details in a text; Demonstrate understanding of an ode by paraphrasing succinctly.

### Preview the following definition:

An ode is a lyric poem expressing the feelings or thoughts of a speaker, often celebrating a person, an event, or a thing.

### Review:

Compare your paraphrase with someone who rewrote the same passage. If you notice significant differences and agree with them, revise your work for accuracy and completeness.

## ACTIVITY #: 4.11

Analyze a literary text to examine changes in a dynamic character; Write a compare/contrast response to a literary text.

### Preview the following two terms:

Dynamic Character

Static Character

Recalling prior knowledge: What is the main difference between the two types of characters?

### Review:

Exit Ticket: Is there a static character in the play? Explain.

## ACTIVITY #: 4.12

Analyze different characters' conflicting motivations; Evaluate how the interaction of complex characters advances a plot or develops a theme.

### Preview:

In your own words, how would you define the word motive? Share your definition with a partner.

### Review:

Characters with conflicting motivations can impact the outcome of a story. Summarize the impact this has had on the plot and/or theme of Antigone.

# TENTH GRADE BELLWORK

## ACTIVITY #: 4.13

Analyze how a minor character can serve as a foil to a major character; Create a working outline for an essay analyzing a character foil.

### Preview the following term and definition:

A foil is a minor character whose actions or thoughts are juxtaposed (placed close together for contrast) with those of a major character in order to highlight key attributes of the major character.

What might be another word or synonym for foil?

### Review:

Which of Creon's character traits, in your opinion, is more prominent (stands out)? Explain.

## ACTIVITY #: 4.14

Analyze choral odes for author's purpose, literary elements, and theme; Present well-reasoned ideas supported with textual evidence in discussion groups.

### Preview:

What is the purpose of the choral ode in Greek theater? Be ready to discuss.

### Review:

Exit Ticket: Write a paragraph explaining how the choral odes build on each other to convey a message. Based on this message, what does the author want the audience to take away from Antigone?

## ACTIVITY #: 4.15

Analyze the development of a tragic hero over the course of a play; Write a character analysis incorporating textual support.

### Preview the following terms and definitions that closely relate to the characteristics of a tragic hero:

hamartia (an act of injustice)  
hubris (excessive pride)

### Review:

What misfortunes befall Creon? Which of them were his own fault and which were not entirely deserved?

## EMBEDDED ASSESSMENT 2

Your assignment is to write an analytical essay about the effect of character interaction in the play Antigone. Choose a character whose words, actions, or ideas contrast with Creon's character. Explain how these conflicting motivations contribute to Creon's development as a tragic hero and how the character interactions advance the plot or develop themes of the play.

### Preview:

Which character will you choose to contrast with Creon?  
How did this character help develop Creon as a tragic hero?  
How did Creon's interactions with this character advance the plot or develop a theme?

### Review:

Did you integrate textual evidence from the play with commentary about how the evidence supports your thesis and topic sentences?  
How can the Scoring Guide Rubric help you evaluate how well you have met the requirements of the assignment?

# TENTH GRADE BELLWORK