ELEVENTH 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

Identify and analyze the skills and knowledge necessary for success on the Embedded Assessment.

Preview:	**Review:**
What does it mean to pursue happiness? Do we have a right to pursue happiness at all costs?	Reflection-Recall a moment from news, social media, current events and make a connection to the idea of *pursuit of happiness*. Explain.

ACTIVITY #: 4.2

Develop a working definition of Transcendentalism and its key tenets; Analyze foundational works of American literature to identify philosophical tenets; Explain how the transcendentalists envisioned the pursuit of happiness.

Preview:	**Review:**
Ever look up the meaning of a word in the dictionary and feel even more confused? This might be the case for the term *Transcendentalism*. Preview the following guiding principles to help clarify the meaning of this philosophical movement: *Transcendentalist believed that society and social institutions, such as organized religion and political parties, corrupted the purity of individuals. Therefore, the guiding principle of transcendentalism is the belief that people are at their best when they are self-reliant and independent.*	Work with a peer to create a comprehensible definition of Transcendentalism (one that you understand and can explain to someone else). Generate a preliminary list of its key beliefs. Then, go back to your notes from each of the texts and explain how the characteristics of Transcendentalism are reflected in each text.

ACTIVITY #: 4.3

Expand knowledge of a subject with primary and secondary sources; Investigate for evidence of Transcendentalism's relevance to modern American life.

Preview:	**Review:**
Recall-Turn to a partner and share some of the key beliefs expressed by Transcendentalists.	How has your understanding of Transcendentalism changed, since we started this unit? Explain.

ACTIVITY #: 4.4

Identify genre conventions for nature paintings; Explore how visual texts can convey transcendentalist themes.

Preview:	**Review:**
Genre- type of art, literature, music characterized by a specific form, content, and style. Example: Poetry (prose, sonnet, etc.) Each type of poem is characterized by its form and style.	Briefly explain which Transcendentalism *conventions* (features) are reflected by the Hudson River painters.

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ACTIVITY #: 4.5

Support interpretive claims with textual evidence; Collaboratively develop criteria for evaluating how texts treat themes or topics.

Preview:
By this time, you should have a general understanding of *Transcendentalism*. Is there anything you have read, seen, discussed recently in any of your classes that reflects how this period continues to influence American thinking today?

Review:
What is the overall message of your poem, in regards to your beliefs about the pursuit of happiness? What might you want the reader of your poem to understand and/or relate to?

ACTIVITY # 4.6

Analyze the elements of a credo as a literary genre; Apply the conventions of the credo genre when writing a personal credo, using effective syntax and punctuation.

Preview:
If the term *cynical* means "distrustful of human behavior motivated by self-interest," does this term have a negative or positive connotation? In what way might you relate this term to *Transcendentalism*?

Review:
What do you like most about your personal credo? What would you add/change?

ACTIVITY #: 4.7

Develop stylistic options by analyzing and emulating a writer's style; Develop strategies for revision of future writing.

Preview:
What does it mean to "create your own *style*"?

Review:
After completing the task of emulating another writer's style, what have you learned about the various stylistic options? How might you use this new knowledge to revise your credo?

ACTIVITY #: 4.8

Understand the purpose and conventions of an author's notes as a genre; Explain how authors can use sentence structure for effect.

Preview:
Closely examine the cover of *Into the Wild* (Display image). Cite at least three details you observe, and explain why the cover designers might have made these specific choices. What effect(s) were they going for? What do you think the book will be about?

Review:
Thinking back to some of the genre *conventions* (features) of the Author's Note, which one do you feel is most important? Explain.

ACTIVITY #: 4.9

Analyze how a writer uses characterization to develop a portrait of a real person; Emulate and apply a writer's techniques to one's own writing.

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Preview:	**Review:**
With a partner, create a list of things you know about the character Christopher McCandless so far. Be ready to share. We will add to this list later.	What impact does the writer's use of characterization techniques have on a reader? Explain.

ACTIVITY #: 4.10

Analyze an author's use of epigraphs; Understand how writers integrate multiple sources of information to develop their subjects.

Preview:	**Review:**
Teacher displays an image/example of an epigraph. *If they give you ruled paper, write the other way.* — Juan Ramón Jiménez (from *Fahrenheit 451* by Ray Bradbury) What do you notice about this epigraph? Be ready to share your thoughts.	Think of a quote you have read or heard? If you don't remember the direct quote, identify where it comes from and paraphrase it. Why does this quote resonate (keep coming back to you) with you?

ACTIVITY #: 4.11

Examine how a writer weaves together the narratives of multiple characters; Understand how to develop a subject through comparisons.

Preview:	**Review:**
In literature, writers often use comparisons to deepen a reader's understanding of characters. For what reason(s) might writer's do this? Explain.	In one sentence, explain why a writer uses a comparison to develop his or her subject.

ACTIVITY #: 4.12

Analyze and evaluate a writer's structural choices; Understand how authors sequence events to influence and engage readers.

Preview:	**Review:**
For what reason(s) might a writer NOT organize a story in sequential order? Write down as many ideas as possible and be ready to discuss.	Is Krakauer's organization effective? Why or why not?

ACTIVITY #: 4.13

Identify and evaluate the effectiveness of a personal essay's organizational elements; Analyze how a writer uses details, events, and character actions to craft an effective narrative.

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Preview:	Review:
What might be one of the challenges a writer would face, when writing a personal narrative about an incident? Be ready to share your thoughts.	Will creating an event-response-reflection web help you to successfully write a personal essay about an incident in your own life? Explain. If not, what is another option.

ACTIVITY #: 4.14

Analyze a writer's use of syntactical techniques; Apply syntactical techniques from examples to one's own writing.

Preview:	Review:
What comes to mind when you hear the words "writer's craft"? (Share) *Syntax* is a part of a writer's craft. Some elements of *syntax* are word order, sentence length, and punctuation. Punctuation can reinforce meaning, create a particular effect, and express the writer's voice.	Use the examples to guide a revision of a sentence in the draft of your credo. Write your revision in the last column of the graphic organizer.

ACTIVITY #: 4.15

Analyze a writer's use of descriptive techniques; Apply a variety of techniques to describe events in narratives.

Preview: Place a number of cut out images from magazines or other resources at the front of the room. Students select an image that best represents something about them. In trios or partners, they discuss their image and why they chose it. This will lead to a discussion about "crafting" a memorable moment using descriptive techniques.	Review: Is there a photo or image that comes to mind, when crafting a memorable event in your life? Explain.

ACTIVITY #: 4.16

Collaboratively select an experience that will be engaging to readers; Evaluate how writers use structure for effect in a personal narrative.

Preview:	Review:
As a reader, what type of stories seem to engage you the most? Describe in your own words what it is about this type of story that peeks and holds your interest.	Go back through your draft and annotate one example of a response and one example of a reflection in your text.

EMBEDDED ASSESSMENT 1:

Your assignment is to write and present a multi-paragraph reflective essay about a significant personal experience that involves the pursuit of happiness and/or transcendental ideals, being sure to describe the experience and your immediate response to it, as well as to reflect on the significance of the experience.

Preview:	Review:
What can you "borrow" from examples that we've read in this unit to help you plan your writing?	Did connecting your own experience to *the pursuit of happiness* help you to see it in a new way? Explain.

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ACTIVITY #: 4.17
Reflect on key concepts and vocabulary; Identify and analyze the skills and knowledge necessary for success on the Embedded Assessment; Examine how writers manipulate point of view and style for effect.

Preview:	Review:
Think back to the first part of the unit and your answer to the following question: What does it mean to pursue happiness? Has your answer to this question changed? Be ready to discuss.	Identify one change (e.g., in point of view, in verb tense, etc.) and explain why Krakauer may have made such dramatic shifts in narrative approach.

ACTIVITY #: 4.18
Analyze a writer's use of connotations and inferences; Understand how writers can convey subjectivity in nonfiction texts.

Preview:	Review:
Preview the following pre-seminar questions: What do the final two chapters suggest about McCandless's death? Was it tragic, foolish, or both? What, then, does Jon Krakauer think about Christopher J. McCandless? Write an open-ended question of your own, based on the text. Notice how open-ended questions allow for multiple interpretations and are not easily answered with a simple yes or no.	Write an additional open-ended question of your own, based on the text.

ACTIVITY #: 4.19
Explore many genres used in a single biography; Select multiple genres to convey an idea.

Preview:	Review:
Preview the learning targets for today: Explore many genres used in a single biography. Select multiple genres to convey an idea.	Revisit your answer to the second essential question and briefly explain how a writer can use genre *conventions* (features) for effect.

ACTIVITY #: 4.20
Define criteria for constructing an effective multi-genre research project; Evaluate different organizational options to plan a project.

Preview:	Review:

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Look at the graphic organizer on page 361. What information are you able to gather from looking at this image? Be ready to discuss.	After previewing different organizational options, what is your plan for organizing your multi-genre research project? Explain.

ACTIVITY #: 4.21

Evaluate genres and plan a multi-genre research project; Identify information relevant to a specific research question.

Preview:	**Review:**
To begin a multi-genre research project, you must first decide on a topic—a person, event, movement, etc.—of interest to you, compose relevant research questions, and then do research. What might be the characteristic(s) of a good research question? Be ready to discuss.	*Coherence* is developed along the way as the writer collects information, interprets it, and uses it to achieve a purpose. What strategy will you use to help build coherence in your writing?

ACTIVITY #: 4.22

Analyze multiple research resources to extract significant information; Cite sources correctly; Explore, record, and interpret information and represent ideas in creative genres.

Preview:	**Review:**
Recall and review the definition of *plagiarism.* *The practice of taking someone else's work or ideas and passing them off as one's own.*	Find a resource that explains how to document sources using the MLA format. Use it to record an example properly citing each of the genres listed below for a Works Cited page. Book: Journal: Internet: Interview: Magazine: Video: Others:

ACTIVITY #: 4.23

Examine genre conventions and generate drafts that adhere to them; Create genres that blend fact and imagination to support a thesis.

Preview:	**Review:**
Revisit your working thesis about Charles Schultz's journey. Take a minute to reflect on the clarity of your thesis.	Reflect on the revision process from today. What have you learned and summarize the improvements made to your draft?

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ACTIVITY #: 4.24

Analyze how a multi-genre research project creates thematic coherence among different genres; Clarify the thematic connections within one's own texts.

Preview:	**Review:**
A *motif* is often confused with theme. A *motif* is a word, character, object, image, or idea that recurs in a literary work. Example: Love, Friendship, Trust, Betrayal, Hate, Forgiveness	Evaluate the effectiveness of your motif. On a scale of 1 to 3, with 1 being the lowest and 3 the highest, how would you rate your motif? Explain.

ACTIVITY #: 4.25

Understand and apply the elements of effective organization to the multi-genre research project.

Preview:	**Review:**
Scan the graphic organizer on page 391. What do you notice? What questions do you have? Be ready to discuss.	What did you learn from the research process from this group project? How will you use that information to be successful when you create a multi-genre research project individually?

EMBEDDED ASSESSMENT 2:

Your assignment is to create a mutli-genre research project that expresses your research and perspective on a person, event, or movement that embodies the American ideal of the pursuit of happiness.

Preview:	**Review:**
How can a creative title help to create interest from your audience?	Has your perspective on the pursuit of happiness changed? Explain.