

SEVENTH GRADE BELLWORK

SpringBoard Unit 3

How to use this document:

- If you need to activate your students' learning in preparation for the activity, utilize the bellwork in the preview column.
- If you need to review the activity to make sure your students understood the concept, utilize the bellwork in the review column.

ACTIVITY #: 3.1

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

Preview:

Visual Prompt

View the picture (teacher choice). Both sports and academics are valued by society, but sports seem to get more attention. Should academic achievement be as important as or more important than athletic achievement? Can sports participation help prepare you for future success?

Review:

Paraphrase the assignment for EA 1.

ACTIVITY # 3.2

Write a narrative paragraph using vivid imagery in response to a sensory experience; Make inferences and predictions about a novel based on the images and text on its cover.

Preview:

Imagery is the use of descriptive or figurative language to create a word picture. Use imagery to describe a tangerine.

Review:

Check your Understanding

Describe any food item using imagery and sensory details. Share with your shoulder partner and see if they can guess which item you described.

ACTIVITY # 3.3

Record textual evidence from a novel and respond with questions, connections, predictions, and inferences about the text; Write, discuss, and evaluate levels of questions about the text with peers.

Preview:

Before Reading

Quickwrite: Can human beings choose not to remember? When and why might a person make a choice to forget?

Review:

Write and label each of the questions as **literal (level 1), interpretive (level 2), or universal (level 3).**

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	<p>A. What does dad’s reaction to Paul blaming Erik for the incident in the flashback reveal about dad’s character? (Interpretive)</p> <p>B. Where is the family moving? (Literal)</p> <p>C. Is it appropriate for parents to hide the truth from their children? (Universal)</p>
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ACTIVITY # 3.4

Analyze how the novel’s setting contributes to mood or atmosphere; Analyze textual evidence about choices and consequences, and record commentary in a double-entry journal; Write and revise a literary analysis paragraph that uses textual evidence and subordinate clauses.

<p>Preview: Understanding Setting and Mood or Atmosphere Skim the first few journal entries in Part 1 of Tangerine looking for details about Paul’s new neighborhood. List as many details as you can.</p>	<p>Review: If your neighborhood was used as a setting in a book, which details would be important to describe? -or- Write a paragraph describing your neighborhood. Include & underline at least 2 subordinating clauses (complex sentences).</p>
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ACTIVITY # 3.5 (DAY 1)

Analyze an author’s use of flashback, foreshadowing, and characterization and provide support of your analysis with textual evidence; Analyze in writing how the author develops and contrasts characters’ points of view.

<p>Preview: We can “read” a movie in much the same way as we would read a book. Explain.</p>	<p>Review: Briefly describe the terms flashback and foreshadow. Give examples of other novels and/or films that use these techniques.</p>
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ACTIVITY # 3.5 (DAY 2)

Analyze an author’s use of flashback, foreshadowing, and characterization and provide support of your analysis with textual evidence; Analyze in writing how the author develops and contrasts characters’ points of view.

<p>Preview: What are the five Elements of Characterization and why is each one important?</p>	<p>Review: Create a characterization chart and complete the details for one of your favorite book/film characters.</p>
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ACTIVITY # 3.6 (DAY 1)

Write a literary analysis paragraph about the motif of sibling relationships and provide support with textual evidence; Identify and apply the organizing elements of a compare-and-contrast essay.

Preview:

Before Reading

Family relationships are important in *Tangerine*, especially relationships between brothers and the idea of brotherhood. Think about and write a few notes about the motif of brothers and brotherhood in this novel.

Review:

Consider your own relationships with siblings or friends. How does it **compare to the relationships** in *Tangerine*?

ACTIVITY # 3.6 (DAY 2)

Write a literary analysis paragraph about the motif of sibling relationships and provide support with textual evidence; Identify and apply the organizing elements of a compare-and-contrast essay.

Preview:

Review the **Language and Writer's Craft** box. Be sure you have included a subordinate adverbial clause in your writing.

Review:

Review the **Grammar & Usage** box on page 181. Include a semicolon to combine sentences using a transition.

Example: Paul and Erik do not get along very well; however, Joey and Mike have a close connection.

ACTIVITY # 3.7 (DAY 1)

Compare and contrast a fictional account of a disastrous event with a nonfiction account, with a focus on the perspectives of the narrator and author; Analyze the author's point of view and purpose in a nonfiction text.

Preview:

Before Reading

Quickwrite: The novel *Tangerine* was first published in 1997. At that time, most people had no special associations with the date of September 11, which is the date of the sinkhole disaster in *Tangerine*. What are some of the connotations Americans have with that date since the events of 9/11 in 2001?

Review:

Write a sentence using the 2 **perspectives: first-person point-of-view & third person point-of-view.**

Examples:

- A. When I arrived home from a hectic day at school, I gobbled a snack and watched the game.
- B. When Sarah arrived home from a hectic day at school, she gobbled a snack and watched the game.

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ACTIVITY # 3.7 (DAY 2)

Compare and contrast a fictional account of a disastrous event with a nonfiction account, with a focus on the perspectives of the narrator and author; Analyze the author's point of view and purpose in a nonfiction text.

Preview:

What do you think is expected of you as a participant in a Socratic Seminar?

What are open-ended questions?

Review:

Reflect on your experience with the Socratic Seminar. What knowledge did you gain?

What did you contribute to the discussion?

ACTIVITY # 3.8

Analyze how symbol, imagery, and figurative language contribute to tone and theme in a novel; Revise a literary analysis paragraph to include phrases and appositives.

Preview:

Before Reading

Quickwrite: Part 1 of *Tangerine* ends with Paul experiencing what he calls a "miracle." What is your definition of a miracle? What "miracle" does Paul experience?

Review:

Preview:

Part 2 begins with Paul's first day at Tangerine Middle. **Predict** what you think Paul will experience his first few days at the new school. Consider his desire to play on the soccer team.

ACTIVITY # 3.9

Cite textual evidence from *Tangerine* to support inferences and predictions about the novel; Write an informative paragraph that compares and contrasts two of the settings in *Tangerine*.

Preview:

Take out your **double-entry journal** notes you created for Part 1 in your Reader/Writer Notebook. Select the entry that you think represents the most significant choice in Part 1, and copy it into the first row of the chart.

Review:

Describe the connections between textual evidence and commentary when completing your **double-entry journal**.

ACTIVITY # 3.10

Cite textual evidence to support an interpretation of a motif in the novel *Tangerine*; Write an effective thesis, introduction, and conclusion for an essay about sportsmanship in *Tangerine*.

Preview:

Review:

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Quickwrite: Consider the following quotes about sportsmanship. Which one do you agree with most and why? (SB p. 194)

“The moment of victory is much too short to live for that and nothing else.”

---*Martina Navratilova*, tennis player

“If winning isn’t everything, why do they keep score?”

---*Vince Lombardi*, football coach

“Victory isn’t defined by wins or losses. It is defined by effort. If you can say, ‘I did the best I could, I gave everything I had. Then you’re a winner.’”

---*Wolfgang Schadler*, Olympic luge competitor and coach.

What is most important: talent or sportsmanship?

For each character (Paul, Erik, Victor, Joey), how would they respond to the above question? Justify your answers.

ACTIVITY # 3.11 (DAY 1)

Interpret literal and figurative meanings in multiple texts; Write a character analysis, analyzing a character in relation to a motif of the novel.

Preview:

Learning Strategies

The verse below uses the imagery of sight and blindness. How is the use of this imagery similar to the use of the imagery in *Tangerine*?

Amazing grace! (how sweet the sound)
That sav’d a wretch like me!
I once was lost, but now am found,
Was blind, but now I see.

Review:

“In the valley of the blind, the one-eyed man is king.”

— August Wilson, *Gem of the Ocean*

Describe how you visualize this quote or create a sketch to illustrate the quote. Write a sentence to connect the quote to *Tangerine*.

ACTIVITY # 3.11 (DAY 2)

Interpret literal and figurative meanings in multiple texts; Write a character analysis, analyzing a character in relation to a motif of the novel.

Preview:

Why do you think the character you chose for your graphic organizer doesn’t “see”?

Review:

Consider the following simile,

Blind as a bat.

What is the literal meaning?

What is the figurative meaning?

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ACTIVITY # 3.12 (DAY 1)

Analyze how the conflicts in Tangerine affect or shape the novel's plot and subplot; Write a paragraph that draws on evidence in Tangerine to explain how the novel's many conflicts are related.

Preview:

Learning Strategies

Take out your double-entry journal. Select the entry that you think represents the most significant choice in Part 2. Copy it onto the graphic organizer.

Review:

Respond to the following question:

Using information from the table. How do the 3 components (**textual evidence, page number, and commentary**) help your writing?

ACTIVITY # 3.12 (DAY 2)

Analyze how the conflicts in Tangerine affect or shape the novel's plot and subplot; Write a paragraph that draws on evidence in Tangerine to explain how the novel's many conflicts are related.

Preview:

Conflicts are resolved in Part 3. Predict the resolution to one of the conflicts in SB.

Review:

Quick quiz:

Match the following terms with examples.

1. Individual vs. self	A. A blizzard occurs.
2. Man vs. man	B. The character experiences doubt and low self-worth.
3. Man vs. nature	C. The laws and policies written forbid a character to participate.
4. Man vs. Society	D. John and Tom get into a fight.

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ACTIVITY # 3.13

Analyze the diction and imagery of a poem to identify tone and theme; Make connections between the purpose and techniques of different genres.

Preview:

Before Reading

Work with a partner to review the concepts of connotation and imagery, as well as the definitions of tone and theme.

Review:

Paraphrase a stanza from the poem, *To an Athlete Dying Young* by A.E Housman.

Share with a shoulder partner and discuss how diction and imagery impacted your word choices when paraphrasing.

ACTIVITY # 3.14 (DAY 1)

Outline support for a literary analysis essay on a topic from Part 3 of *Tangerine*; Analyze motif and theme in the novel *Tangerine*.

Preview:

Learning Strategies

Take out your double-entry journal notes you created for Part 3. Select the entry that you think represents the most significant choice in Part 3. Copy it onto the graphic organizer. Find someone in your class who selected a different choice, and take notes as they share.

Review:

Use information from your double-entry journal to correctly **embed textual evidence** and use commentary to analyze the evidence. **Refer to TIPQC**

ACTIVITY # 3.14 (DAY 2)

Outline support for a literary analysis essay on a topic from Part 3 of *Tangerine*; Analyze motif and theme in the novel *Tangerine*.

Preview:

Revisit your "Choices _____ Made" outline and add additional information from your Exploring Motif chart.

Review:

Refer to your chart and compare your initial predictions to what actually occurred in the story.

ACTIVITY # 3.15

Identify the knowledge and skills needed to complete Embedded Assessment 2 successfully and reflect on prior learning that supports the knowledge and skills needed; Interpret quotations, make inferences, and generate research questions.

Preview:

Making Connections

In the first part of this unit, you read the novel *Tangerine* and analyzed its characters,

Review:

Paraphrase Embedded assessment 2.

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setting, and mood. You also learned to predict future actions based on the author's use of foreshadowing. Describe one of the activities in the first half of the unit that helped prepare you to do well on Embedded Assessment 1. What did you do and learn in the activity, and how did it prepare you for success?

ACTIVITY # 3.16

Analyze how biographical and historical facts are presented in a media text; Conduct research to answer questions about the consequences of a leader's choices on society.

Preview:

You will be "reading" film clips for imagery. What does this mean?

Review:

Summarize the details about Nelson Mandela based on the film clips.

ACTIVITY # 3.17 (DAY 1)

Cite evidence from texts to support an analysis of the features of biography and autobiography; Analyze how two texts about the same topic present information by providing different evidence or interpreting the facts differently.

Preview:

Learning Strategies

Begin the KWL chart by adding prior knowledge that you have of Nelson Mandela to the first two columns.

Review:

How are biographies and autobiographies similar?

How are biographies and autobiographies different?

ACTIVITY # 3.17 (DAY 2)

Cite evidence from texts to support an analysis of the features of biography and autobiography; Analyze how two texts about the same topic present information by providing different evidence or interpreting the facts differently.

Preview:

Brainstorm other credible research sources that can be used to gather information for your presentation (EA 3.2).

Review:

Which text did you prefer to read-the biography or autobiography? Explain your preference.

ACTIVITY # 3.18 (DAY 1)

Answer research questions by gathering and evaluating information from multiple sources, generating additional questions, and developing an annotated bibliography; Orally present claims, relevant facts, and details in a coherent manner

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Preview:**Learning Strategies**

1. In a later activity, you will be comparing text to film versions of *Invictus*. Review the list of background topics and mark them using the provided guide.

Review:

Describe some common trends you and your partners found when evaluating sources.

ACTIVITY # 3.18 (DAY 2)

Answer research questions by gathering and evaluating information from multiple sources, generating additional questions, and developing an annotated bibliography; Orally present claims, relevant facts, and details in a coherent manner

Preview:

Reflect on your experience evaluating internet sources. Are you having difficulty locating credible sources? How are you overcoming this challenge?

Review:**Respond:**

Why is a bibliography required when producing research-based writing?

ACTIVITY # 3.19

Analyze the ideas and details in photos, posters, charts, tables, graphs, and a timeline to clarify understanding of the topic of Nelson Mandela and apartheid; Create visuals that represent research about apartheid and Nelson Mandela.

Preview:**Before Reading**

Quickwrite: Respond to the image of Nelson Mandela by discussing your observations and making inferences. Write a caption for the photo.

Review:**Respond:**

How do visuals, charts, tables, and graphs enhance a presentation?

ACTIVITY # 3.20 (DAY 1)

Analyze a poem and make connections between its theme and the events in the life of a great leader; Analyze and compare a film text and a nonfiction text on a similar subject.

Preview:**Before Reading**

Read the information in "About the Author." In a small group, plan a choral reading of the poem "Invictus." As you listen to the poem, highlight words that you think express Henley's attitude about overcoming personal challenges.

Review:

Is "Invictus" an appropriate title for the poem? Explain. What might be some other appropriate titles?

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ACTIVITY # 3.20 (DAY 2)

Analyze a poem and make connections between its theme and the events in the life of a great leader;
Analyze and compare a film text and a nonfiction text on a similar subject.

Preview:

1. Brainstorm the benefits and limitations of film.
2. Brainstorm the benefits and limitations of print text.

Review:

Revisit the subjects: Nelson Mandela, Apartheid in South Africa, African National Congress, Afrikaners/Afrikaans, South Africa Sport Boycott, 1995 Rugby World Cup, Rugby, and Springboks

Write a summary using most to all of the words listed to demonstrate your understanding of these concepts after reading and viewing the texts.

ACTIVITY # 3.21

Analyze a speech to identify how the speaker shows himself to be a world leader; Draw on information learned during the unit to identify a subject for a biographical presentation, and generate potential research questions.

Preview:

Before Reading

Quickwrite: What are some of the character traits that great leaders have in common? Who are some historical or modern figures that you consider to be great leaders?

Review:

Explain how the information you have gathered about Nelson Mandela in the previous lesson will help you on the Embedded assessment.