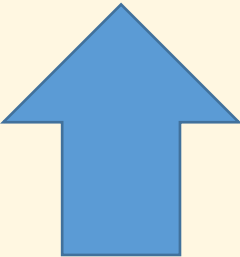


8th Grade- Unit 1 Activity 1.1- Previewing the Unit

Live links to TE Pages with notes from Teacher Leaders related to key points of emphasis in the activity

Essential Questions:

- What defines a hero?
- How does the Hero's Journey archetype appear in stories throughout time?

<p>Unit 1 <i>The Challenge of Heroism</i></p>	<p>Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.</p> <p>Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide</p>			
<p>Activity 1.1 <i>Suggested Activity Time: 1-50 minute period</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • Discuss the big ideas and vocabulary for the unit. • Demonstrate an understanding of the skills and knowledge needed to complete Embedded Assessment 1 successfully. 	<p>Focus Standard/s L.8.6: Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Related Standards RL.8.10</p>		
	<p>Text</p> <p><i>Reference visual representation of unpacked poster</i></p> 	<p>Language Links</p>	<p>Bell Ringer</p> <p>Preview Do you have the same ideas about what a hero is now as you did when you were younger? What has changed? What has stayed the same?</p>	<p>CFU Options</p> <p>Review/Closure: What does the term archetype mean?</p>

Exemplars and Scoring Guide-live links

8th Grade- Unit 1 Activity 1.2~ Understanding Challenges

<p>Unit 1 <i>The Challenge of Heroism</i></p>	<p>Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.</p> <p>Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide</p>			
<p><i>Activity 1.</i> <i>Suggested Activity</i> <i>Time:</i> <i>1-50</i> <i>minute</i> <i>period</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Analyze quotes and identify connections between the concepts of <i>challenges</i> and <i>heroism</i>. Collaborate to discuss and orally present an explanation of the meaning of text. 		<p>Focus Standard/s</p> <p>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Related Standards</p> <p>RL.8.3; RL.8.10; W.8.10; SL.8.1a; SL.8.4; SL.8.5; SL.8.6</p>	
	<p>Text</p>	<p>Language Links</p>	<p>Bell Ringer</p> <p>Preview: The Concept of Challenge 1. When you hear the word <i>challenges</i>, what comes to mind? Is the word positive or negative or both? How can challenges be positive? How can they be negative? How can they be both? Explain.</p> <p>Review/Closure: Which quote was the most impactful for you? Explain.</p>	<p>CFU Options</p> <p>Quickwrite: Think about the content of all four quotes. How does the concept of <i>challenge</i> connect to the concept of <i>heroism</i>? ACTIVITY 1.2</p>

8th Grade- Unit 1 Activity 1.3~ Opening with Imagery

<p>Unit 1 <i>The Challenge of Heroism</i></p>	<p>Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.</p> <p>Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide</p>			
<p>Activity 1.3 <i>Suggested Activity</i> <i>Time:</i> <i>2-50</i> <i>minute</i> <i>period</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Analyze the imagery in a novel excerpt to understand how it reveals the context of the story. Revise writing by substituting a different point of view and adding imagery for effect. 		<p>Focus Standard/s</p> <p>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Related Standards</p> <p>RL.8.1; RL.8.2; RL.8.10; W.8.5; W.8.10; L.8.6</p>	
	<p>Text</p> <p>Novel: Excerpt from <i>A Wrinkle in Time</i>, by Madeleine L'Engle</p>	<p>Language Links</p>	<p>Bell Ringer</p> <p>Preview: What do good writers do to make a story more engaging or interesting?</p> <p>Review/Closure: How has revision impacted your story? Which areas? Specific.</p>	<p>CFU Options</p> <p>Narrative Writing Prompt: Think about the opening of Chapter 6 from Madeleine L'Engle's novel <i>A Wrinkle in Time</i>. What would be the effect if it were written from a different point of view? Revise a selected section of the excerpt. Be sure to:</p> <ul style="list-style-type: none"> Substitute third-person point of view with first-person point of view. Add imagery to strengthen the description of the setting. Add details to communicate the character's perspective.

8th Grade- Unit 1 Activity 1.4~ Visual Techniques

Unit 1 <i>The Challenge of Heroism</i>	Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.			
	Spring Board Sample Proficient Exemplar		FUSD Unit 1: EA 1 Exemplars (coming soon!)	
Activity 1.4 <i>Suggested Activity</i> Time: 2-50 <i>minute</i> <i>period</i>	Learning Targets		Focus Standard/s	
	<ul style="list-style-type: none"> Apply knowledge of new vocabulary to analyze visual text collaboratively. Create a visual for <i>A Wrinkle in Time</i> using a variety of visual techniques for effect. 		L.8.6: Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. W.8.2: Write informative/explanatory texts, including career development documents, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
			Related Standards	
	Text	Language Links	Bell Ringer	CFU Options
			Preview: What types of camera tricks and lighting tricks do filmmakers use to manipulate the audience's emotions? Review/Closure: In your favorite film or book, how does the director or author create mood? DAY 2: Preview: Define Protagonist. Review/Closure: Imagine you are a filmmaker. If you wanted your character to appear threatening, what visual techniques would you use?	Topic Sentence: The director of [<i>film title</i>] uses [technique 1], [technique 2], and [technique 3] to create a _____ mood in the opening sequence of his/her film. Supporting Detail: For example, he/she uses [technique 1] to _____. Commentary: [connect the supporting detail to the mood]

8th Grade- Unit 1 Activity 1.5~ Understanding the Hero's Journey Archetype

Unit 1 <i>The Challenge of Heroism</i>	Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates. Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide			
Activity 1. <i>Suggested Activity</i> Time: <i>1-50 minute period</i>	Learning Targets		Focus Standard/s	
<ul style="list-style-type: none"> • Analyze how a film uses the Hero's Journey to structure its plot. • Apply the Hero's Journey archetype to a new text. 		RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
		Related Standards		
		RL.8.2; RL.8.3; RL.8.9; L.8.6		
Text	Language Links		Bell Ringer	CFU Options
Poetry: "Saturday at the Canal," by Gary Soto			Preview: 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?	In your discussion group, choose a familiar story that contains a hero's journey and work to connect the story's plot to each step in the Hero's Journey archetype. If the story does not contain one of the steps, indicate it with an X in the space provided. Review/Closure: Identify the 3 stages in the Hero's Journey.

8th Grade- Unit 1 Activity 1.6~ The Departure

<p>Unit 1 <i>The Challenge of Heroism</i></p>	<p>Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.</p> <p>Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide</p>		
<p>Activity 1.6 <i>Suggested Activity Time: 2-50 minute periods</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Analyze a story for archetypal structure and narrative techniques. Draft the opening of an original Hero's Journey narrative. Demonstrate understanding of visual techniques used for effect by illustrating an event. 		<p>Focus Standard/s</p> <p>RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Related Standards</p> <p>RL.8.1; RL.8.2; RL.8.4; RL.8.10; W.8.3b; W.8.4; W.8.10: L.8.4a; L.8.4c</p>
<p>Text</p> <p>Short Story: "The Drummer Boy of Shiloh," by Ray Bradbury</p>	<p>Language Links</p>	<p>Bell Ringer</p> <p>Before Reading (Day 1) 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? Why would a hero <i>refuse</i> his or her call? Why might this be a common event in hero stories?</p> <p>Preview: (Day 2) What heroic characteristics does the drummer boy exhibit?</p>	<p>CFU Options</p> <p>Short Cycle Assessment: 1.3-1.6 Answer KEY for SC 1.3-1.6 (These are here for planning purposes- refer to SB Digital if you choose to assign digitally)</p> <p>Review/Closure (Day 1) Think of your original hero. What might their call to adventure be?</p> <p>Review/Closure (Day 2) "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.</p>

8th Grade- Unit 1 Activity 1.7~ The Initiation

<p>Unit 1 <i>The Challenge of Heroism</i></p>	<p>Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.</p> <p>Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide</p>		
<p>Activity 1.7 <i>Suggested Activity</i> Time: 3-50 minute period</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Analyze an excerpt of an epic poem for archetype and narrative techniques. Demonstrate understanding of these concepts by drafting and illustrating an event in a hero's Road of Trials stage. 	<p>Focus Standard/s</p> <p>RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Related Standards</p> <p>RL.8.1; RL.8.2; RL.8.4; RL.8.10; W.8.3b; W.8.3c; W.8.4; L.8.4b; L.8.6</p>	
	<p>Text</p> <p>Narrative Poetry: From the <i>Odyssey</i>, by Homer</p>	<p>Bell Ringers</p> <p>Before Reading (Day 1) 1. What does <i>initiation</i> mean? How have you heard it used? What is the connotation? 2. Why might Joseph Campbell use <i>initiation</i> to label the middle stage of Hero's Journey? Review/Closure: What are some common characteristics of an archetypal hero? Preview: (Day 2) 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? Review/Closure: What narrative elements does the author use throughout <i>The Odyssey</i>? Preview: (Day 3) Draw a visual representation of Odysseus. Review/Closure: Revisit your previous Bellwork response. Now that you have read more of <i>The Odyssey</i>, what are the physical and mental characteristics in the epic poem that make Odysseus an archetypal character?</p>	<p>CFU Options</p> <p>Narrative Writing Prompt Think about the hero you created in the previous activity. What might the hero experience in the Initiation Stage of his or her journey? Draft an event using your understanding of the Road of Trials to guide your structure and development. Be sure to: • Use narrative techniques such as dialogue, pacing, and description, and to develop experiences, events, and/or characters. • Use diction, detail, and imagery to create tone and mood. • Sequence the event logically and naturally, and use transitions to connect ideas.</p>

8th Grade- Unit 1 Activity 1.8~ Language and Writer's Craft: Revising and Editing

<p>Unit 1 <i>The Challenge of Heroism</i></p>	<p>Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.</p> <p>Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide</p>			
<p>Activity 1.8 <i>Suggested Activity</i> <i>Time: 1-50 minute period</i></p>	<p>Learning Targets</p>	<p>Focus Standard/s</p>		
<ul style="list-style-type: none"> Identify and apply effective techniques and strategies for writing groups. Revise and edit a narrative draft through a collaborative writing group. 		<p>W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 8 here.)</p>		
		<p>Related Standards</p>		
		<p>RL.8.3; W.8.10; SL.8.1a; SL.8.1b; SL.8.1c; SL.8.1d; L.8.1c; L.8.1d; L.8.2c</p>		
<p>Text</p>	<p>Language Links</p>	<p>Bell Ringer</p>	<p>CFU Options</p>	
		<p>Preview: Describe your past experience with working in a writing group. Did this experience help improve your writing? Explain.</p> <p>Review/Closure: What are the key roles and responsibilities of a writing group? Define each type of verb mood.</p>	<p>It is essential that writers take the time to edit drafts to correct errors in grammar and usage, capitalization, punctuation, and spelling. Return to your draft and self-edit and peer-edit to strengthen the grammar and language conventions in your draft. Be sure to create a new writer's checklist that contains specific areas of concern.</p> <p>Reflection: Reflect on your experience.</p> <ol style="list-style-type: none"> How did working with peers help you to revise and edit? How did your revisions and editing strengthen your draft? Did you meet your speaking and listening goals? Why or why not? 	

8th Grade- Unit 1 Activity 1.9~ The Return

<p>Unit 1 <i>The Challenge of Heroism</i></p>	<p>Embedded Assessment #1: Writing a Hero's Journey Narrative Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.</p> <p>Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars (coming soon!) Scoring Guide</p>			
<p>Activity 1.9 <i>Suggested Activity Time: 2-50 minute period</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Analyze a narrative for archetype and narrative techniques. Draft and illustrate the final event in a narrative. 		<p>Focus Standard/s</p> <p>RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. W.8.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Related Standards</p> <p>RL.8.1; RL.8.2; RL.8.4; RL.8.10; W.8.3a; W.8.3b; W.8.3c; W.8.3d; W.8.4; W.8.5; L.8.4b; L.8.6</p>	
	<p>Text</p> <p>Novel: Excerpt from A Wrinkle in Time, by Madeleine L'Engle</p>	<p>Language Links</p> <p>Grammar Usage: Prepositional Phrases</p> <p>Prepositional phrases add detail in sentences by showing relationships of time, direction, or location. Prepositional phrases function as adjectives or adverbs. Note the examples in Madeleine L'Engle's writing.</p> <p>In paragraph 2, she uses several prepositional phrases to add detail: (See TE Page 48)</p>	<p>Bell Ringer</p> <p>Before Reading (Day 1) Refer to 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? Review/Closure: What heroic characteristics does Meg display?</p> <p>Preview: (Day 2) Describe the protagonist Meg's actions, words, and reactions. Review/Closure: A Wrinkle in Time 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.</p>	<p>CFU Options</p> <p>Narrative Writing Prompt Revisit your hero narrative. What might your hero learn by the end of the Return Stage in his or her journey? Draft an ending to your narrative using your understanding of the Crossing/Return Threshold to guide your development. Add at least two frames of visuals to support your narrative. Be sure to:</p> <ul style="list-style-type: none"> Use narrative techniques such as dialogue, pacing, and description to communicate ideas. Use connotative diction and imagery for effect. Sequence the event logically and naturally (with the beginning and middle). Visualize the theme or major idea of your journey story. Use visual techniques for effect. Challenge yourself to use two frames to communicate one theme.

Embedded Assessment #1