

EIGHTH GRADE

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

Examine the big ideas and the vocabulary for the unit; Identify the skills and knowledge necessary to be successful in completing the Embedded Assessment.

Preview:

Visual Prompt

View the picture (teacher choice).
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?

Review:

List the 3 necessary elements that need to be included in the Embedded Assessment.

ACTIVITY #: 3.2 (DAY 1)

Demonstrate effective communication in collaborative discussions; Analyze and discuss text in a collaborative group.

Preview:

Preparing for Listening and Speaking

1. 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.

Review:

Explain the importance of communication between individuals.

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ACTIVITY #: 3.2 (DAY 2)

Demonstrate effective communication in collaborative discussions; Analyze and discuss text in a collaborative group.

Preview:

What is your biggest challenge while working in your discussion group? What steps will you take to overcome this challenge?

Review:

Create an analogy of yourself to a character from a story you have read.

ACTIVITY #: 3.3 (DAY 1)

Analyze Literature Circle role descriptions and communicate an understanding of the qualifications for one role by creating a résumé; Apply learning about Literature Circle roles while participating in a text-based collaborative discussion.

Preview:

Assigning Literature Circle Roles
1. Create a résumé using the template on SpringBoard page below to apply for a role.

Review:

Which role is the most importance in the literature circle?

ACTIVITY #: 3.3 (DAY 2)

Analyze Literature Circle role descriptions and communicate an understanding of the qualifications for one role by creating a résumé; Apply learning about Literature Circle roles while participating in a text-based collaborative discussion.

Preview:

For this literature circle, we will be discussing the Holocaust. What other school appropriate topics might be interesting to discuss in a literature circle?

Review:

What were the greatest challenges in working in a literature circle?

ACTIVITY #: 3.4 (DAY 1)

Analyze an excerpt from an autobiographical narrative and a poem; Compare the themes of two literary texts in a formal collaborative discussion.

Preview:

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?

Review:

Explain the participle forms of verbs that may be used as adjectives.

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ACTIVITY #: 3.4 (DAY 2)

Analyze an excerpt from an autobiographical narrative and a poem; Compare the themes of two literary texts in a formal collaborative discussion.

Preview:

Would you have believed Moishe the Beadle? Why do you think it is so hard for others to believe him?

Review:

List as many words as you can using the Latin root *-commun*

ACTIVITY #: 3.5

Present an oral dramatic interpretation of a passage from the text; Analyze how the themes in multiple genres are connected.

Preview:

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?

Review:

How does using allegory in your writing enhance your style?

ACTIVITY #: 3.6

Understand the Holocaust-related diction of euphemism and explain new learning about the Holocaust using new vocabulary words.

Preview:

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.

Write two every day uses of euphemism.

Review:

Explain the term euphemism.

ACTIVITY #: 3.7 (DAY 1)

Summarize information from a Holocaust website and contribute events to a historical timeline; Create and organize talking points and deliver an effective collaborative presentation.

Preview:

Review:

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Researching the Holocaust

1. Setting (time and place) is important in any story, but why is it especially important in a Holocaust narrative?

How does setting play an important role in a story? Explain.

ACTIVITY #: 3.7 (DAY 2)

Summarize information from a Holocaust website and contribute events to a historical timeline; Create and organize talking points and deliver an effective collaborative presentation.

Preview:

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.

Review:

Which topic did you find most interesting and why?

ACTIVITY #: 3.8 (DAY 1)

Research a specific Holocaust victim and present a narrative that captures his or her story; Apply an understanding of active and passive voice, by using voice for effect.

Preview:

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:

Review:

What is the difference between active and passive voice?

ACTIVITY #: 3.8 (DAY 2)

Research a specific Holocaust victim and present a narrative that captures his or her story; Apply an understanding of active and passive voice, by using voice for effect.

Preview:

How did the process of researching a person from the Holocaust and assuming that person's ID add to your understanding of the Holocaust?

Review:

Which group do you feel was most affected?

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ACTIVITY #: 3.9 (DAY 1)

Explain how screenwriters use literary elements such as setting, character, plot, and mood to develop a theme; Present an effective oral reading and transform a written draft into talking points for discussion.

Preview:

Finding Light in the Darkness

Return to Activity 3.2 in your SpringBoard book 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?

Review:

What literary element contributes to the theme of a film?

ACTIVITY #: 3.9 (DAY 2)

Explain how screenwriters use literary elements such as setting, character, plot, and mood to develop a theme; Present an effective oral reading and transform a written draft into talking points for discussion.

Preview:

What is the difference between effective and ineffective talking points? Explain.

Review:

Explain how literary texts can help one better understand life's events.

ACTIVITY #: 3.10 (DAY 1)

Analyze how dialogue is used in a play to develop character and plot, convey tone, and reveal theme.

Preview:

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.

Review:

Explain how the use of antecedents will improve your writing.

ACTIVITY #: 3.10 (DAY 2)

Analyze how dialogue is used in a play to develop character and plot, convey tone, and reveal theme.

Preview:

In addition to an actor's lines, how might an actor or director portray a shift in tone during a play or film?

Review:

Give 3 examples of punctuation that you use in writing.

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ACTIVITY #: 3.11 (DAY 1)

Analyze an excerpt of a Holocaust narrative and prepare talking points to present in a panel discussion; Deliver an oral reading and orally explain the thematic focus of a passage.

Preview:

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?

Review:

Create a symbol for yourself and explain the meaning behind the symbol.

ACTIVITY #: 3.11 (DAY 2)

Analyze an excerpt of a Holocaust narrative and prepare talking points to present in a panel discussion; Deliver an oral reading and orally explain the thematic focus of a passage.

Preview:

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.

Review:

How do clothes portray an image of the person?

ACTIVITY #: 3.12

Transform a prose selection into a “found poem.” ; Orally present a dramatic interpretation.

Preview:

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?

Review:

Define a found poem.

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ACTIVITY #: 3.13

Reflect on and make connections between the lessons of the Holocaust and “taking action.” ; Analyze the skills and knowledge needed to complete Embedded Assessment 2 successfully.

Preview:

Essential Question:

Reflect on your understanding of the relationship between first essential question and the second essential question.

Review:

List two expectations of the embedded assessment.

ACTIVITY #: 3.14

Analyze imagery and slogans in public service announcements for purpose and effect; Evaluate how diverse media enhance presentations of information.

Preview:

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?

Review:

Explain what a slogan is. Create your own slogan.

ACTIVITY #: 3.15 (DAY 1)

Analyze the purpose, audience, and tone of a speech; Analyze a speech for the elements of argumentation.

Preview:

Before Reading

Preview the elements of the SOAPStone strategy and the questions 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?

Review:

What does acronym SOAPStone stand for?

ACTIVITY #: 3.15 (DAY 2)

Analyze the purpose, audience, and tone of a speech; Analyze a speech for the elements of argumentation.

Preview:

If you could ask Elie Wiesel one question after his speech, what would it be and why?

Review:

What is the purpose of a call to action?

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ACTIVITY #: 3.16 (DAY 1)

Evaluate a variety of multimedia campaigns; Generate ideas for research in preparation for creating an original campaign.

Preview:

Before Reading:

1. What is a campaign? What is a multimedia campaign?

Review:

What is the meaning of media?

ACTIVITY #: 3.16 (DAY 2)

Evaluate a variety of multimedia campaigns; Generate ideas for research in preparation for creating an original campaign.

Preview:

What is the importance of a campaign?

Review:

How are commas used in writing?

ACTIVITY #: 3.17 (DAY 1)

Analyze informational texts about efforts that have made a difference on a global scale; Create a Web page to represent a campaign to make a difference.

Preview:

Before Reading

What is the meaning of the following slogan "Think Globally, Act Locally"?

Review:

Create a slogan.

ACTIVITY #: 3.17 (DAY 2)

Analyze informational texts about efforts that have made a difference on a global scale; Create a Web page to represent a campaign to make a difference.

Preview:

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.

Review:

What would be the best media channel to gain support for a cause?

ACTIVITY #: 3.18

Identify and explain how specific media types appeal to different target audiences; Evaluate the effectiveness of specific elements of multimedia campaigns; Create a visual that shows how to use persuasive appeals in different types of media to convince a target audience to take action.

Preview:

Before Reading:

1. Brainstorm types of media you could to raise awareness and encourage action about an issue on national or global significance.

Review:

What does evaluate mean?

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ACTIVITY #: 3.19

Evaluate the effectiveness of arguments in print texts.

Preview:

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?

Review:

Explain the present progressive verb tense. How might understanding the use of this type of language impact your writing?