

# Tenth GRADE BELLWORK

## SpringBoard Unit 5

### 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 #: 5.1:** Preview the big ideas and vocabulary for the unit; Identify and analyze the skills and knowledge required for success in Embedded Assessment 1.

**Preview:**

Scan the table of contents in this unit. Are there any that you recognize? Put a star next to all the titles you recognize and a question mark next to those that spark your interest. Be ready to discuss.

**Review/Closure:**

Paraphrase the expectations and create a graphic organizer to use as a visual reminder of the required concepts (what you need to know) and skills (what you need to do).

**ACTIVITY #: 5.2:** Analyze the representation of a subject in the lyrics of a song and its music video; Analyze how various film elements contribute to theme and perspective.

**Preview:**

Is music a form of art? Explain. Be ready to share.

**Review/Closure:**

Exit Ticket-Write a paragraph that compares and contrasts the lyrics of a song of your choice, with the video of that song. Which do you prefer? Does the video change the meaning or understanding of the lyrics? If so, in what way?

**ACTIVITY #: 5.3:** Distinguish between objective and subjective points of view in a non-print text; Write to establish and transform objective or subjective point of view.

**Preview:**

In your own words, summarize what it means to “see something from another *perspective*.”

**Review/Closure:**

Reflect-Look back at the definitions of the terms *objectivity* and *subjectivity*. Speaking from your personal experiences, would you say that news and/or media today is more objective or subjective? Explain.

**ACTIVITY #: 5.4:** Compare and contrast two documentary treatments of the same subject; Evaluate how a director uses rhetoric and details to advance a subjective point of view.

**Preview:**

Recall the definition of the term *rhetoric*.  
*language designed to have a persuasive effect on its audience, especially figures of speech*

**Review/Closure:**

In a single sentence, explain how documentaries can be both nonfiction and subjective.

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**ACTIVITY #: 5.5:** Explain how filmmakers use juxtaposition for effect in documentary films; Analyze how a documentary establishes point of view and ethos.

**Preview:**

*Juxtaposition* means “the placement next to another.” Think of something you have seen recently that has been placed side-by-side for comparison. Commercial? Ad? News? Media? School? What effect did this have on you?

**Review/Closure:**

Exit Ticket-How might juxtaposition affect (influence) meaning in a visual text?

**ACTIVITY #: 5.6:** Analyze the relationship between cause-effect claims and the use of supporting evidence; Evaluate how filmmakers use evidence and rhetorical appeals to support a claim.

**Preview:**

Define the word *evidence*. Turn to a partner and share your definition.

**Review/Closure:**

What types of evidence are most and least persuasive when used to support a causal claim? Why?

**ACTIVITY #: 5.7:** Write and revise an effective objective summary; Collaborate with a peer using effective speaking and listening skills.

**Preview:**

Is it difficult to be *objective*? Explain.  
*Not influenced by personal feelings or opinions in considering and representing facts.*

**Review/Closure:**

Reflect on the feedback you received on your summary. Annotate it to show where and how you have improved your summary.

**ACTIVITY #: 5.8:** Analyze how rhetorical appeals are used to support a persuasive claim in a documentary film; Write a review evaluating the purpose and effectiveness of the film’s evidence and appeals.

**Preview:**

Recall the definition of a *documentary film*.  
*A nonfictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction, education, or maintaining historical record.*

**Review/Closure:**

What makes a call to action effective?

**ACTIVITY #: 5.9:** Analyze an interview to evaluate the impact of subjectivity on a text; Identify fallacies in order to evaluate a text’s credibility.

**Preview:**

Recall the meaning of the term *fallacy*.  
*A mistaken belief, especially one based on unsound argument.*

**Review/Closure:**

How can you tell if an appeal or the use of a particular piece of evidence is fallacious?

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**ACTIVITY #: 5.10:** Compare and contrast three different approaches to refutation; Evaluate how refutation and ad hominem attacks affect an argument's credibility.

**Preview:**

When you hear the words "climate change," what comes to mind? Be ready to share your thoughts.

**Review/Closure:**

Exit Ticket-Of the 3 approaches to refutation, which one do you feel is most effective? Why?

**ACTIVITY #: 5.11:** Analyze stakeholder positions in order to understand their importance in a controversy; Collaborate to draft a policy proposal to resolve a conflict.

**Preview:**

A *stakeholder* is a person or group that holds an interest in a particular issue. Describe an issue that exists in your local community, global community, or school site? Considering the issue you have described, who are the stakeholders?

**Review/Closure:**

Reflection- when working toward a solution that is acceptable to people with very different cultural perspectives, what are some considerations?

**ACTIVITY #: 5.12:** Collaborate to select an environmental issue for a research topic; Identify stakeholders in order to focus research and draft a preliminary topic proposal.

**Preview:**

With a partner, discuss and brainstorm a list of environmental issues you may have recently heard about or studied. Be ready to share and discuss with the entire class.

**Review/Closure:**

Exit Ticket-Looking back at your proposal form and plan, what will be your greatest challenge? Do you have any suggestions for me that might help us overcome this challenge?

**ACTIVITY #: 5.13:** Apply criteria for evaluating potential sources to different articles on the same topic; Evaluate the use of evidence in support of a potential solution to a conflict.

**Preview:**

When you hear the word *bias*, what comes to mind? Talk through your thoughts with a partner and be ready to discuss as a class.

**Review/Closure:**

Reflect on your learning from today. Describe one thing you learned and how you might use this information or skill in the future.

**ACTIVITY #: 5.14:** Prepare an annotated bibliography; Understand the link between careful documentation and ethos as a researcher.

**Preview:**

Preview the definition of an *annotated bibliography*- *A list of citations for books, articles, and other sources on a topic. It looks like a Works Cited page but includes an annotation after each source cited. An annotation is a short summary and/or critical evaluation of a source.*

**Review/Closure:**

After going through the process of evaluating a source, what did you learn? Explain.

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**ACTIVITY #: 5.15:** Analyze a model position paper for rhetorical appeals and the elements of an effective argument; Construct a position paper by incorporating research on a stakeholder position.

**Preview:**

What are the elements of an effective argument? Be ready to discuss.

**Review/Closure:**

Often times, it is easy to forget about editing your paper for corrections in grammar. Take a minute to review and mark your corrections.

**ACTIVITY #: 5.16:** Avoid plagiarism and maintain accuracy by properly citing research in writing and speech; Use a variety of source integration strategies to maintain the flow of ideas.

**Preview:**

Do you know how to avoid plagiarism? Talk with a partner and discuss your ideas. Be ready to share.

**Review/Closure:**

Exchange position papers with a partner and highlight all references to specific evidence, quotes, or ideas from sources. Add editing suggestions for accurate citation of sources, where needed.

**ACTIVITY #EA1:** Your assignment is to present a solution to the environmental conflict your group has researched. You will deliver a group presentation designed to contextualize the conflict for your classmates and justify your approach to resolving it.

**Preview:**

When completing a group assignment, it is sometimes helpful to talk about norms and expectations. What should all groups agree to, so that as a class we successfully complete EA1?

**Review/Closure:**

Reflection- How persuasive was your own proposal compared to others? What content, organization, delivery, or media enhanced their persuasiveness or credibility?

**ACTIVITY #: 5.17:** Identify the knowledge and skills needed to complete Embedded Assessment 2 successfully; Revise, refine, and reflect on an understanding of vocabulary words and the essential questions.

**Preview:**

What does it mean to *advocate* for something? Be ready to discuss.

**Review/Closure:**

Which mode do you think you will want to use in your own documentary film script, and why?

**ACTIVITY #: 5.18:** Identify and distinguish between different modes used by documentary filmmakers; Write to explain how a director's mode influences the film's tone and subjectivity.

**Preview:**

*Tone* is not a new term. Turn to your neighbor and discuss what it is and how it is used by writers.

**Review/Closure:**

Write a critique that analyzes how the mode of one of the clips affects the tone. State your opinion about the effectiveness of the tone. Include commentary that explains the connotation and tone created by the images or sounds.

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**ACTIVITY #: 5.19:** Analyze documentary film techniques in short films; Collaborate to storyboard the exposition for a documentary film.

**Preview:**

Have you ever seen or created a storyboard? What do you recall was the purpose of the storyboard? Be ready to discuss.

**Review/Closure:**

Explain how storyboarding can help writers and directors create a plan for filming. Why might it be difficult to storyboard an entire documentary film in advance?

**ACTIVITY #: 5.20:** Analyze the elements of arguments and appeals in film; Collaborate to draft a documentary film proposal.

**Preview:**

In your own words, what does it mean to *propose* something? Be ready to discuss.

**Review/Closure:**

Reflect-Which part of today's activity was difficult for you and/or your group? Most enjoyable? Still have questions about?

**ACTIVITY #EA 2:** Your assignment is to transform your presentation from the first Embedded Assessment into a documentary film advocating for a particular solution to the issue. Use research-based evidence, persuasive appeals, and documentary film techniques to engage an audience and convince them of your argument.

**Preview:**

With a partner, discuss who is your target audience, and what do you want your target audience to think or do after viewing your film? Take turns and offer one another feedback.

**Review/Closure:**

How was the process of creating a documentary film different from planning a class presentation? Which did you prefer, and why?