

SpringBoard ELA- Grade 10

Unit 3: (Context) Unit 3 continues the exploration of culture by examining what happens to a community when outsiders try to influence it. As students read and analyze Chinua Achebe’s novel *Things Fall Apart*, they will learn about the African Ibo culture, make connections to their own culture, and consider the novel’s characters and their responses to cultural change. Although the unit is primarily a novel study, students will have the opportunity to conduct research and present their findings in a group presentation. They will also have opportunities to refine their academic writing skills. Two poems and an interview with Chinua Achebe complement the novel. By the end of this unit, students should become more proficient in close reading, formal writing, literary analysis, research, and communication.

EA 1 (Researching and Comparing Pre-and Postcolonial Ibo Culture) Skills and Knowledge: Apply research skills of locating, evaluating, and citing resources. Integrate relevant textual evidence, including details, quotations, and examples. Demonstrate knowledge of cultural components that set a context for reading the novel. Work effectively with a group of peers. Organize ideas effectively for a presentation. Use active-listening and note-taking skills. Use presentation skills, including effective speaking and use of digital media.

Activity	Page #	GVC	Optional and/or Suggested
3.2	208	African Folk Tale http://www.canteach.ca/elementary/africa2.html Most Folk Tales and Fables online are found in elementary sites. Above example is an African Folk Tale about how stories came to be. It is rich in elements that cross over into the novel <i>Things Fall Apart</i> . This is just one of many African Folk Tales that may be used, such as the following: http://www.worldoftales.com/Nigerian_folktales.html http://africa.mrdonn.org/fables.html	

Unit 4: (Context) In this unit, students will explore how an author develops a character and uses character interaction to advance a narrative plot and to develop themes. By deconstructing monologues and presenting them in an oral presentation, students will demonstrate an understanding of the methods of characterization and how they influence visual delivery. The second half of the unit will focus on the classic Greek drama *Antigone* by Sophocles, analyzing the playwright’s use of characterization to create conflict, advance the plot, and develop a theme.

EA 1: (Presenting an Oral Interpretation of Literature) Skills and Knowledge: Write a reflection that provides an explanation of the steps taken to plan the oral interpretation and an evaluation of its strength and weaknesses. Select a passage of strong literary merit that conveys a complex character. Research information to place the passage in context of the work. Use effective vocal and visual delivery strategies to orally interpret a text. Demonstrate active listening by taking detailed notes and responding thoughtfully to other performances.

Activity	Page #	GVC	Optional and/or Suggested
4.5	282	Video clip of an Oral Interpretation in film or theatrical production Oral Interpretation: The Taming of the Shrew Act IV scene 3: 3 Samples to Compare https://www.youtube.com/watch?v=QL7WohdBJH8 https://www.youtube.com/watch?v=kt9S2jDkTx4 https://www.youtube.com/watch?v=2GpLDNYKgf0	

Unit 5: (Context) This unit is designed to challenge students as readers, writers, researchers, collaborators, and speakers through a deep engagement with nonfiction texts in both print and non-print media. In particular, the unit introduces students to active viewing of nonfiction film texts, paralleling this activity to the process of reading nonfiction print texts. Students apply various viewing strategies to evaluate the subjectivity of a documentary film. In particular, students study *The 11th Hour* and use the focus on environmental issues to analyze cultural conflict. The unit immerses students in a collaborative research project, guiding them through the process of documenting, evaluating, and citing their sources. The unit also builds on the work done in previous units in structuring and presenting arguments, but here the focus is shifted to mediating conflicting points of view in order to present a solution to a complex problem. Students complete the unit by designing a problem-solution group presentation in the form of a documentary film.

EA 1: (Presenting a Solution to an Environmental Conflict) Skills and Knowledge: Examine cause-effect relationships in a conflict. Evaluate sources for subjectivity and credibility. Orally cite researched evidence in support of a claim. Develop a collaborative text that synthesizes perspectives in support of a proposed solution. Design a persuasive presentation that presents both conflicting sides to the issue and justifies a proposed solution to a conflict. Deliver the presentation in an engaging and compelling manner.

EA 2: (Representing an Argument in a Documentary Film) Skills and Knowledge: Using a multimedia format, advocate for a solution to a problem with a specific call for action. Evaluate sources for subjectivity and credibility. Use logical, emotional, and ethical appeals (logos, pathos, and ethos). Maintain objectivity while considering your target audience. Fully develop the claim with all elements of an argument, including addressing counterclaims. Incorporate a variety of documentary film techniques.

Activity	Page #	GVC	Optional and/or Suggested
5.1	370	Projection of <i>The 11th Hour</i> cover image http://images.skymetweather.com/content/wp-content/uploads/2013/02/bad-weather-movies11.jpg	
5.2	371	"I need to Wake Up" lyrics and video Melissa Etheridge https://www.youtube.com/watch?v=iNW-qiUXwLk	
5.3	377	Bend it like Beckham https://www.youtube.com/watch?v=mqdAluSLB9o Other options available	
5.4	379	King penguins - Attenborough: Life in the Freezer - BBC https://www.youtube.com/watch?v=EiQzls8YQcw March of the Penguins Official Trailer #1 - (2005) HD https://www.youtube.com/watch?v=L7tWNwhSocE Other options available	
5.5	383	<i>The 11th Hour</i> . A 2007 documentary film, made, handled and depicted by Leonardo Dicaprio on the state of the earth. Chapter 1 (0:00-5:20)	
5.6	386	<i>The 11th Hour</i> Chapter 2-6 (5:21-28:46)	
5.7	389	<i>The 11th Hour</i> Chapters 7-11 (28:45-56:28)	
5.8	392	<i>The 11th Hour</i> Chapters 12-16 (58:47-1:24:45)	
5.9	394	<i>The 11th Hour</i> Chapter 5 (Start with the television headlines) (20:21-25:11)	
5.10	401	<i>The 11th Hour</i> Rewatch Chapter 9 (39:11-42:26)	

5.11 Cont.	418		<p>If time allows and if you have access to technology</p> <p>Extending the lesson #16</p> <p>http://www.humanesociety.org/issues/</p> <p>http://bullsheet.wordpress.com/</p> <p>http://www.oregonlive.com/oregonian</p> <p>http://www.indiancounty.com</p>
5.12	420		<p>Extending the lesson #5</p> <p>http://www.udall.gov/</p> <p>www.nationalgeographic.com</p> <p>http://na.unep.net</p>
5.13 cont.	425	<p>Visit the Wild Fish Conservancy and Humane Society of the United States (HSUS) websites</p> <p>http://wildfishconservancy.org/</p> <p>http://www.humanesociety.org/</p>	
EA 1	443		<p>For real-world examples of a mediated policy report using the Bonneville Dam Controversy</p> <p>http://www.mediate.com/DSConsulting/pg23.cfm</p> <p>http://www.mediate.com/DSConsulting/docs/coe-2008-2010bonnpinniped%20presentation.pdf</p>
5.18	448	<p>Four Documentary Films shown previously</p>	
5.19 cont.	454	<p>“The Magestic Plastic Bag-A Mockumentary by HealtheBay (3:59)</p> <p>https://www.youtube.com/watch?v=GLgh9h2ePYw</p> <p>“A Homeless Polar Bear in London” by GreenpeaceVideo (1:35)</p> <p>https://www.youtube.com/watch?v=4XpFO4nximI</p> <p>“Peace Paddle” by NRDCflix (5:37)</p> <p>https://www.youtube.com/watch?v=CCstHm62oqs</p> <p>“Chevron Employees Save Energy With Vanpools” by Chevron (1:43)</p> <p>https://www.youtube.com/watch?v=7CYFqfU3418</p>	
5.20	456	<p>“The Story of Bottled Water” (8:04)</p> <p>www.storyofstuff.org</p> <p>http://storyofstuff.org/movies/story-of-bottled-water/</p>	
5.20 cont.	457		<p>“The Story of Electronics” https://www.youtube.com/watch?v=sW_7i6T_H78</p> <p>“The Story of Cosmetics” https://www.youtube.com/watch?v=pfq000AF1i8</p>

