

SpringBoard ELA- Grade 8

Unit 3: (Context) This unit invites students to study the past as a way to act on their future. By reading narratives from the Holocaust, students will grapple with significant challenges from history and then examine and evaluate current national or global issues by analyzing and synthesizing a multitude of ideas from literature and informational texts in print and online. Through critical reading, collaborative discussion, expository and argumentative writing, students will research, create, and communicate ideas to positively influence others inside the classroom walls and outside in our contemporary world.

EA 2 (Presenting a Multimedia Campaign) Skills and Knowledge: develop a multimedia campaign that addresses the prompt; presents a clear claim and addresses counterclaim(s) with relevant reasons and evidence from a variety of accurate sources; utilize persuasive appeals and multimedia to support claims; organize ideas logically, with an engaging introduction, smoothly sequenced ideas, and concluding call to action; demonstrate evidence of strong collaboration and preparation; use precise diction and tone appropriate to target audience; cite and evaluate sources thoroughly in an annotated bibliography; demonstrate a command of the conventions of standard English grammar, usage, and language (including correct mood/voice).

Activity	Page #	GVC	Optional
3.9	198	<p>DVD: Life is Beautiful, directed by Roberto Benigni</p> <p>Students predict conflicts that the father might encounter as he tries to convince his son that the concentration camp is just a game.</p> <p>Clip #1 (52:53-58:00) (5 mins, 47 sec) Clip #2 (1:00:10-1:02:07) (2 min, 37 sec) Clip #3 (1:02:18-1:06:07) (4 mins, 29 sec) Clip #4 (1:24:50-1:29:24) (5 mins, 14 sec) Total time: 18 mins and 7 seconds of film time</p> <p>Students work in groups of four to take notes on setting, character, plot and mood for each of the above film clips. Students share notes and trade jobs after each clip to complete the graphic organizer on page 199.</p>	
3.10	201		DVD: The Diary of Anne Frank

Suggested Web Links in Unit 3:

Activity 3.6: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005151>

Activity 3.7:
<http://www.ushmm.org/outreach/en/>

Activity 3.8:
<https://www.ushmm.org/>

Activity 3.14:
<https://www.usa.gov/>

Activity 3.14:
<https://www.youtube.com/watch?v=PivWY9wn5ps>

Activity 3.15: (Downloaded podcast)
<https://www.ushmm.org>

Activity 3.16:
<https://www.DoSomething.org>

<https://www.globalissues.org>

<https://causes.com>

Activity 3.18:
<https://www.greenbeltmovement.org/>

<https://www.Freerice.com>

(Downloaded audio/video PSAs): <http://knowhow2go.acenet.edu/>

Activity 3.19:
<http://www.beyondpesticides.org/>

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Unit 4: (Context) Students have learned that overcoming challenges is not easy, but they have also experienced that finding humor in life can help along the way. In Unit 4, students identify and analyze the elements commonly found in humorous writing and visual media. Students will examine the ways authors create humor for effect and will demonstrate their understanding by writing an expository essay analyzing a humorous text and by analyzing and performing scenes from a Shakespeare comedy.

EA 2 (Performing Shakespearean Comedy) Skills and Knowledge: demonstrate a deep understanding of Shakespeare’s humor; use a variety of effective performance elements (staging, set design, lighting, sound, props) for comic effect; show evidence of extensive collaboration, planning, rehearsal, and reflection; provide context in an engaging introduction and deliver a satisfying conclusion for the audience; deliver lines from memory for comic effect and to convey meaning (through tone, pronunciation, inflection, facial expressions, gestures, movement, and blocking); use punctuation cues consistently and naturally to inform vocal delivery.

Activity	Page #	GVC	Optional
4.4	264		DVD: Carlos Oscar, <i>Life is Crazy Good</i> or Jerry Seinfeld’s, <i>I’m Telling You for the Last Time</i>
4.6	277		<p>Satirical TV show clip: <i>The Daily Show with Jon Stewart</i> or <i>The Colbert Report</i>- Choose one that is appropriate for and relevant to your students and current issues. (no longer than 5 minutes)</p> <p>The Daily Show - The Snacks of Life https://www.youtube.com/watch?v=jCG_i9lnBFc (Watch from 1:12 to 2:45) skip to (3:28 to 5:44)</p> <p>The Daily Show - The Future of Gender Wage Equality https://www.youtube.com/watch?v=9wrwxHt9KAY&list=PL084A0469320C57B1&index=64 (Watch from 0:00 to 3:28)</p> <p>The Daily Show - Consequence-Free Speech https://www.youtube.com/watch?v=D3Lv6tINW8I&index=23&list=PL084A0469320C57B1 (3:38)</p>
4.7	282		<p><i>The Simpsons</i> (opening credits clip), sample drawings or images of caricatures, audio recording of “The Open Window” https://www.youtube.com/watch?v=CymO-rN7-vg (2:01)</p>

4.8	288	<p>YouTube clip from <i>I love Lucy</i>- "Lucy's Famous Chocolate Scene"</p> <p>https://www.youtube.com/watch?v=WmAwcMNxGqM</p> <p>(3:03 total minutes)</p> <p>Students investigate how humor is created by comic situations. They will determine the impact of word choice on meaning and tone in a comic situation. While they watch the film clip, they will think about how the situation contributes to the humor. As they view the clip for the second time, students use the graphic organizer on page 288 to write their notes.</p>	<p>Substitute other film clips that include comic situations in which characters are the victims of unlikely circumstances.</p> <p>Examples:</p> <p><i>Monsters, Inc.</i> (1 minute, 33 sec) https://www.youtube.com/watch?v=z7PUWdrLQR8</p> <p><i>Elf</i>, directed by Jon Favreau, 2003; (2:53-4:47) (2 minutes, 34 sec) https://www.youtube.com/watch?v=TRGbzyvOBmw</p> <p><i>Night at the Museum</i>, directed by Shawn Levy, 2006. (2 minutes, 27 sec) https://www.youtube.com/watch?v=Juel7PW0-Is</p> <p>Clips from many of these films can be found on Youtube or Teachertube.</p>
4.10	307		<p>"Who's on First?" by Abbott and Costello (8 mins, 30 sec) https://www.youtube.com/watch?v=kTcRRaXV-fg&list=RDkTcRRaXV-fg#t=261</p>
4.12, 4.13, 4.14, 4.15, 4.19	337	<p>DVD: <i>A Midsummer Night's Dream</i></p> <p>Using the suggested clip(s), students analyze film and text in order to compare/contrast and evaluate the director's choices:</p> <p>Clip #1 (06:31-9:24) (3 mins, 33 sec) Clip #2 (16:35-22:55) (6 mins, 20 sec) Clip #3 (1:05:28-1:12:30) (7 mins, 02 sec) Clip #4 (1:33:53-1:48:09) (14 mins, 56 sec)</p> <p>Total film time: 31 mins, 51 sec</p> <p>As students view the film or clips, they take notes on what they observe using the graphic organizer on page 337.</p>	<p>Online Shakespeare Dictionaries, Glossaries, and Thesauruses</p> <p>http://www.shakespeare-online.com/glossary/glossaryh.html</p>