What constitutes a hero?

 UbD simplified plan Plug in as ideas arise

 Google Meet and Zoom sessions with breakout sessions, Flipgrid presentations

1. Big Idea “Grabber” question to engage

 What makes a hero? What makes a true friend? Is a “white lie” ever ok? When?

1. ELA Standard mastered:

 Essay writing facets for gr 8

1. Resource(s) *Romeo and Juliet*
2. Assessments:
     Pre-assessment Write an essay that explains who in your thinking in the text is a hero and why. (no right or wrong answer)
      Formative Assessment Write hero essay with introduction, text evidence, transitions, formal style, precise words, conclusion
      Summative Performance Assessment Final facets using grade 8 Standard

V, Stepping Stone Learning Activities

 As a class discuss what constitutes a hero

 Create class definition with attributes.

 Create class criteria for a hero.

 Explain the distinction between essay and argument presentation and writing.

 Use examples of difference between explanation and argument in sports, seasons of the year, favorite food, favorite day of the week, favorite video game

 In full class and in small groups, think of current heroes and why

 Who are past heroes and why do they fit this mode?

 Small groups present their case with hero qualities

 Roles assigned: find text evidence for one as a hero: Friar Lawrence, the Nurse, Romeo, Tybalt, the Prince

 Report out orally on text evidence to support this as hero

Practice “shades of meaning” word choice activities to select the best word

Practice with grade-appropriate transitional words and phrases

Practice with lively introduction and precise summing up conclusion

Edit for correct spelling, punctuation, sentencing

 Write Essay on the assigned character as a hero

 Revise based on peer-edit comments and teacher comments to reach Proficient or above

   VI. Differentiation

 Use an easier text for hero qualities

 Use the Romeo and Juliet film for hero qualities

 Create mixed achievement-level small groups

 Use a real-life hero for the model

 Model writing of best writing examples provided, discuss, what’s good, what could be better in full class, then small groups, then pairs with reporting out

  VI. Scaffolding

 Provide graphic organizer for the writing

 Train peer editing; Higher-achieving students peer edit more struggling unit work

 Teacher one-on-one conferencing with struggling writers

VII> Rubric to guide and assess Learning

 Introduction restates the question (writing prompt).

 Text evidence supports the class definition of hero, with at least three evidence pieces

Grade level appropriate transitions used

Precise word choice

Apt style for formal writing

 Conclusion sums up or moves to a new point

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| --- | --- | --- | --- |
| Criteria | Awesome | Nice Job! | Let’s talk |
| Introduction | Restates the question and introduces the topic with clarity and a concept | Restates the question, good general opening | Please restate the question |
| Text evidence | Reports new evidence from the text than what’s been discussed in class | Reports text evidence discussed in class | Please locate more text evidence |
| Transitional words and phrases | Grade-appropriate and new transitional words and phrases | Shows transitions between paragraph and sentences | Provide connecting words between paragraphs |
| Apt style | Grade level appropriate writing formal writing style with complex sentences, varied sentence structure, grade level formal vocabulary | Formal style is used. Mostly free of spelling and punctuation errors. | Please use formal vocabulary, read aloud for sentence and punctuation correction. |
| Conclusion | Summary shows high level thinking in summing up ideas, and moves to an original new point on the concept of heroism | Sums up hero concepts consistent with the writing and the reading | Please sum up your thinking on what a hero is, in your final statement. |

 

 