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

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |

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