

Name: _____

English

Date: December 2018

Period: _____

DeWitt's Literary Film Fest

Is the book always better than the movie?

Gist of the Unit:

During this two week unit, we will all read a book that has a movie adaptation. Most days we will have reading workshops where we will read and work on reading comprehension assignments. We will meet 1-2 times per week to discuss our reading and share our comprehension assignments. On December 21st, we will screen the movie of the book we have read. Over the December break, you will then reflect on the movie and the book and write a literary reflection essay. These essays will be done independently, but will be due on January 4th.

Learning Targets of the Unit:

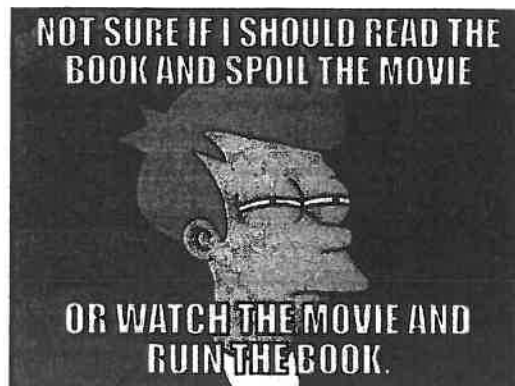
- I can choose an appropriate work of fiction, read that book, and follow a reading schedule.
- I can understand how authors develop characterization.
- I can make inferences to help me understand a fiction text.
- I can understand how authors use language to enhance their writing.
- I can compare a fictional text to a film adaptation.

Unit Assignments and Due Dates

- Book group meeting 1: Thursday, December 13
- Extended Response (In-class writing assignment): Friday, December 14
- Book group meeting 2: Tuesday, December 18
- Book group meeting 3: Thursday, December 20th
- Film screening: Friday, December 21st

Over the break, be sure to finish the book and work on your Literary Reflection Essay

- Literary Reflection Essay: Friday, January 4th



December 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13 Book Group #1 Read to _____	14 In-class Writing	15
16	17	18	19	20 Book Group #3 Read to _____	21 Film Screening	22
23	24	25	26	27	28	29
30	31	1	2	3 Literary Reflection Essay due	4	

Book Group Assignments:


We will meet in book groups 3 times during this unit. For each book group you are responsible for preparing in two ways:

- 1. By reading to the page your group has agreed to read to.**
 - a. Do your best to stick to the page deadlines you assigned! If you read ahead, don't talk about things others have not yet read. If you fall behind, understand that your group mates may spoil some details. Do your best to catch up ASAP.
- 2. Preparing one reading comprehension activity to the best of your ability.**
 - a. The activities and their assignment details are on the back of this page.
 - b. These activities are organized like a tic-tac-toe board. You should choose activities that allow you to cross off a line (horizontal, vertical, or diagonal).
 - c. Many of these activities have exemplars on the English website. Use them to help guide your work. We will also be running support groups for the activities in class on reading workshop days.

Grading Guidelines for Book Group Assignments

Your book group assignments will be graded based on the effort you have shown to do your best work. We will be looking for evidence of the three following things:

- 1. Evidence that you have read carefully and completely:*
 - a. You provide specific details from the text to support your thinking.
 - b. You use parenthetical citations to indicate where your information comes from.
 - c. Your use details from the entire book, not just the first few chapters.
- 2. Evidence that you are thinking about what you have read:*
 - a. You make connections (personal, another text, another part of the book, etc.) in your work.
 - b. You explain how your personal thinking connects to the text based details you've selected.
- 3. Evidence that you have put care into doing your best work:*
 - a. Your work follows final draft rules (DeWitt headings can go on the back of artistic work).
 - b. Artistic work is done with integrity (neat, uses color, shows artistic effort not ability).

<p>Character Comparisons: Create a t-chart comparing <i>two</i> choices characters makes to your reaction to those choices. (Your choices can be from two different characters.)</p> <p>Use quotes or paraphrases from the book. Include parenthetical citations after each example.</p>	<p>What's in the Bubble? Draw one important scene from your reading. Give each character in the scene a thought bubble.</p> <p>Show the character's inner monologue by filling in the thought bubble with the character's thoughts. What are they saying in their head? Try to capture each character's individual voice and their deep, unspoken thoughts.</p>	<p>Emoji Mood Analysis: Choose a sentence, paragraph, or short, passage that helps you understand the mood of a scene. Copy the passage with a parenthetical citation.</p> <p>Assign an emoji that reflects the mood. Write 3-4 sentences to explain why you chose that emoji. Be sure to refer to specific details from the text to support your thinking.</p>
<p>Character Journal: write a journal entry <i>in the voice of one character</i> reflecting on a pivotal moment/decision/choice</p> <p>As you are writing, you may want to think about: What's actually happening? What's the effect on the character? How are others reacting to the character? Why did your character do this?</p>	<p>Connecting Clues: Connect a character from your book to a person you know in real life. Write about how the person you know helps you understand the character.</p> <p>See the English class website for Mr. Kain's exemplar.</p>	<p>Multiple Meaning: Find a passage in your book that could have multiple meanings (clue: look for similes, metaphors, and idioms). Copy it and give a parenthetical citation.</p> <p>Explain (visually or written) the different possible meanings. Then explain which meaning is the correct one within the context of the text. How do you know this is the right meaning?</p>
<p>Meme your characters: Create memes for your protagonist, antagonist, and at least one supporting character</p> 	<p>Sequencing Map: Choose 1 key event from the novel to analyze. Create a chart that compares:</p> <ul style="list-style-type: none"> • What happened? (Summarize the text using quotes and paraphrases with parenthetical citations.) • Why did it happen? (Explain what caused this event to happen.) • What do you think will happen as a result? (Make a prediction about the rest of the book, or what would happen in future chapters/epilogues/sequels) 	<p>Word Choice Revision: (We highly recommend that you type this one!)</p> <p>Choose a passage (paragraph to a page) from your novel that uses powerful language. Copy it and give it a parenthetical citation.</p> <p>Next, revise the paragraph using synonyms that change the paragraph without changing the author's overall meaning. Write your revisions in a different color so they stand out.</p> <p>Finally, in 2-3 sentences, explain why you think the author chose the words they did? What effect did the author's word choice have on the text?</p>

Extended Response: In-class writing assessment: This response is due at the end of class on **Friday, December 14th**. Choose one of the following questions and write your response as a well-developed paragraph. Use the rubric to help plan your writing.

1. Who is one character in the book that you have a connection with? Explain why.
2. If you could change anything about your book thus far, what would it be and why?
3. What is one prediction you have for the book and why?

Rubric

Criteria <i>*Criteria must be attempted to receive credit</i>	Exceeds Expectations (2.5 points)	Meets Expectations (2 points)	Does not meet expectations (1 point)
You wrote a topic sentence that restates the question.			
You answered the question thoroughly with specific details.			
You chose <i>at least one quote</i> to support your thinking.			
You used a correctly formatted parenthetical citation for your quote.			
You explained how your quote connects to your answer.			
You completed your ideas with a concluding sentence.			
You re-read your work and corrected your GUMS.			

Literary Reflection Essay

Book to Movie Reflection Assignment (due Friday, January 4th): Read the book you have been assigned before watching the movie. As you watch the movie, consider which told a more satisfying story the book or the movie.

Choose your challenge level to write an essay (*with at least one body paragraph*) that analyzes which medium (book or movie) created a more satisfying story experience.

- **Basic:** Focus on *at least one* of the following story elements: plot, characters, setting, conflict to support your response
- **Challenge:** Focus on the theme to support your response
- **Expert:** Focus on any of the story elements, as well as the film elements (such as camera angles, lighting, costumes, etc.)

Things to keep in mind when writing:

You must use paragraphs to organize your writing. An introduction, at least one body paragraph, and conclusion.

You must also use *at least 2 quotes (with citations)* from the book.

It must be printed before class on Friday .

Make sure to follow final draft rules.

Use the rubric to help you!

You will turn this in Friday, January 4th.

The rubric for the assignment is on the back of this page.

Book to Movie Analysis Rubric

Criteria: <i>"The writing..."</i>	Exceeds Expectations (2.5)	Meets Expectations (2)	Approaches Expectations (1)	No Evidence (0)
Has a DeWitt heading		X	X	
Follows Final Draft Rules		X	X	
Uses at least three paragraphs				
Uses topic sentences that restate the question				
Answers the question completely				
Uses two quotes to support the answer				
Uses proper citations for BOTH quotes				
Explain how the quotes connect				
Uses transitional or concluding sentences				
Has been edited for GUMS				
Meets all criteria for the assignment option chosen				

Grade: _____/27.5

