

WEEK THREE

OVERVIEW/FOCUS:

Movies, news, and role playing

Main literature: *The Lord of the Rings: The Fellowship of the Ring* (Book 2)

Unit Theme: A Hero's Dilemma

This week's theme - Sources of Evil: The Ring, The Stone, and The Witch

Comparing and Contrasting with Double Bubble: The Ring and The Sorcerer's Stone

Writing and Telling a Narrative: The Story of Temptation

Internalizing Solutions by Critical Thinking and Role Playing, Strife: Of Elves and Dwarves

Connecting with Visual Representations: Galadriel's Mirror, Ring, and Gifts

The Novel in Hindsight: The Ring Breaks Up the Company

OBJECTIVES:

Students will be able to:

1. compare and contrast a movie and a novel with essay writing.
2. compare and contrast two literary texts via a graphic diagram.
3. relate their notions of the keyword vital to the lesson's theme.
4. write a story based on a news article.
5. restate a story read in creative and expressive oral performance.
6. restate a story read in creative and effective writing.
7. write a news lead following a guide.
8. show a role playing of the parable.
9. identify the strife and its resolution.
10. recognize the relevance of the theme to current events.
11. demonstrate a connection with the visual artifacts key to the reading concept.
12. relevance between the character portrayals and the reading literature.
13. write a terse but effective essay based on the character portrayals.
14. break down a chapter into episodes (story within a story).
15. demonstrate ease with technology interface.

STANDARDS:

Standards Addressed:

CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and

contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.