

## Walking In Someone Else's Shoes

Directions: In the space provided, write down three or four questions you would ask the person in the video. As your partner answers the questions, record their responses in the space provided.	
Question 1:	Question 2:
Answer 1:	Answer 2:
Question 3:	Question 4:
Answer 3:	Answer 4:

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Vocabulary Word Study Organizer

**Directions:** Write the word or phrase that is unique to the storyteller's journey in the first box. Place a number to represent your level of mastery with the word or phrase. Write 1 if you've never heard of this word or phrase, write 2 if you've heard of this word or phrase but don't know what it means, or write 3 if you know exactly what this word or phrase means.

Word or Phrase	Level of Mastery	Root Words, Word Parts or Related Words	I think this word or phrase means...	This word or phrase actually means...
<i>transplant</i>	2	<i>Trans- -plant transition</i>	<i>To change something</i>	<i>-To remove or transfer from one location to another -surgery to transfer an organ or tissue from one part of the body to another or from person's body to another person's body</i>

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Word or Phrase	Level of Mastery	Root Words, Word Parts or Related Words	I think this word or phrase means...	This word or phrase actually means...

Name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_

**Video Note-Taking Sheet: Beginning, Middle, End**

**Directions:** While watching the video, write down important details in the sequence you hear them. Try to write *at least* two details from the beginning, two details from the middle and two details from the end of the video.

<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Video Note-Taking Guide

As you listen and watch the videos, fill this organizer with your notes.		
Name of speaker	Most memorable part of the video	How it made me feel

## Timeline of Emotions:

Directions: Watch each video. As you watch, record three specific events that each person experienced. Record the emotions they likely had during each of those events. Record your responses in the space below.

### Event 1:

\_\_\_\_\_  
Emotions Felt:

\_\_\_\_\_  
How would you have felt?

### Event 2:

\_\_\_\_\_  
Emotions Felt:

\_\_\_\_\_  
How would you have felt?

### Event 3:

\_\_\_\_\_  
Emotions Felt:

\_\_\_\_\_  
How would you have felt?

### Event 1:

\_\_\_\_\_  
Emotions Felt:

\_\_\_\_\_  
How would you have felt?

### Event 2:

\_\_\_\_\_  
Emotions Felt:

\_\_\_\_\_  
How would you have felt?

### Event 3:

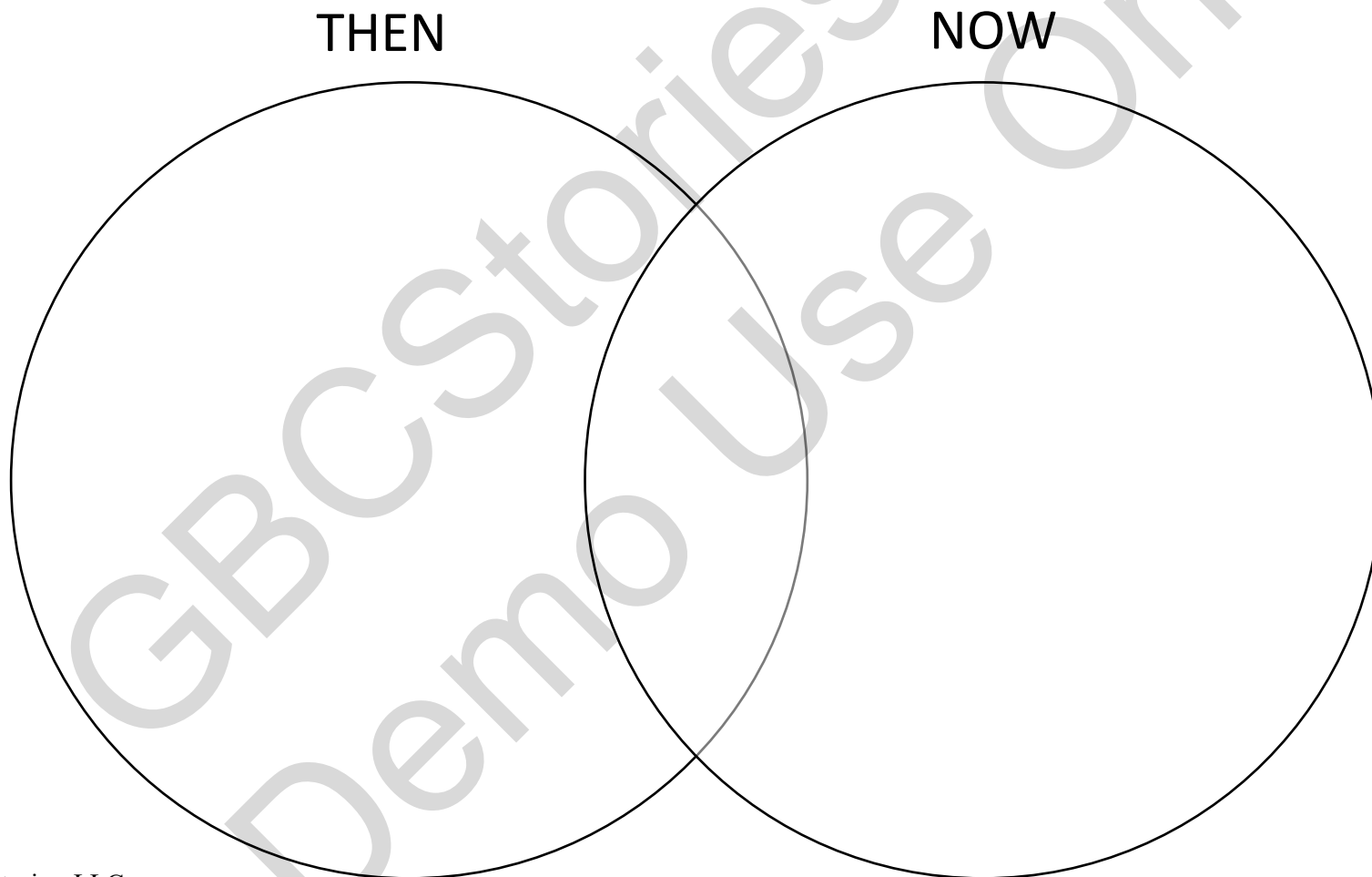
\_\_\_\_\_  
Emotions Felt:

\_\_\_\_\_  
How would you have felt?

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Then and Now Venn Diagram

**Directions:** In the space, labeled “Then”, write details about the people, places, or events to describe the time period in which the short film takes place. In the space, labeled “Now”, write details to describe the time period you are living in. In the center, where the circles overlap, write similarities between the two time periods.



Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### The 5W Chart

**Directions:** Watch a short film and reflect using the graphic organizer below. While watching the short film a second or third time, consider the 5 W's (Who, What, Where, When, Why). Discuss the short film with a partner.

<b>Who?</b>
<b>What?</b>
<b>Where?</b>
<b>When?</b>
<b>Why?</b>



## Team Roles

### Team Leader

Assigned to:

- ☐ Ensure all members stay on task and that deadlines are met
- ☐ Facilitate and initiate on-going and clear communication with the team (regular meetings, note-taking, etc.)
- ☐ Make sure the project stays on topic and aligned to the goals
- ☐ Make sure all remain involved, collaborating, and contributing
- ☐ Provide regular feedback to the team and help the team reflect on progress

### Researcher/Research Committee

Assigned to:

- ☐ Conduct background and other necessary research for the chosen topic
- ☐ Compare similar projects
- ☐ Document research
- ☐ Check all sources and make sure nothing is plagiarized

### Logistics Supervisor/Logistics Committee

Assigned to:

- ☐ Ensure the team has all materials needed to meet project goals
- ☐ Coordinate travel or visitation needs
- ☐ Plan events and make appointments as needed for project design and completion

### Content Creation

Assigned to:

- ☐ Document and coordinate all content related to the project (notes, research, schedules, storyboard drafts, PowerPoints, etc.)
- ☐ Document and share all project media (video, images, photography, etc.)

### Outreach Director/Outreach Committee

Assigned to:

- ☐ Raise awareness about the project on social media, press media campaigns, etc.
- ☐ Plan any related events in coordination with the team (community or school events, etc.)

### Activity and Materials Chart

Keep a record of project completion in the chart below. All roles must contribute. Keep this sheet in a shared folder if possible so that updates will be immediately visible to all team members.

Activity / Action	Materials/Resources Needed	Deadline	Team Member(s) Responsible	Outcome/Resolution/ Next-Steps, etc.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Notes and/or other information about this project:**

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Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Summary Writing Organizer****Directions:** Complete each section of the organizer to create your summary of the short film.**Sentence 1:** Explain the main topic of the short film. Important elements to include are the storyteller, time, location or title of historical event.

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**Sentences 2-4:** Briefly describe key details or events from the short film.

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**Conclusion:** Wrap up your summary. Reflect on the short film and the storyteller's experience or write a sentence describing the impact of this event on the future.

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## **Rules and Instruction for Socratic Seminars**

### **This is how a Socratic Seminar works:**

As the teacher, you will raise/pose a question for students to research, evaluate, and make decisions on. The students will provide evidence, generalize, and outline the research they used to support their decisions. Seminars last for 20 minutes with 5 to 10 minutes for debriefing.

#### **Step 1: Locate Text, Identify Questions**

- Teacher creates a question for students to research.
- Teacher creates questions to ask during the seminar.
- The questions must incite analysis, evaluation, application, and synthesis

#### **Step 2: Pre-Seminar**

- Arrange desks in a large circle with a smaller circle inside.
- Teacher hands out, or writes down for visibility by all, questions to be answered.
- Students research answers, and write them down thoughtfully.

#### **Step 3: During Seminar**

- Students focus only on the questions posed.
- Teacher asks one question at a time.
- Students take turns responding; there are no right or wrong response.

#### **Step 4: Rules**

- Only inner-circle students may speak, with the outer circle-students taking notes on content and peer interactions.
- Inner-circle students receive two vouchers to speak, or 5 points each, during discussion.
- Each time an inner circle speaks, a voucher is placed in a box at the center of the circle.
- Students must speak at a minimum of two times each.

#### **Step 5: Role of Teacher as Facilitator**

- The teacher only asks questions.
- The teacher does not comment on responses.
- Students lead the discussion. Teacher may appoint one person, or two.
- The students respond to the responses that are made by other students by agreeing or disagreeing or asking more questions.

#### **Step 6: Student Summaries**

- When the discussion is finished, students write a summary statement of what they learned in the seminar.

**Step 8: Debriefing**

- Students discuss the impact of the process and what they learned.

**Post Seminar Exit Ticket****My Seminar Reflections:**


Handout	Writing	Critical thinking	Creativity	Collaboration	Communication
Narrative writing guide	x	x	x		x
Make inferences		x	x		
Fact or Opinion Handout		x	x	x	x
Video Notetaking guide		x			
Persuasive Essay Guide	x	x	x		x
Expository Essay Guide	x	x			x
Preview Video Vocabulary Organizer		x			
Compare and Contrast Essay Guide	x	x	x		x
3-2-1 Summary Writing	x	x			x
Summary Writing Organizer	x	x			x
Pros and Cons Video Reflection		x			
Historical Narrative Writing	x	x	x		x
Then and now Venn Diagram		x			
Compare and Contrast 2 Circle Venn Diagram		x			
Compare and Contrast 3 Circle Venn Diagram		x			
Letter Writing Organizer	x	x	x		x
Inferences and Predictions Handout	x	x		x	x
KWL Organizer	x	x			
It's in the words		x			
Walking in Someone Else's Shoes		x		x	x

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Short Film Note-Taking Sheet

Directions: As you listen and watch the short films, fill this organizer with your notes.		
Name of speaker	Most memorable part of the short film	How it made me feel

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Short Film Note-Taking Sheet: Sequence

**Directions:** While watching the short film, write down important details in the sequence you hear them. Try to write *at least* two details from the beginning, two details from the middle and two details from the end of the short film.

<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	



## Step-by-Step Research Checklist: Grades 9-12

1. **Pick a topic:**
  - Reference the brainstorm work done in class
  - Describe what you want to do, and/or what the needs are in your community:
  - Use keyword searches
2. **Search the Internet and locate information and resources on your topic:**
  - Find information in a variety of formats: books, print and online
  - encyclopedias and databases, web sites, periodicals, interviews, etc.
  - Be sure to bypass advertisement and seek out government sources that end in .gov or .edu when possible.
  - Look for primary sources to make your research come alive (examples: photograph, speech, historic document)
3. **Select the most useful resources:**
  - Match the resources you found to the needs within your project. Use this organizer to help.
  - Remember: stick with .gov, .edu, .org, and .net. If you want to turn your project in on time, *stay away from advertisements!*
4. **Compile information and keep track of your sources. Use the form below:**

Website, company, or government entity name	URL address (https://...)	Notes: paraphrasing of information, summaries, direct quotes, and/or other helpful information.	Sources: cite all sources used to inform. These must also be added to your bibliography.

### Glossary and Additional Reminders:

- **Direct quotes:** Include spoken or words exactly as they appeared. Place quotation marks on each side, attributed to the speaker or writer who used them.
- **Use keywords:** these are search terms used to help locate information needed in print and/or online sources.
- **Paraphrase:** Summarize your research by using paraphrasing by restating a passage to make it shorter, clearer, and less to read later. Write down just enough information to help you remember, and to use in your final project.
- **Primary sources:** An original document used in a quote, sound, or visual piece of information that pertains to your research topic. Examples: U.S. Constitution, interviews, sounds or video clips of a speech or performance, historical photographs, autobiographies. Use as many primary sources as you can when researching.
- **Secondary sources:** A document, article, book, or other information that describes an event, person, place or thing. Examples include: biography, essay on “causes of the Civil War,” etc.
- **Summarize:** Similar to a paraphrase, a summary is a written presentation of only the essential pieces of research that captures only the main points. Summaries are longer than paraphrases.
- **Works Cited:** A list of all sources used, including print, online reference, and web sites, interviews, magazines, etc. Keep a record of all of your sources when researching.
- **Distractors:** Ads, pop-ups, and other distractions happen frequently on the internet. Be sure to ignore them. Only link into those that are essential to your research, such as a vocabulary word or phrase, another related publication, or author information.

**Other information for me to keep track of:**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Reflection 3-2-1

**3 new facts I learned...**

**1.**

**2.**

**3.**

**2 “Ahas” that popped into my mind...**

**1.**

**2.**

**1 big question that I still have...**

**1.**

## Writing From Another Perspective Handout

### RAFT (Roll, Audience, Format, Topic)

**Directions:** Take on the perspective of someone living during the assigned topic/period. Complete each section of the organizer to guide your writing and create your project.

<b><u>Role:</u> Who are you as the writer?</b>	<b><u>Audience:</u> To whom are you writing?</b>	<b><u>Format:</u> What type of writing?</b>	<b><u>Topic:</u> What are you writing about?</b>
Ex. doctor	Ex. Other healthcare professionals	Ex. Article	Ex. Description of health problems caused by the dust

Name: \_\_\_\_\_

### Pros and Cons

**Directions:** Watch the video. In the first box, write the title of the video. In the second box, write a brief summary. Reflect on the storyteller's experiences and write pros and cons of the storyteller's life journey and experiences in the chart below.

Write the title of the video.

Write a brief video summary. Include the storyteller and the events they experienced.

**Pros**

**Cons**

### Project Rubric

Criteria	4	3	2	1	Total score:
<b>Organization and Clarity</b> The topic is planned and organized. All points are clearly communicated. Information is precise, thorough, and specific to the main idea.	Topic of is highly organized and written with clear communication.	Topic is somewhat organized and debated with clarity.	Topic is not fully organized and is unclear about or missing important details that make it clear.	There is little or no organization or clarity.	/4
<b>Language and Vocabulary</b> Effective, descriptive, and engaging language is used to engage audiences.	Excellent descriptive language used to communicate clear and specific information.	Good to average descriptive language used to attempt to communicate clear and specific information.	Some descriptive language used to create a picture that communicates the main ideas.	Too few or no descriptive language used. It is difficult to understand or decipher the main idea and details that support it	/4
<b>Addresses the Essential Question</b> The essential question is clearly and fully addressed in the narrative with evidence from the learning. Evidence is specific, from a primary source, and is credible.	The essential question goes above-and-beyond in clearly and fully addressing in the narrative with plenty of evidence from the learning, is from a primary resource, and is highly credible.	The essential question is clearly and fully addressed in the narrative. There is some evidence from the learning. The evidence is credible.	The essential question addressed in the narrative but can use more detail and evidence from the learning. The evidence is somewhat credible, possibly from a primary resource, but not certainly.	The essential question is not addressed at all. The resources are questionable, and the information is not credible.	/4
<b>Use of Personae and Detail</b> Tone of voice is clear and used with persuasion. Detail is used to describe the character and events.	Tone of voice is clear and used with persuasion. Detail is used to describe the character and events.	Tone of voice is used somewhat persuasively. Some detail is used to describe the character and events.	Tone of voice is not fully clear and can use more persuasion. A little detail is used to describe the character and events.	Tone of voice is not used with persuasion. Not enough detail is used to describe the character and events.	/4

## Steps for Analyzing Primary Source Documents

### *Read, Identify, Document - RID*

1. Read each document carefully and thoroughly.
2. Identify the type of document it is (news article, blog, law article, advertisement, etc.)
  - a. Look for url's that end with .gov, .ed, .edu, .org
    - i. .gov means it is a government source
    - ii. .ed or .edu means it is an educational source
    - iii. .org means it could be a private business, but not an advertisement and could also be a non-profit company dedicated to making information available and free of charge.

3. Complete the following form for each source:

**Document title and summary description (no more than 1 to 2 sentences):**

Type of Document	Date	Author and/or web address – https://...
<input type="checkbox"/> Newspaper <input type="checkbox"/> Blog <input type="checkbox"/> Advertisement (if it is an ad, do not use it!) <input type="checkbox"/> Other		

Is this a primary source or a secondary source? Explain what makes it either.

Does the information help with the project's goal and/or completion? Explain why it does or does not.

Name: \_\_\_\_\_

### Preview Video Vocabulary Organizer

**Directions:** Write the word or phrase that is unique to the storyteller's journey in the first box. Place a number to represent your level of mastery with the word or phrase. Write 1 if you've never heard of this word or phrase, write 2 if you've heard of this word or phrase but don't know what it means, or write 3 if you know exactly what this word or phrase means.

Word or Phrase	Level of Mastery	Root Words, Word Parts or Related Words	I think this word or phrase means...	This word or phrase actually means...
<i>transplant</i>	2	<i>Trans- -plant transition</i>	<i>To change something</i>	<i>-To remove or transfer from one location to another -surgery to transfer an organ or tissue from one part of the body to another or from person's body to another person's body</i>



Name: \_\_\_\_\_

Word or Phrase	Level of Mastery	Root Words, Word Parts or Related Words	I think this word or phrase means...	This word or phrase actually means...

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Persuasive Writing Guide

### What is Persuasive Writing?

Persuasive writing is used to convince a reader to believe what you believe about a topic.

### What is important to consider for persuasive writing?

- It is important to research your topic
- Include an introduction with a hook to capture your audience's attention, the thesis statement, and three main reasons.
- Each body paragraph should have a main point to support your argument and give details to support that reason.
- Each paragraph should have transitions to move to the next paragraph.
- The conclusion restates these reasons and the thesis and leaves the reader with something important to remember.

### Example Introduction:

Scrolling, liking, sharing. Many people spend hours on social media, sometimes scrolling during any free time during the day and in all hours of the night. While there are wonderful benefits to having social media, there are many disadvantages that leave an impact on people's lives. Time spent on social media should be limited to avoid impacting emotional health, increase in person communication and socialization, and create more time for daily tasks and rest.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Persuasive Writing Guide****Introduction**

- Write a Hook Statement, which is related to your topic, to capture reader's attention
- Thesis statement – State your position on the issue.
- Briefly state three arguments to convince the reader of your position.

**Body Paragraph 1**

- Topic Sentence for Main Argument 1 – this is the first argument stated in your introduction
- Supporting Detail to support Main Idea #1 (cited quotes, summary, accounts from video primary source, etc.)
- Explanation: Why did you choose to include this detail? How does this evidence support the main idea of this paragraph and your thesis?
- Transition

**Body Paragraph 2**

- Topic Sentence for Main Argument 2 – this is the second argument stated in your introduction
- Supporting Detail to support Main Idea #1 (cited quotes, summary, accounts from video primary source, etc.)
- Explanation: Why did you choose to include this detail? How does this evidence support the main idea of this paragraph and your thesis?
- Transition

**Body Paragraph 3**

- Topic Sentence for Main Argument 3 – this is the third argument stated in your introduction
- Supporting Detail to support Main Idea #1 (cited quotes, summary, accounts from video primary source, etc.)
- Explanation: Why did you choose to include this detail? How does this evidence support the main idea of this paragraph and your thesis?
- Transition

**Conclusion**

- Summarize – restate your thesis and three arguments in different words
- Consider answering some of these questions: Why is this information important? Are there key questions or thoughts to consider for the future?
- Call to action – What can the reader do?

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Persuasive Writing Guide**

Directions: Use the Expository Essay Guide to guide you in writing a draft for each part of your essay in the organizer below.

<b>Introduction</b> <hr/> <hr/> <hr/> <hr/>
<b>Body Paragraph 1</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Body Paragraph 2</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Body Paragraph 3</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Conclusion</b> <hr/> <hr/> <hr/> <hr/>

Name: \_\_\_\_\_

### **My Opinion**

**I think...**

**Because...**

**I feel strongly about...**

**Because...**

**My conclusion is:**

## Opinion Editorial Rubric

Calculate a score for each category of the rubric for a final score:

Persuasive Characteristics 11-20	Topic and Ideas 11-20	Organization 11-20	Language 11-20	Conventions 11-20
Total points:	Total points:	Total points:	Total points:	Total points:
				<b>Total Score /100</b>

	Exceeds Expectations 4	Meets Expectations 3	More Work To Be Done 2	Needs a Rewrite 1
<b>Persuasive Writing Characteristics:</b> How well have you incorporated specific genre characteristics? <b>CCSS W.6.1</b>				
	<ul style="list-style-type: none"> <li>Background information explains issue well</li> <li>Opinion/thesis statement powerful and controversial</li> </ul>	<ul style="list-style-type: none"> <li>Background information relevant to issue</li> <li>Opinion/thesis statement specific and clear</li> </ul>	<ul style="list-style-type: none"> <li>Background information only partially related to issue</li> <li>Opinion/thesis statement too general or not clear enough</li> </ul>	<ul style="list-style-type: none"> <li>Background information limited or unrelated to issue</li> <li>Opinion/thesis difficult to understand or too simple</li> </ul>
	<ul style="list-style-type: none"> <li>Well-developed: two or more clear and separate reasons</li> <li>Supported by effective evidence from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>Logical: two clear but not necessarily separate reasons</li> <li>Supported by relevant evidence from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>Related: one or two reasons, more clarification needed</li> <li>Supported by limited relevant evidence from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>Undeveloped: lacks clear reasons</li> <li>Evidence missing or not from credible sources</li> </ul>
	<ul style="list-style-type: none"> <li>Other side's opinion explained logically and completely</li> <li>Counterargument forceful and logical</li> </ul>	<ul style="list-style-type: none"> <li>Other side's opinion explained in reasonably clear way</li> <li>Counterargument clear</li> </ul>	<ul style="list-style-type: none"> <li>Other side's opinion stated, not totally clear</li> <li>Counterargument attempted, not totally clear or logical</li> </ul>	<ul style="list-style-type: none"> <li>Other side's opinion missing or confusing</li> <li>Counterargument missing, ineffective or unrelated to opinion</li> </ul>

<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Closing statement forceful</li> <li>Call to action strong, clearly relates to author's opinion</li> </ul>	<ul style="list-style-type: none"> <li>Closing statement clear</li> <li>Call to action included, relates to author's opinion</li> </ul>	<ul style="list-style-type: none"> <li>Closing statement attempted</li> <li>Call to action attempted, vaguely related to author's opinion</li> </ul>	<ul style="list-style-type: none"> <li>Closing statement missing</li> <li>Call to action lacking or does not relate to author's opinion</li> </ul>
Assign Points (Circle one)	<b>20</b> <b>19</b>	<b>18</b> <b>17</b> <b>16</b>	<b>15</b> <b>14</b> <b>13</b>	<b>12</b> <b>11</b>

	<b>Exceeds Standard Level 4</b>	<b>Meets Standard Level 3</b>	<b>Developing Level 2</b>	<b>Rewrite Level 1</b>
<b>overall idea</b>	<b>Topic and Ideas:</b> Does your topic mean something to you and your readers?			
<b>supporting ideas</b>	<ul style="list-style-type: none"> <li>Original and controversial, grabs readers' attention,</li> <li>Convincing, consistently reinforce writer's opinion /claim</li> </ul>	<ul style="list-style-type: none"> <li>Specific and relevant to readers' interest</li> <li>Clear and relevant, usually reinforce writer's opinion/claim</li> </ul>	<ul style="list-style-type: none"> <li>General or predictable, not relevant to readers</li> <li>Included, sometimes reinforce writer's opinion/claim</li> </ul>	<ul style="list-style-type: none"> <li>Unfocused or irrelevant</li> <li>Do not reinforce writer's opinion/claim</li> </ul>
Assign Points (Circle one)	<b>20</b> <b>19</b>	<b>18</b> <b>17</b> <b>16</b>	<b>15</b> <b>14</b> <b>13</b>	<b>12</b> <b>11</b>
<b>sequence of ideas</b>	<b>Organization:</b> Is your writing easy to follow?			
<b>transitions</b>	<ul style="list-style-type: none"> <li>Order of arguments makes meaning of editorial stand out</li> <li>Transitions consistently make the relationship among ideas clear</li> </ul>	<ul style="list-style-type: none"> <li>Order of arguments logical, easy to follow</li> <li>Transitions often make the relationship among ideas clear</li> </ul>	<ul style="list-style-type: none"> <li>Order of arguments somewhat logical, sometimes hard to follow</li> <li>Transitions occasionally make the relationship among ideas clear</li> </ul>	<ul style="list-style-type: none"> <li>Order of ideas not logical, too confusing to follow</li> <li>Transitions not used or incorrect, detract from meaning</li> </ul>
<b>paragraphing</b>	<ul style="list-style-type: none"> <li>Paragraphs well developed, key ideas emphasized</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs complete and understandable</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs attempted, have too much or too little information</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs random or not present</li> </ul>
Assign Points (Circle one)	<b>20</b> <b>19</b>	<b>18</b> <b>17</b> <b>16</b>	<b>15</b> <b>14</b> <b>13</b>	<b>12</b> <b>11</b>
	<b>Language:</b> Have you chosen words that clearly explain what you mean?			

<b>descriptive language</b>	<ul style="list-style-type: none"> <li>Vivid or original phrases to describe</li> </ul>	<ul style="list-style-type: none"> <li>Precise and specific phrases to describe</li> </ul>	<ul style="list-style-type: none"> <li>Description basic or too wordy</li> </ul>	<ul style="list-style-type: none"> <li>Description limited, tells instead of describes</li> </ul>
<b>word choice</b>	<ul style="list-style-type: none"> <li>Authoritative and powerful vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Accurate and specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Bland or repetitive vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary</li> </ul>
<b>sentences</b>	<ul style="list-style-type: none"> <li>Consistently complete sentences with accurate structure</li> </ul>	<ul style="list-style-type: none"> <li>Generally complete sentences having accurate structure</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of sentences with accurate structure, still understandable</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure basic and often inaccurate, detracts from meaning</li> </ul>
Assign Points (Circle one)	20      19	18      17      16	15      14      13	12      11
<b>Conventions:</b> Did you pay attention to the rules of writing?				
<b>grammar/usage</b>	<ul style="list-style-type: none"> <li>Consistently accurate</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes accurate, errors do not interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Often inaccurate, errors interfere with understanding</li> </ul>
<b>mechanics</b>	Consistently accurate <ul style="list-style-type: none"> <li>Punctuation</li> <li>Capitalization</li> <li>Spelling</li> </ul>	Mostly accurate <ul style="list-style-type: none"> <li>Punctuation</li> <li>Capitalization</li> <li>Spelling</li> </ul>	Sometimes accurate <ul style="list-style-type: none"> <li>Punctuation</li> <li>Capitalization</li> <li>Spelling</li> </ul>	Often inaccurate <ul style="list-style-type: none"> <li>Punctuation</li> <li>Capitalization</li> <li>Spelling</li> </ul>
Assign Points (Circle one)	20      19	18      17      16	15      14      13	12      11



## Opinion Editorial Organizer

### The Body Parts

<p style="text-align: center;"><b>Opening Statement:</b> <i>Your opinion</i></p> <p>What type of engaging opening will you use? An anecdote about yourself or somebody else? A compelling fact? A hypothetical situation?</p>
<p>Include an anecdote, a compelling fact, or a few interesting sentences about your topic.</p>
<p>Include any background knowledge your audience will need to know about the subject.</p>
<p style="text-align: center;"><b>Argument No. 1:</b> <i>Controversy, Evidence, Source</i></p> <p>What is the controversy?</p> <p>What is the evidence that backs up your claim?</p> <p>What is the source of your information for the evidence <i>and</i> the controversy (web address, article title, study, etc.)?</p>
<p style="text-align: center;"><b>Argument No. 2:</b> <i>Controversy, Evidence, Source</i></p> <p>What is the controversy?</p>

What is the evidence that backs up your claim?

What is the source of your information for the evidence *and* the controversy (web address, article title, study, etc.)?

#### **Counter Argument**

*What does the other side say about this? How do the opposing opinions feel? What is your counterargument back to the other side?*

The opposing side believes that...Other people feel that...The opposition says...

I continue to argue for...My position remains that...In fact...This is not true because...

#### **The Evidence**

*Evidence to back up my claim, and evidence that counters the other side:*

#### **Conclusion: My Call to Action**

*Write one or two closing sentences using a passionate, forceful tone.*

**My concluding thoughts and what action I will take next:**

**Pulling it all together:** *Now, pull together all the above into a complete opinion editorial.*



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## **News Article Guide**

How to write using an inverted pyramid

### **Most Newsworthy Info**

Who? What? When? Where? How?

### **Important Details**

### **Other General Info Background Info**

## Narrative Writing Guide

A day in the life of...

Narrative Technique	Placement: <i>Where and how will I use this technique in my story?</i>	Reasoning: <i>How will this technique help my story?</i>
<b>Pacing:</b> ordering of events, beginning with the first day		
<b>Word choice:</b> using precise words, sensory and descriptive language		
<b>Transition words and phrases:</b> besides, then, too, also, furthermore, therefore, as a result, for instance, for example, etc.		

### Writing Prompts:

- My day began like all other days, with one exception...
- It was as if time had stopped...
- I stepped outside with caution because...
- I woke to the sound of...
- This day was like no other, and memorable because...
- One day back in...I decided to...and then...

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Making Inferences

**Directions:** Watch the short film. In the first column, record evidence from the short film. After watching the short film, record your prior knowledge related to your evidence in the second column. Use the evidence from the short film and your prior knowledge to create an inference in the third column.

Observation/Evidence: What do I know from the short film?	Prior Knowledge: What do you already know?	My Inference
<i>Ex. John Niland (the storyteller) teared up</i>	<i>Ex. When someone cries or tears up, they are sad</i>	<i>Ex. John Niland feels sad about his father's choices</i>

Conclusion


Sincerely,

Your Name


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## KWL

**Directions:** Before viewing the video, record three facts you know about. After viewing the video, write down three questions you wish you could ask. Then, use an online resource to try to find the answers to your questions.

Know	Want to Know	Learned



## It's in the Words:

**Speaker's Name** \_\_\_\_\_

Directions: Pay attention to the words the speaker uses while telling his/her story. Begin by writing down any words that carry a historic message. Write down any words that you think carry an emotional message. Then, write 3 – 5 questions or things you wonder about following the video.

Historic Vocab	Emotionally Charged Words 😊 😐 😞
<b>I Wonder....</b>	

## Interview Questions Template

I interviewed \_\_\_\_\_ on \_\_\_\_\_  
for the purpose of learning more about \_\_\_\_\_.

<b>Question 1:</b>
<b>Answer 1:</b>
<b>Question 2:</b>
<b>Answer 2:</b>
<b>Question 3:</b>
<b>Answer 3:</b>
<b>Question 4:</b>
<b>Answer 4:</b>
<b>Question 5:</b>
<b>Answer 5:</b>

## Letter Writing Organizer

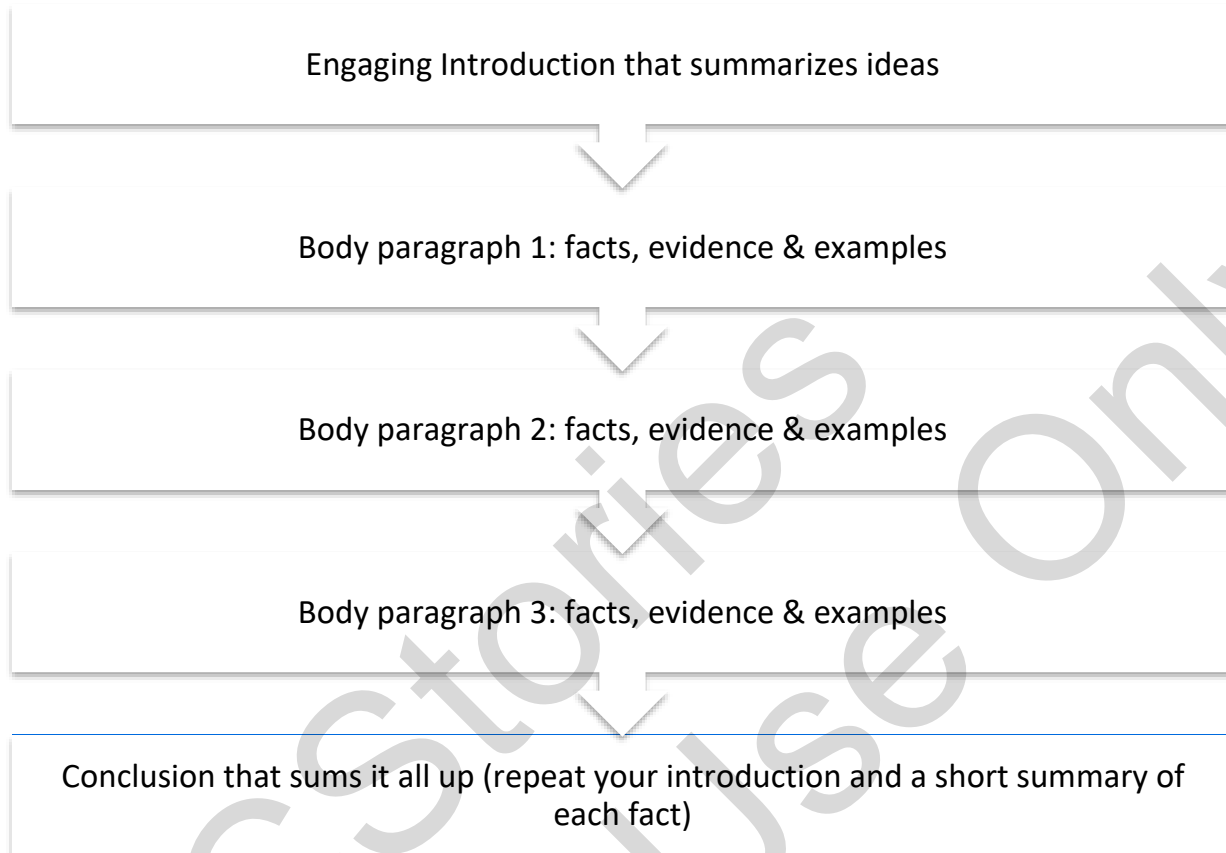
Date

Dear,

Introduction

Body of Letter

# Informative Writing



## My Paragraphs

### Introduction:

This essay will outline how

### Paragraph 1:

First,

**Paragraph 2:**

Next,

**Paragraph 3:**

Finally,

**Conclusion:**

This essay outlined how...with facts about...

**Pull it all together here for a complete draft** (use more paper if needed):


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## Inferences and Predictions Handout

**Directions:** Watch the short film. In the first chart, record *at least* one inference that you can make from what you observed in the short film. In the second chart, record *at least* one prediction about what will happen in the storyteller's future.

### Inferences

1.

2.

3.

### Predictions

1.

2.

3.

**Direction:** After watching the short film and recording your inference(s) and prediction(s), ask a classmate to read one of their statements aloud to you and circle whether you think it is an inference (I) or a prediction (P) in the last column. Discuss with your classmate whether you agree that it was an inference or prediction. Find another classmate and repeat the process until you have three statements in the chart below.

1.

**I or P**

2.

**I or P**

3.

**I or P**

## I Admire....

<p>I admire.....</p>	<p>They showcase</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Perseverance</li><li><input type="checkbox"/> Responsibility</li><li><input type="checkbox"/> Respect</li></ul>
<p>What have you seen them do to showcase these traits?</p>	<p>What is one way that you want to be like this person?</p>



## How-to Manual Guide

### Step 1: Determine what you will write about and tell how to use

**Think of something you can explain.** *Something that others will want to use with ease.*

Think of all the steps involved in using this technology, from putting it together, setting it up, to turning it on. Explain what is involved in each step.

**Technology name:**

---

**First:**

---

**Then:**

---

**Next:**

---

**Next:**

---

**Step 2: Break it down into steps, and explain what to do in one or two sentences:**

<b>Step 1</b>	
<b>Step 2</b>	
<b>Step 3</b>	
<b>Step 4</b>	
<b>Step 5</b>	

<b>Step 6</b>	
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**Step 3: Additional detail about the technology:** Write down anything else people will need to know about the technology:

**Safety:**

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**Handling:**

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**Storage:**

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**Customer contact:** Who to call when something goes wrong or if help is needed in setting it up.

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**Warranty:** How long is the product warrantied for? Who is the contact for the warranty – phone and address.

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### My How-To:

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## Historical Narrative Writing Guide

**Directions:** After watching the short film, use the details from the short film along with other credible resources to write the true story of the actual event or series of events in chronological order.

<p><b>Primary Sources</b></p> <p>In this section, list your primary sources. These include letters, diary entries, photographs, artifacts, video, and audio recordings. Include your GBCStories short film in this section!</p>	<p><b>Secondary Sources</b></p> <p>In this section, list your secondary sources. Secondary sources are created by someone who did not experience the event firsthand. These may include articles, books, or textbooks.</p>
<p><b>Important Historical Terms and Definitions</b></p> <p>List and explain any terms that are important to understand when you are writing your historical narrative.</p>	
<p><b>Characters</b></p> <p>Choose one real or fictional main character and real supporting characters. Some individuals are significant in historical events. For these real characters, imagine what it would have been like to experience this event and use this imagination to further guide the experiences of your fictional characters.</p>	<p><b>Setting</b></p> <p>Include the real time, people, and places that these events occurred. Think about the geographical location (New York) as well as more specific locations (in a café down the street from the World Trade Centers). Describe the time period by including details such as the weather, values of that time, home life, work life, clothing styles, methods of communication, methods of transportation, etc.</p>
<p><b>Events</b></p> <p>Outline the series of events in chronological order. Think about what happened at the beginning, in the middle, and at the end of your historical event.</p>	
<p><b>Conclusion</b></p> <p>Write 3-5 sentences to summarize your narrative. To avoid rewriting your whole story, describe the event in 1-2 sentences and reflect on the impact of the event in your remaining sentences.</p>	

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Historical Narrative Writing Guide

**Directions:** After watching the short film, use the details from the short film along with other credible resources to write the true story of the actual event or series of events in chronological order.

<b>Primary Sources</b>	<b>Secondary Sources</b>
<b>Important Historical Terms and Definitions</b>	
<b>Characters</b>	<b>Setting</b>
<b>Events</b>	
<b>Conclusion</b>	

## Feature Article Guide

### Step 1: Develop an Angle

To develop an angle, think of a topic with a different spin or perspective. *Something that will grab the readers' attention.* Here are some examples:

**Topic:** Life in the 1950s

**Angle 1:** Growing Up in the 50s

**Angle 2:** Surviving the 50s

**Angle 3:** From 1950 to 2022!

Think of some topic ideas that are different, interesting, to put another “spin” on this assignment:

**Topic:** \_\_\_\_\_

**Angle 1:**

\_\_\_\_\_

**Angle 2:**

\_\_\_\_\_

**Angle 3:**

\_\_\_\_\_

**Angle 4:**

\_\_\_\_\_

**Step 2: Make your angle specific!** Select a perspective or a point-of-view to make your feature article even more interesting:

<b>Ridiculous or funny angle:</b>	
<b>Serious angle:</b>	
<b>Man or woman's angle:</b>	
<b>Teen or child's angle:</b>	

**Feature articles have three traits:**

1. a focused topic or main idea
2. detail that goes in-depth
3. an angle that is different, new, or unique

**Step 3: Find out if your topic meets the 3 traits.** Answering the following questions to make sure your topic meets the traits. You can also use this as your note catcher:

Why is this topic interesting to me?

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Will I be able to find information about my topic? Where?

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What personal knowledge or experience do I have related to this topic?

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What details can I include?

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What is my purpose? What do I want people to learn?

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Who is my audience for this topic?

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**Step 4:** Use this organizer to organize your feature article.

### **Body Paragraph**

<b>Introduction and thesis statement:</b>
<b>Body paragraph with evidence and examples (interesting facts, quotes, stories, etc.):</b>
<b>Body paragraph with more evidence and examples:</b>
<b>Body paragraph with more evidence and examples:</b>
<b>Conclusion that sums it all up, and repeats the thesis:</b>



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Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## **Expository Writing Guide**

### **What is Expository Writing?**

Expository writing is informational writing and presents an explanation of a specific topic. Expository writing does not tell a story or persuade a reader.

### **What is important to consider for expository writing?**

- Include an introduction with the thesis statement, or main idea, and three main reasons.
- Each body paragraph should have a reason and give details to support that reason.
- Each paragraph should have transitions to move to the next paragraph.
- The conclusion restates these reasons and the thesis and leaves the reader with something important to remember.

### **Example Introduction:**

During winter, many people enjoy hitting the slopes on the weekend. Some high school and middle school students spend their weeknights snowboarding. Snowboarding is my favorite sport because it a great way to stay active in the winter, spend time out in nature, and connect with friends.

## Expository Writing Guide

### Introduction

- Write a Hook Statement, which is related to your topic, to capture reader's attention
- Provide information for readers to understand and relate to the topic.
- Thesis statement – Present your topic. What are you going to explore?

### Body Paragraph 1

- Topic Sentence for Main Idea 1
- Supporting Detail to support Main Idea #1 (cited quotes, summary, accounts from video primary source, etc.)
- Explanation: Why did you choose to include this detail? How does this evidence support the main idea of this paragraph and your thesis?
- Transition

### Body Paragraph 2

- Topic Sentence for Main Idea 2
- Supporting Detail to support Main Idea #1 (cited quotes, summary, accounts from video primary source, etc.)
- Explanation: Why did you choose to include this detail? How does this evidence support the main idea of this paragraph and your thesis?
- Transition

### Body Paragraph 3

- Topic Sentence for Main Idea 3
- Supporting Detail to support Main Idea #1 (cited quotes, summary, accounts from video primary source, etc.)
- Explanation: Why did you choose to include this detail? How does this evidence support the main idea of this paragraph and your thesis?
- Transition

### Conclusion

- Refer back to your thesis and connect all of your information but remain objective
- Consider answering some of these questions: Why is this information important? Are there key questions or thoughts to consider for the future?

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Expository Writing Guide

Directions: Use the Expository Essay Guide to guide you in writing a draft for each part of your essay in the organizer below.

### Introduction

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### Body Paragraph 1

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### Body Paragraph 2

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### Body Paragraph 3

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### Conclusion

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Essay Organizer

**INTRODUCTION AND OPENING THESIS STATEMENT:** Write a grabber introduction. Think about something that will immediately draw in the reader.

### Paragraph 1: Main Idea

MAIN IDEA/TOPIC: What makes this project so interesting? Why did you choose it? Why is it needed? Tell the readers about your projects.

- A. (supporting evidence)
- B. (supporting evidence)
- C. (supporting evidence)

### Paragraph 2: Main Idea

MAIN IDEA/TOPIC: Tell the readers more about your project. What are some of the steps you need to take? What step are you most excited about? Who are some of your contacts?

- A. (supporting evidence)
- B. (supporting evidence)
- C. (supporting evidence)

### Paragraph 3: Main Idea

MAIN IDEA/TOPIC: Expand a little more on your project with some of the details. Talk more about the steps you will take, what excites you about it, who will be involved, and where it will take place

- A. (supporting evidence)
- B. (supporting evidence)
- C. (supporting evidence)

### Closing Paragraph

SUMMARIZE YOUR PROJECT: Restate your introduction and thesis statement, using different language. Summarize this project without the detail to conclude your essay.

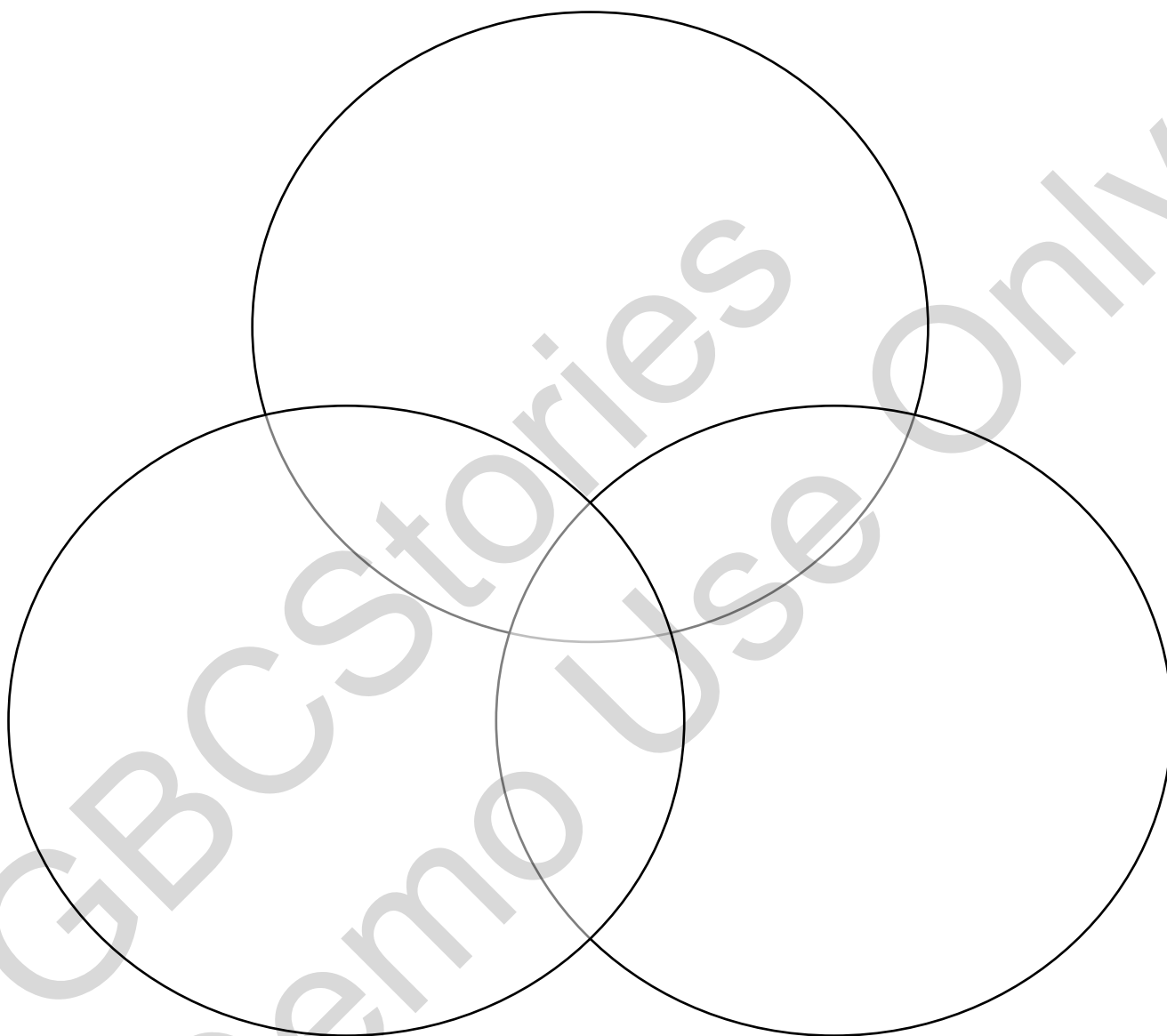
- A. (summary statement)
- B. (summary statement)
- C. (summary statement)

### Debate Rubric

Criteria	4	3	2	1	Total score:
<b>Organization and Clarity</b> The topic of debate is planned ahead and organized. All points in the debate are clearly communicated.	Topic of debate is highly organized and debated with clear communication.	Topic of debate is organized and debated with clarity.	Topic of debate is not fully organized and is unclear about or missing important points of communication.	There is little or no organization or clarity in the topic of debate.	/4
<b>Use of Argument</b> The debater offers sound reasons for defending their stand and supporting a solution to the problem.	A strong argument is made and is highly persuasive; the debater is very convincing and confident about the topic. Support and solutions are offered.	An average or "ok" argument is made and is persuasive enough; the debater is convincing and confident about the topic. There is a solution offered.	The argument could be more convincing and persuasive; the debater is not exhibiting confidence or lacks sufficient knowledge or solution about the topic.	The argument is not sufficient and lacks reasoning and persuasion. The debater does not offer a solution.	/4
<b>Use of Evidence for Defense of Topic</b> Uses evidence to defend the topic of debate. Can cite the source of the evidence. Evidence source is cited (primary, secondary, news, interview, etc.).	Strong evidence is used to defend the debate. Specific evidence sources are always cited.	Sufficient evidence is used to defend the debate. Evidence sources are usually cited.	Evidence is inconsistently used to defend the debate. Sources are not always cited, and when cited are not always accurate or credible.	Evidence is hardly ever used and when it is, is weak or inaccurate. Sources are never cited.	/4
<b>Presentation Style</b> Tone of voice is clear and persuasive. The debater pays close attention to the audience's reaction and responds to the audience's needs.	Tone of voice is clear and with lots of persuasion. The debater pays close attention to the audience and always responds to its needs.	Tone of voice is somewhat clear and persuasive. The debater pays some attention to the audience's needs and sometimes responds to them.	Tone of voice is not always clear or audible and has a little persuasion. The debater pays a little attention to the audience's needs and occasionally responds to them.	Tone of voice is missing or inaudible and has little or no persuasion. The debater pays a little or no attention to the audience's needs.	/4

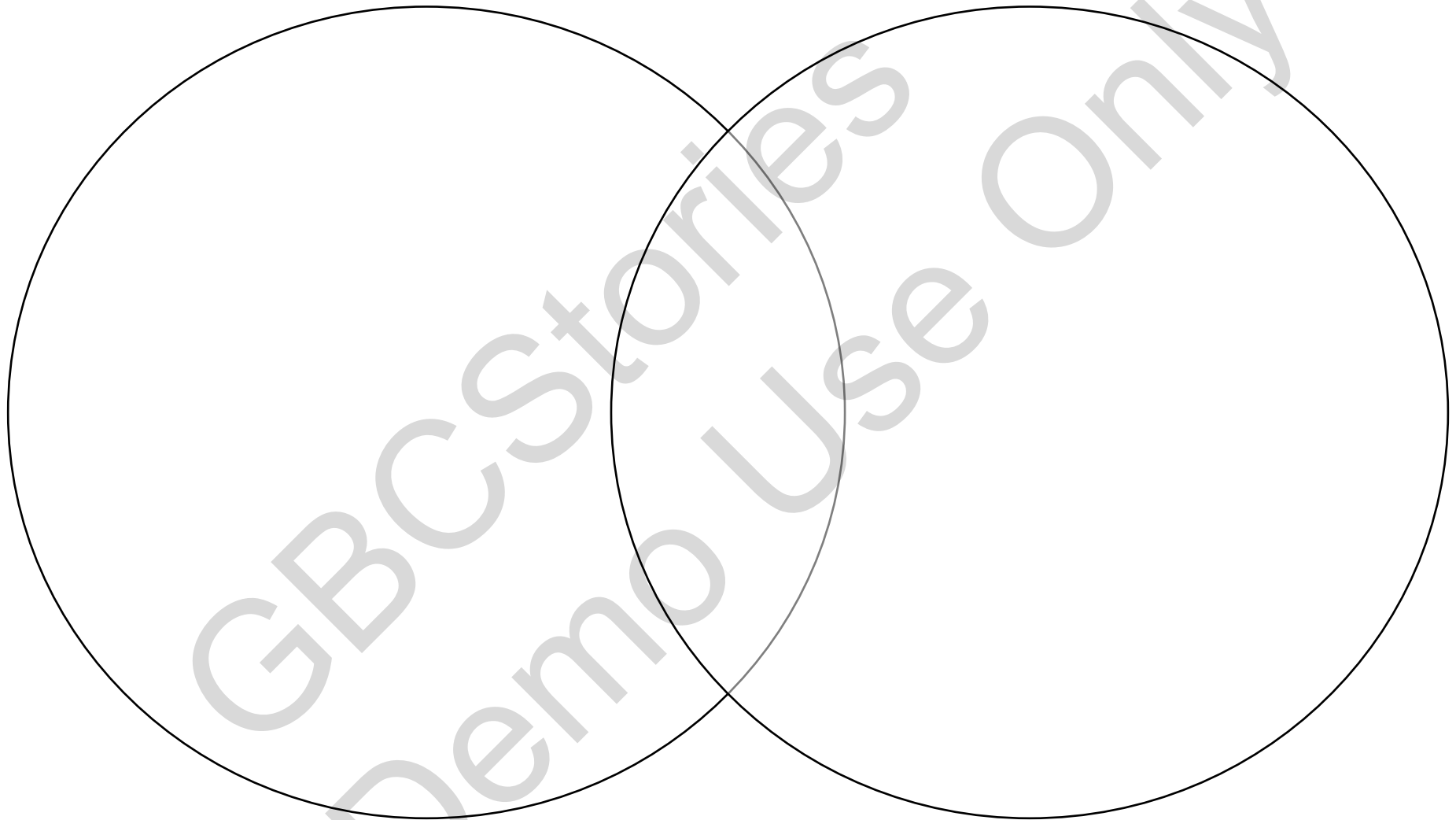
## Venn Diagram

Directions: In the spaces below, label each circle. Then add similarities and differences based on the information provided.



## Venn Diagram

Directions: In the spaces below, label each circle. Then add similarities and differences using the information provided.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Comparative Essay Guide Handout

- I. Introduction
  - a. Hook Statement
  - b. Discuss the subjects being compared and contrasted
  - c. Thesis Statement
- II. Body
  - a. Paragraph 1
    - i. Introduce the first similarity or difference
    - ii. Detail showing the similarity or difference
    - iii. Explanation
    - iv. Detail showing the similarity or difference
    - v. Explanation
    - vi. Transition Sentence
  - b. Paragraph 2
    - i. Introduce the second similarity or difference
    - ii. Detail showing the similarity or difference
    - iii. Explanation
    - iv. Detail showing the similarity or difference
    - v. Explanation
    - vi. Transition Sentence
  - c. Paragraph 3
    - i. Introduce the third similarity or difference
    - ii. Detail showing the similarity or difference
    - iii. Explanation
    - iv. Detail showing the similarity or difference
    - v. Explanation
    - vi. Transition Sentence
- III. Conclusion
  - a. Restate thesis
  - b. Describe significance of the subject
  - c. Conclusion Sentence

My Character Traits	My Traits
<b>DIRECTIONS:</b> Check the box next to the trait that speaks for you. Circle the traits you need to keep working on.	
<b>Creativity:</b> I love coming up with new ideas!	
<b>Curiosity:</b> I am interested in many things and ask a lot of questions.	
<b>Open-mindedness:</b> I am fair about everything.	
<b>Bravery:</b> I am not afraid to try something new.	
<b>Persistence:</b> I always finish what I start.	
<b>Integrity:</b> I am always honest and truthful.	
<b>Love:</b> I like to share things with people. I love, and am nice to, everyone.	
<b>Kindness:</b> I am generous, loving, and nurturing to others. I like to help people.	
<b>Social intelligence:</b> I am careful with my words around others so that I do not hurt feelings.	
<b>Citizenship:</b> I am a loyal, team-player. I like to work as a team with others.	
<b>Forgiveness:</b> I forgive people when they are not nice to me.	
<b>Gratitude:</b> I am thankful to others, and always say “thank you”.	
<b>Humor:</b> I have a good sense of humor, and I like to laugh a lot.	

Adapted from: Peterson, C. & Seligman, M. (2004). *Character Strengths and Virtues*. Washington, DC: American Psychological Association.

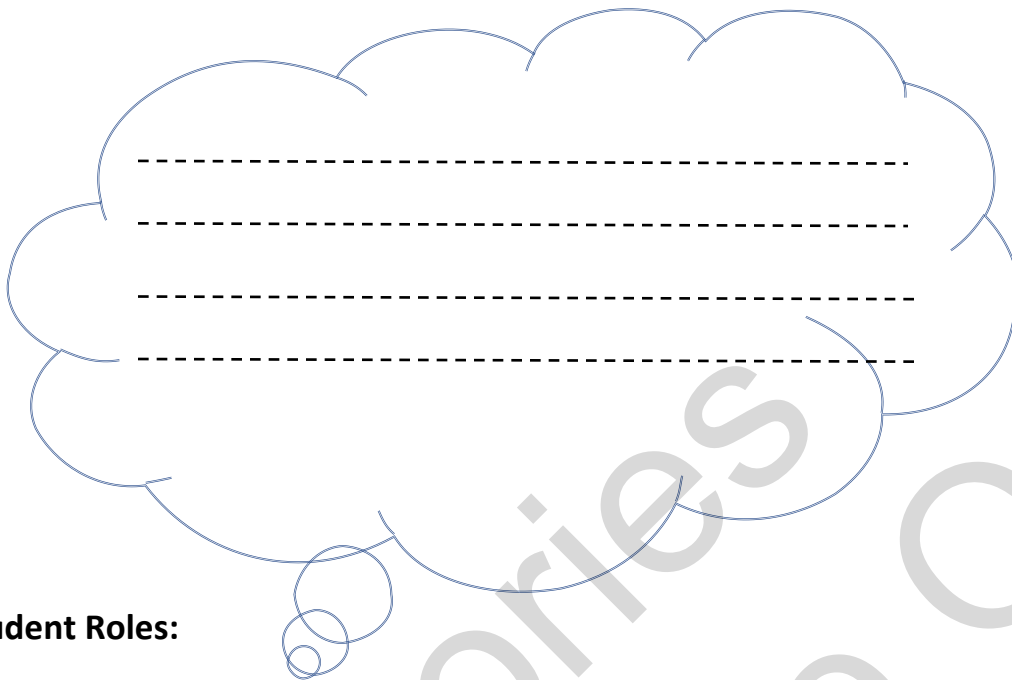
Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Cause and Effect Chart**

**Directions:** Watch the short film at least twice and identify cause and effect relationships within the story. Record each cause and effect relationship in the chart below. Read one cause from your chart to a partner and see if they know or can guess the effect of that cause.

<b>Short Film Title:</b>	
<b>Cause</b>	<b>Effect</b>

Idea to be brainstormed: \_\_\_\_\_

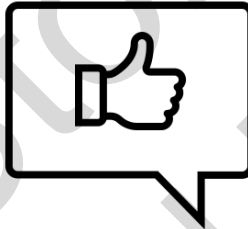


### Student Roles:

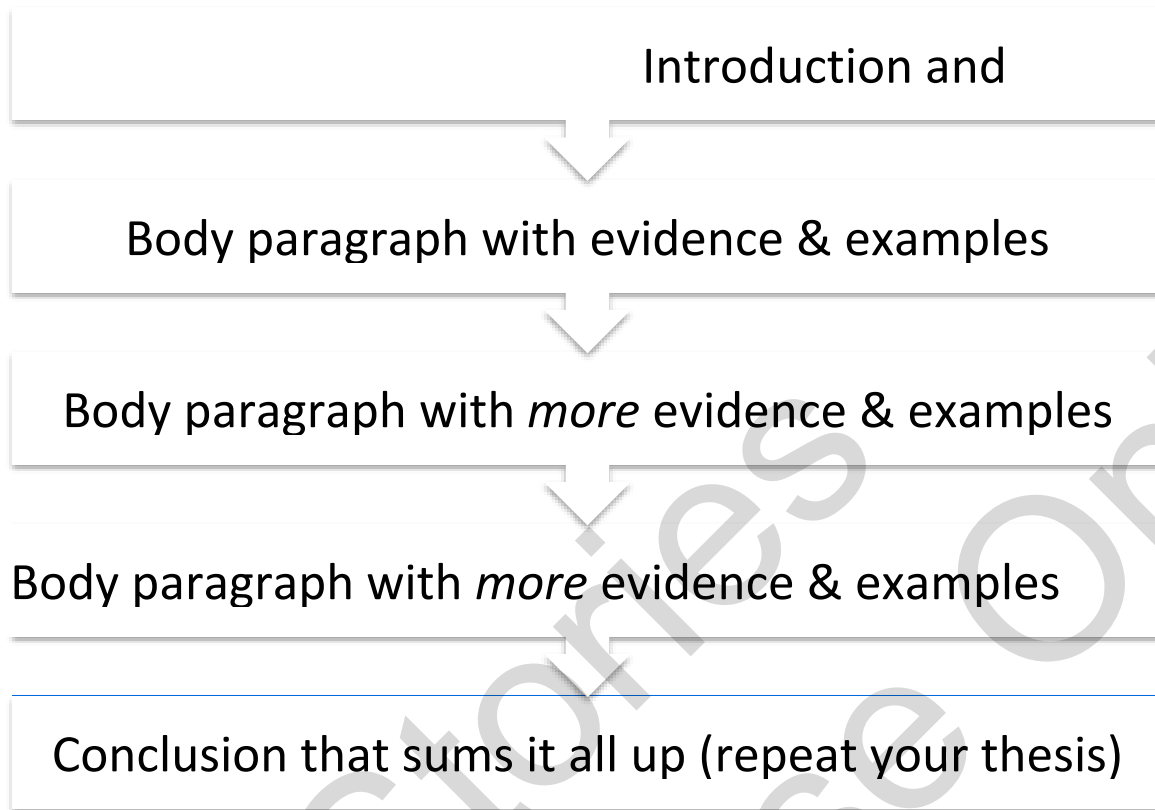
<b>Facilitator:</b> makes sure everyone participates and stays focused on the brainstorm topics. Prevents negative participation, praises positive remarks and participation.	<b>Name:</b>  -----
<b>Time-watcher:</b> Reminds participants of the time; encourages timely participation for everyone to contribute before time runs out. Reminds the group when time is running out, and when the time is up.	<b>Name:</b>  -----
<b>Participant(s):</b> All group members are respectful and cooperative.	<b>Name(s):</b>  ----- -----

## DOs and DON'Ts of Brainstorming

1. Turn off all cell phones and any other potentially disturbing technology.
2. All ideas are welcome, even silly, crazy, weird, and funny ideas!
3. No criticism of ideas that may interfere with contributions.
4. Stay positive and excited about the process.
5. Everyone must contribute ideas.
6. No shouting over the others; be respectful.
7. No contributions that are inappropriate will be allowed.
8. Keep track of the time to make sure everyone has contributed at least one idea before the time runs out.



## Body Paragraph



### My Paragraph


## Biography Organizer

Personal information (likes, dislikes,  
goals, dreams, hobbies, other careers,  
childhood, etc.

Why is this person famous?

Person's name:  
\_\_\_\_\_

Important life achievements and  
accomplishments:

Important, life-changing experiences  
that affected fame:

**PARAGRAPH 1: MAIN IDEA**

**MAIN IDEA/TOPIC:** *WHAT MAKES THIS PERSON SO INTERESTING? WHY DID YOU CHOOSE HIM/HER? TELL THE READERS ABOUT YOUR BIOGRAPHY.*

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**PARAGRAPH 2: MAIN IDEA**

**MAIN IDEA/TOPIC:** *TELL THE READERS MORE ABOUT YOUR FAMOUS PERSON/BIOGRAPHY. WHAT WERE SOME OF THE STEPS THIS PERSON TOOK TO GET WHERE SHE/HE ENDED UP IN LIFE? WHAT STEP ARE YOU MOST EXCITED ABOUT OR IMPRESSED WITH?*

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**PARAGRAPH 3: MAIN IDEA**

**MAIN IDEA/TOPIC:** *EXPAND A LITTLE MORE ON YOUR PERSON WITH SOME OF THE DETAILS. TALK MORE ABOUT HIS/HER LIFE EXPERIENCES, GOALS AND DREAMS, CHILDHOOD EVENTS THAT HELPED OR HINDERED, CHALLENGES, AND INSPIRATION FROM OTHERS (PEOPLE THAT INSPIRED).*

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**CLOSING PARAGRAPH**

**SUMMARIZE YOUR PROJECT:** *RESTATE YOUR INTRODUCTION AND BEGINNING STATEMENT(S), USING DIFFERENT LANGUAGE. SUMMARIZE WITHOUT AS MUCH OF THE DETAIL TO CONCLUDE YOUR BIOGRAPHY.*

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Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Agreement Scale

**Directions:** Watch the short film and think about a topic. Write a statement on the line below. Summarize the short film to a partner if they have not watched it and ask them to weigh in on how they feel by choosing a rating. Ask your partner why they chose this rating and record it on the line below.

**Example Statements:** *David Warhoftig did the best he could on 9/11.*

*I could have walked miles in dress shoes to get to a safer location.*

**Statement:** \_\_\_\_\_

<b>Strongly Disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Strongly Agree</b>
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**My partner gave this rating because** \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### 3-2-1 Summary Writing

Directions: Record the setting (time, place, main character) of the short film in the first row, the details or events that took place in the second row, and a conclusion sentence that looks to the future or reflects on the short film to wrap up your summary. You can use this chart to write a summary in paragraph form on a separate sheet of paper.

Time	Place	Storyteller
Detail/Event	Detail/Event	
Conclusion		

## Peer Review Guide

Peer Reviewer's Name: \_\_\_\_\_

Writer's Name: \_\_\_\_\_

### ***For the Writer:***

- 1. Set a goal for your writing and/or your project:**

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- 2. Write down one thing you would like help on:**

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### ***For the Reviewer:***

**Provide the following feedback for your partner:**

- 1. Summarize** what the writing or the project is about.

This was about...

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**2. Compliment** something, somewhere the writer was successful, and/or what you liked the best. Point out specific sentences. Use one of the prompts below:

- I really enjoyed...
- It worked well when you...
- What I liked best...

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**3. Question:** Ask the writer any questions you have about something that was not clear, or something you may be curious about. Or any other question(s) you may have about the project. Point out specific sentences when possible.

- I was confused when...
- What were you trying to say when...
- I'm curious about...

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**4. Suggest:** Review what your partner asked for help with. Make a suggestion for your partner. Something that will help him/her improve this project and/or their writing:

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## Healthy Habits Journal

1. What does it mean to you to be healthy?
2. What foods feel best for your body? What foods give you the fuel and energy you need to be your best self?
3. How do you feel after you are active? What is your favorite way to be active?
4. When was the last time you felt happy? How can you incorporate more of what brings you joy everyday?
5. Why do you want to build healthy habits? How will these habits help you in the future?

**Record your healthy habits below and color or check off the box as you complete your habit each day!**

Healthy Habit #1:							Healthy Habit #2:							Healthy Habit #3:						
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S