

ENGLISH HANDBOOK



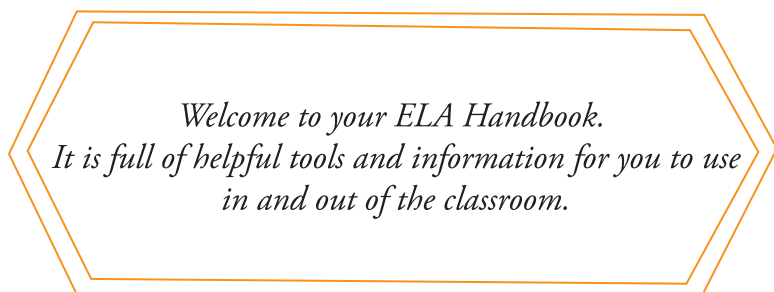
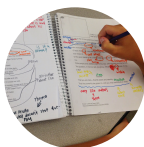


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EXPECTATIONS

In class, the following behaviors let the speaker know that you are actively listening.

L

Look at the Speaker

I

Inch Closer

S

Sit up

T

Track

E

Emote

N

Nod



STANDARDS

Reading

LITERATURE / INFORMATIONAL TEXT

- R 1. Inferences/evidence
- R 2. Central ideas/themes/summary
- R 3. Individuals/events/ideas
- R 4. Vocabulary/word choice
- R 5. Text structure/organization
- R 6. Point of view/purpose
- R 7. Content in diverse media
- R 8. Arguments/evidence
- R 9. Comparison of texts/authors
- R 10. Complex text

Writing

- W 1. Write arguments
- W 2. Write to inform/explain
- W 3. Write narratives
- W 4. Clear/coherent writing
- W 5. Plan/revise/edit
- W 6. Use technology
- W 7. Conduct research
- W 8. Gather/synthesize information
- W 9. Write to sources (draw evidence)
- W 10. Write routinely

Speaking & Listening

- S&L 1. Academic discourse/collaboration
- S&L 2. Content in diverse media
- S&L 3. Point of view
- S&L 4. Present findings
- S&L 5. Use media
- S&L 6. Use formal English

Language

- L 1. Standard English grammar
- L 2. Standard English mechanics
- L 3. Style/effective language choices
- L 4. Vocabulary strategies
- L 5. Figurative language/word relationships
- L 6. Academic/domain-specific vocabulary

Units



At The Pole

+
READING
CLOSELY



Cesar Chavez

+
MAKING
EVIDENCE BASED
CLAIMS



*A Long Walk
To Water*

+
ANALYZING
PERSPECTIVES



Short Stories

+
NARRATIVE
WRITING



Immigration

+
READING
CLOSELY



Women's Rights

+
MAKING
EVIDENCE BASED
CLAIMS



The Outsiders

+
ANALYZING
PERSPECTIVES



The Giver

+
SOCIAL
ACTION
PROJECT

Skills

READING

*Annotating
Inferencing
Figurative Language
Tools of Rhetoric*

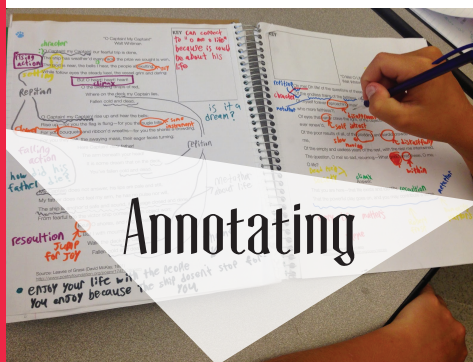
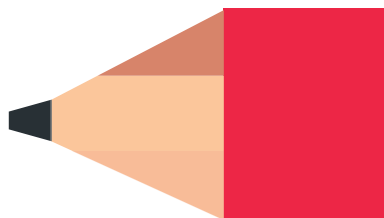
WRITING

*Paragraph writing
Essay writing
Argumentative writing
Writing Evidence-based claims*

LISTENING/ SPEAKING

*Socratic Seminar
Reciprocal Roles*

ALL ABOUT



What is it?

ANNOTATING is taking notes directly on a text. These notes reflect your thinking about the text.

What should you annotate for?

The objective of the lesson or prompt (what should you be looking for?)
Clarifying questions you have (about the text, vocab, etc.)
Summarizing the Central Idea
Golden Lines that stand out to you
Connections to literary elements or other texts

Self-assess your annotations:



- ◆ I underlined key ideas.
- ◆ I highlighted key ideas.



- ◆ Bullets in Level 1
- ◆ I asked Clarifying Questions
- ◆ I summarized what I read



- ◆ Bullets in Levels 1 and 2
- ◆ I interpreted the text
- ◆ I connected to my knowledge of Literary Elements and Figurative Language



ALL ABOUT THE

TSQ

What is it?

TEXT SPECIFIC QUESTIONS are questions that come directly from the text. They require EVIDENCE from the text to support your answer.

How to answer a TSQ:

RESTATE + **A**NSWER + **P**ROVIDE EVIDENCE + **S**UM UP



Echo the question stem.



Give a direct answer to the question.



Give evidence from the text to support your answer.



Sum up by connecting back to the prompt

Here's a great example.

Q : What anecdote does Chavez give the reader to open his speech?

A : The anecdote Chavez gives to open his speech is of the Bracero workers dying in the bus accident. The text states, "Thirty-two Bracero farm workers lost their lives in a tragic accident." (line 3) This anecdote hooks the reader into his speech.

ALL ABOUT THE

SAR

A decorative graphic in the top right corner. It includes a pencil with a black eraser and a red body, pointing towards the left. Below the pencil are several overlapping triangles in black, pink, and teal. The letters 'SAR' are written in a large, white, serif font, with the 'S' and 'A' partially overlapping the black triangle and the 'R' partially overlapping the pink triangle.

What is it?

SHORT ANSWER RESPONSES are questions that require a longer response (generally a paragraph). They also require EVIDENCE from the text to support your answer.

How to answer an SAR:

A Answer

Echo the question and provide a direct answer.

C Cite

Provide a citation from the text to support your answer.

E Explain

Explain your citation.

S Summarize

Sum up the main point of your paragraph.

Here's a great example.

Q : How does Chavez create sympathy in paragraph 1 for the farm workers?

A : See back!



SAR

MODELS

1

Chavez creates sympathy by explaining how they suffered. The farmers had to live in horrible conditions, and some even died on the job. Truly, these farm workers suffered!

2

Chavez creates sympathy for the farm workers by explaining how the farmers suffered. The text describes how "Thirty-two Bracero farm workers lost their lives in a tragic accident." (line 3) This proves that no one really cared about these workers, because they didn't even know their names! Truly, when the audience heard these horrific details, they were able to sympathize with the struggle of the farm workers.

3

Chavez creates sympathy for the farm workers by explaining how the farmers suffered. The text describes how "Thirty-two Bracero farm workers lost their lives in a tragic accident." (line 3) This proves that no one really cared about these workers, because the growers didn't even know their names! The text goes on to describe their "savage" living conditions, under trees and near garbage and rats. This line proves that the farmers were not even treated like humans. Truly, Chavez used his tools of rhetoric to captivate the audience with the plight of the farm workers.

ALL ABOUT THE

ESSAY

What is it?

ESSAYS are an opportunity to deeper explore the text in a multi-paragraph format.

How to answer an essay:

Although you will receive a more detailed format from your ELA teacher, here are some general guidelines:

INTRO

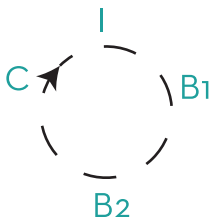
- ◆ *Hook* your reader with a quote + provide an answer to the topic. (Not the question!)
- ◆ Provide the TAG (*Title, Author and Genre*) + connection to the topic / central idea.
- ◆ State your *Thesis* + provide the reader with a roadmap to your essay.

BODY PARAGRAPHS

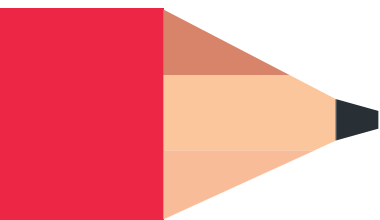
- ◆ Follow the same format for your SARs. (Use RAPS or ACE)

CONCLUSION

- ◆ Sum up each body paragraph.
- ◆ Make a connection between the bodies.
- ◆ Make a connection back to the hook.



*Think of your essay like a circle.
Everything must go back to the beginning!*



Cornell Notes

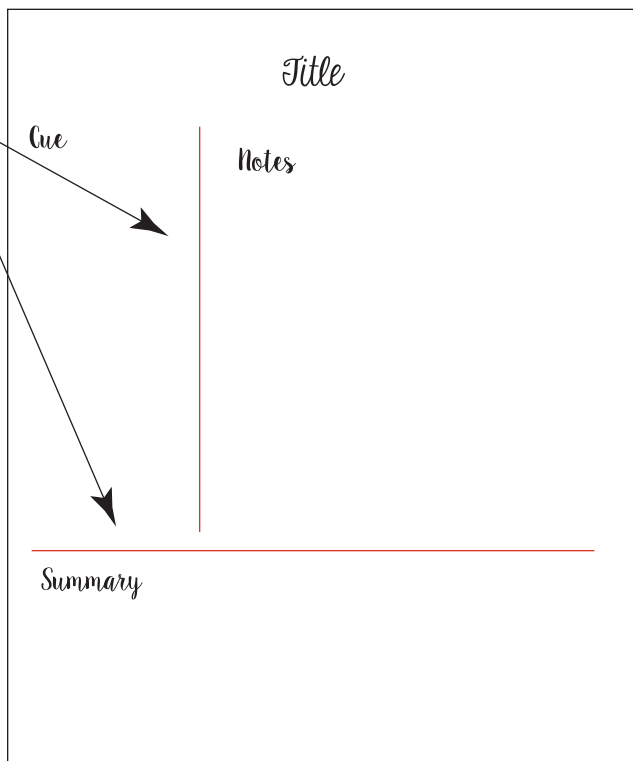
ALL ABOUT THE

What is it?

CORNELL NOTES are one way of taking effective notes. They help you to organize and summarize what you have learned, and can be used in any class.

Steps:

1. Draw these lines to divide the page.
2. Label all sections as shown.
3. In the NOTES section, take down notes from the board or the text.
4. Create categories for your notes in the CUE by creating sub titles to the notes or by asking questions that can be answered in the side notes.
5. Summarize what you have learned.

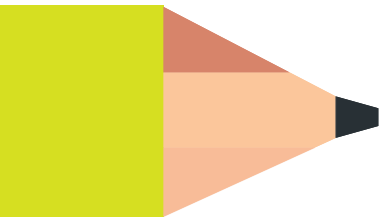


MODEL

Here is a model of Cornell Notes used to explain the English Handbook.

Cue	Notes
How is the handbook organized?	The handbook is organized into four parts: Expectations, Writing Models, Appendix of Useful Tools and the Glossary.
Some uses for the handbook:	Models for writing, to look up literary elements, to review the standards
Summary	

COMPLETE THIS PART!



Thinking Maps

USEFUL TOOLS

QUESTIONS FROM TEXTS, TEACHERS AND TESTS	THINKING PROCESSES	THINKING MAPS AS TOOLS
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	<i>Circle Map</i>
How are you describing this? Which adjectives would best describe this?	DESCRIBING QUALITIES	<i>Bubble Map</i>
What are the similarities and different qualities of these things?	COMPARING + CONTRASTING	<i>Double Bubble Map</i>
What are the main ideas, supporting ideas, and details in this text?	CLASSIFYING	<i>Tree Map</i>
What are the subparts of this whole object / topic?	PART-WHOLE	<i>Brace Map</i>
What happened? What is the sequence of events?	SEQUENCING	<i>Flow Map</i>
What are the causes and effects of this event? What might happen next? Why is this important?	CAUSE + EFFECT	<i>Multi Flow Map</i>
What is the analogy being used? Why is it being used?	SEEING ANALOGIES	<i>Bridge Map</i>



CREATING

SMART Goals

Start off the new year by creating a SMART goal. Use the planner below to start.

Specific: *What specifically will I achieve?*

Measurable: *How will I measure it?*

Achievable: *Is it achievable by me?*

Relevant: *How is it related to my larger goals?*

Time Frames: *By what dates will I achieve it?*

Now, write your SMART goal as a complete sentence.



USEFUL TOOLS



Formatting Citations

When you add a citation to your writing, you must properly format it.

The text states, "Thirty-two Bracero farm workers lost their lives in a tragic accident." (line 3)

Transition into the citation.

Write the citation.

Reference where the citation is from (line #, page# or paragraph #)



Useful transitions

The text states...

According to line 3...

(Author's name) states...

This can be seen when the author states...

This is evident in line 3...

This is supported by...

For example...

USEFUL TOOLS

TRANSITION WORDS

Time

After a while	Currently	Immediately	Recently
Afterwards	During	In the future	Soon
At last	Finally	Later	Suddenly
At present	First, (second, third, etc.)	Meanwhile	Then
Briefly	Gradually	Now	Finally
In the beginning	At the end	In addition to	Today
Tomorrow	Yesterday	That day	Over time
As soon as	Sometimes	As long as	Before
Earlier	Presently	Simultaneously	So far

Place

Above	Beside	In front of	Outside
Across	Beyond	Inside	To the east (west, etc.)
Among	Between	In the middle	Toward
Behind	Farther	Nearby	Within
Below	Here	Next to	

Order of Importance

The most significant	The most important	The primary reason	Above all
Equally important	Furthermore	Indeed	A major factor
Especially	In fact	Moreover	A major reason
Finally	In particular	Of major concern	Another significant
One of the greatest	Another factor	Another example	Another argument
Initially	First, second, third...	Primarily	

Comparisons and Contrasts

The best thing	The worst thing	In contrast	In comparison
On the other hand	However	Unlike the	Similarly
Again	Also	In the same way	Likewise
Yet	On the contrary	Nevertheless	After all
At the same time	Otherwise	Though	Nonetheless

Conclusions and Summations

In conclusion	In summary	Finally	In closing
All in all	As has been noted	In any event	In other words
As I have shown	Thus	Accordingly	As mentioned earlier

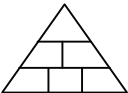
Cause and Effect

As a result	Due to	Therefore	Leads to
Because	If...then...	Thus	Consequently
Accordingly	For this purpose	Then	To this end

Word Wheel

The diagram is a circular chart with four main sections representing primary emotions: **ANGER**, **FEAR**, **SURPRISE**, and **SAD**. Each section is further divided into 12 smaller segments, each containing a specific emotion or feeling. The emotions are arranged in a clockwise direction starting from the top of each section.

- ANGER** (Top): MAD, AGGRESSIVE, FRUSTRATED, DISTANT, CRITICAL, DISAPPROVAL, DISAPPOINTED, AWFUL, AVOIDANCE, GUILTY, ABANDONED, DESPAIR.
- FEAR** (Left): DEVASTATED, INSECURE, JEALOUS, RESENTFUL, VIOLATED, FURIOUS, ENRAGED, PROVOKED, HOSTILE, INFURIATED, IRRITATED, WITHDRAWN, SUSPICIOUS, SKEPTICAL, SARCASTIC, JUDGMENTAL, LOATHING, REPUGNANT, REVOLTED, DETESTABLE, AVERSION, HESITANT, REMOSESFUL, ASHAMED, IGNORED, VICTIMIZED, POWERLESS, VULNERABLE, INFERIOR, EMPTY, ABANDONED, ISOLATED, APATHETIC, INDIFFERENT, INSPIRED, OPEN, PLAYFUL, SENSITIVE, HOPEFUL, LOVING, PROVOCATIVE, COURAGEOUS, RESPECTED, CONFIDENT, IMPORTANT, AMUSED, ESTATIC, LIBERATED, ENERGETIC, AWE, ASTONISHED, PERPLEXED, DISILLUSONED, DISMAYED, SHOCKED, TERRIFIED, FRIGHTENED, OVERWHELMED, WORRIED, INADEQUATE, INFERIOR, WORTHLESS, INSIGNIFICANT, ALIENATED, DISRESPECTED, RIDICULED, EMBARRASSED.
- SURPRISE** (Bottom): AMAZED, CONFUSED, STARTLED, SCARED, ANXIOUS, INSECURE, SUBMISSIVE, REJECTED, HUMILIATED, THREATENED, HATEFUL, MAD.
- SAD** (Right): BORED, LONELY, DEPRESSED, DESPAIR, ABANDONED, GUILTY, AVOIDANCE, AWFUL, DISAPPOINTED, DISAPPROVAL, CRITICAL, DISTANT, FRUSTRATED, AGGRESSIVE, MAD.

<p>1. 3-2-1 Summary</p> <p><i>Your task: Write a summary of the reading using this strategy.</i></p> <ul style="list-style-type: none"> □ Draw this to fill up your page:  <ul style="list-style-type: none"> □ 3 - In the bottom 3 spaces, write three facts/events in the reading you think were important. □ 2 - In the middle 2 spaces, define or identify two important people, places or things from the reading (vocabulary) □ 1 - In the top space, write one question that can be answered by using the other two levels. 	<p>2. Acrostic Poem</p> <p>An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.</p> <p><i>Your Task: Choose a term, location, event, or historical figure we have studied this unit. Use your notes and the textbook to create an acrostic poem.</i></p> <ul style="list-style-type: none"> □ Write the term down the left hand side of your paper. □ Write a <u>complete thought</u> about the subject for each letter □ Your acrostic should be a summary of the most important information about the topic. □ Include an illustration – it can be something important about the topic that you were not able to fit in. 	<p>3. Advertisement</p> <p><i>Your Task: Create an advertisement for a technological advance or major event. This should be a one-page ad that could appear in a newspaper or magazine.</i></p> <p>Your ad should include:</p> <ul style="list-style-type: none"> □ A color picture of the item, service or the location of the event □ A price, if appropriate, and remember that does not always mean money. □ A listing of what the item does, the service provides, or what the event is about □ Optional ideas – testimonials, slogan, related products
<p>4. Annotated Illustration</p> <p><i>Your task: Draw an illustration of a historical figure, item or event. Annotate or write an explanation of this with text labels and descriptions of the key points in the picture.</i></p> <p>Your annotated illustration should include:</p> <ul style="list-style-type: none"> □ Color throughout □ A full page picture □ A minimum of 6 annotations explained in at least 2 sentences each. □ A title identifying the person, place and time 	<p>5. Be the Thing</p> <p><i>Your Task: Write a short personal response as if you were a specific object from an event. Your response should include both emotional and physical feelings of the object. Imagine you are the thing!</i></p> <p>Your response should:</p> <ul style="list-style-type: none"> □ Be at least two complete paragraphs in length. □ Describe the purpose and function of the object. □ Describe how the object might feel or what it might be thinking about the event. □ Include six facts about the event from the objects point of view. 	<p>6. Bio Poem</p> <p><i>Your Task: Choose a person we have studied this unit. Use your notes and the textbook to complete the information below. Each answer should be a line in your poem.</i></p> <p>Your poem should follow this format:</p> <p>Line 1 - Name Line 2 - Three traits Line 3 - He / she is from Line 4 - He / she cares deeply about... Line 5 - He / she gives... Line 6 - Three traits Line 7 - He / she fears... Line 8 - He / she would like to see Line 9 - He / she is remembered for Line 10 - Name, Years of life:</p>
<p>7. Bumper Sticker</p> <p><i>Your task: Create a bumper sticker with a short statement based on the assigned topic. It should relate to a particular person, theme or event.</i></p> <p>Your bumper sticker should:</p> <ul style="list-style-type: none"> □ Include accurate information □ Make a point □ Must include color, but illustrations are optional <p>Note: You may base your bumper stickers on ones you have seen or commercials as long as you remain appropriate.</p>	<p>8. Business Card</p> <p><i>Your task: Create a business card for a person or a company related to your reading. Choose! the options that make the most sense for your topic.</i></p> <p>Your business card may include:</p> <ul style="list-style-type: none"> □ Name of individual □ Name of business or organization □ Address □ Phone Number □ Email address/web page □ Job title of individual □ Description of business or organization □ Logo □ Images – including purely decorative elements □ List of services or products 	<p>9. Cinquains</p> <p>Cinquains are identification poems. These short poems are designed to capture the “main idea” of a person or concept.</p> <p><i>Your task: Choose any two people, events, or things from the notes/reading and write a cinquain about each. Your teacher may vary the number.</i></p> <p>Your poem should follow this format:</p> <p>Line 1 - One word (The subject) Line 2 - Two words that describe Line 3 - Three action words (-ing) about what the subject does Line 4 - A four or five word phrase describing the subject Line 5 – One word that could be another name for the subject</p>

10. Collage

Your task: Create a picture from pieces of paper and pictures, to create an image that is representative of an idea or topic that you've been assigned.

Sources of pictures:


- ☒ Magazines
- ☒ Newspapers
- ☒ Internet
- ☒ Clipart
- ☒ Hand drawn

Remember, your teacher will tell you what sources you may use. All pictures need to represent the topic or big idea of the collage.

11. Comic Book / Story Board

Your task: Determine the 8 most important events in the reading and create an illustrated summary.

- ☒ Turn your notebook sideways and divide the page into eight panels, like this:

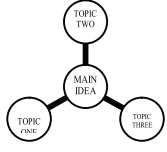


TITLE HERE

- ☒ Dedicate one panel per event.
- ☒ At the top or bottom of each box, write your caption in complete thoughts.
- ☒ Illustrations for each panel should be meaningful and colored.

12. Concept Map

Your task: Take notes from a reading/selection to create a concept map.



- ☐ Write the main idea in the center, and take notes on topics connected to the main idea.
- ☐ For each topic connected to the main idea:
 - Include three supporting details
 - Include one illustration for each topic
 - Use a different color for each topic.

13. Constructed Response

Your task: Write a clear, informative response to a short answer question.

You should:

- ☐ Restate the question
- ☐ Define difficult terms if necessary.
- ☐ Answer the question.
- ☐ Back up your answer from the text if applicable.
- ☐ Conclude by restating the question. Often one can begin the sentence with *therefore*.

14. Creative Line Art

Your task: Create a picture about a topic using all of the pieces of line art on your page.

You should:

- ☐ Get a copy of the Line Art paper and write directly on it.
- ☐ You may add anything you want to the picture, but all lines and shapes must be used.
- ☐ It must be colored.
- ☐ On the bottom, write a few sentences explaining how your drawing represents the topic you were given.

15. Crossword Puzzle

Your task: Create a crossword puzzle using important people, concepts, terms, and events from this topic. You may need to supplement your notes with your textbook.

- ☒ Choose ten people, places, events, or terms from this topic.
- ☒ Use scratch paper to figure out how you can write the words in crisscross combinations.
- ☒ Copy the finished blank grid onto your notebook page, numbering your across and down words.
- ☒ Write a clue for each of your ten items (fill-in-the-blank, question, definition, etc.) under across or down.
- ☒ Provide an answer key

16. Day Planner

Your task: Imagine yourself in the role your teacher has assigned and create a day planner that details what you would be doing each hour of the day.

Time	Activity

- ☐ Set up your paper like this:
- ☐ Starting with your wake up time, list each hour of the day until you would go to sleep.
- ☐ At every hour, write a sentence to explain what you are doing, where you are doing it, and why.

17. Design a Museum Exhibit

Your task: Plan a museum exhibit to feature the main concepts of your reading.

Your exhibit should:

- ☐ Focus on the most important aspect of the event.
- ☐ Include at least six artifacts.
- ☐ For each artifact –
 - Sketch the artifact
 - Write a 1-2 sentence description of what it is and why you've included it in the exhibit.

18. Diamante Poem

A diamante poem is used to compare and contrast. It should be written in the shape of a diamond.

Your task: Write a diamante poem comparing and contrasting the assigned topics.

Line 1 - Topic 1
Line 2 - Two words to describe Topic 1
Line 3 - Three action words about Topic 1
Line 4 - A four or five word phrase describing both topics – what they have in common
Line 5 - Three action words about Topic 2
Line 6 - Two words to describe Topic 2
Line 7 - Topic 2

<p>19. Double Entry Journal <i>Your task: Respond specifically and personally to a reading assignment.</i></p> <p>You should:</p> <ul style="list-style-type: none">□ Divide your paper into two columns, like this: <table><tr><th>Quote</th><th>Response</th></tr><tr><td><ul style="list-style-type: none">□ In the quotes column, write down anything from the reading that you find interesting or relevant. (Note: it does not have to be something that someone "said".)□ In the response column, write down your reaction to the quote – include how it connects to your life or something you've read or seen.□ Your teacher will tell you how many entries to complete.</td><td></td></tr></table>	Quote	Response	<ul style="list-style-type: none">□ In the quotes column, write down anything from the reading that you find interesting or relevant. (Note: it does not have to be something that someone "said".)□ In the response column, write down your reaction to the quote – include how it connects to your life or something you've read or seen.□ Your teacher will tell you how many entries to complete.		<p>20. Epitaph/Gravestone <i>Your task: Write the epitaph (a summary statement of commemoration for a dead person) like you'd find on a gravestone.</i></p> <p>Your epitaph should follow this model:</p> <p>Here Lies....</p> <p>Born....</p> <p>Died....</p> <p>Husband/wife of....</p> <p>Father/Mother/brother/son of...</p> <p>Famous for...</p> <p>Remembered for...</p> <p>Two pictures that represent the person.</p>	<p>21. Five Finger Re-tell <i>Your task: Use an outline of your hand to summarize the reading.</i></p> <p>You should draw an outline of your hand on the page, label, and answer the questions:</p> <ul style="list-style-type: none">□ Thumb – Characters - Who was in the reading?□ Forefinger –Setting - Where and when did the events take place?□ Middle Finger – Sequence of Events - What happened in the beginning, the middle, the end?□ Ring Finger – Problem - What was the problem in the reading?□ Pinky – Solution - How was the problem solved in the reading?□ Palm – Theme or Main Idea - What was the main idea of the reading?
Quote	Response					
<ul style="list-style-type: none">□ In the quotes column, write down anything from the reading that you find interesting or relevant. (Note: it does not have to be something that someone "said".)□ In the response column, write down your reaction to the quote – include how it connects to your life or something you've read or seen.□ Your teacher will tell you how many entries to complete.						
<p>22. Game Cards <i>Your task: Create game cards to use in playing a board game.</i></p> <ul style="list-style-type: none">□ Title your page with the name of your game.□ Write ten different questions to be answered about the topic. Write the questions flashcard style – question on front, answer on back.□ Write five obstacle/help cards. These are situations that can cause bad things or good things to happen to a player. They must relate to the topic. You must include at least one of each.□ Attach these cards to your notebook page with pockets.□ Describe what your game board would look like in at least one complete sentence.	<p>23. Greeting Card <i>Your task: Create a greeting card to send to a character or historical person about the topic you've been assigned.</i></p> <p>Your card should include:</p> <ul style="list-style-type: none">□ Front – colored pictures, words optional□ Front Inside – Personal note related to topic□ Back Inside – greeting or saying; must meet product criteria□ Back Outside – logo, publisher, and price for card	<p>24. Haiku <i>Your task: Write a series of haikus to summarize your topic.</i></p> <p>A haiku captures the essence of an idea, concept, or emotion. It does not have to rhyme.</p> <p>Follow this format:</p> <ul style="list-style-type: none">□ Line 1: phrase contains five syllables□ Line 2: phrase contains seven syllables□ Line 3: phrase contains five syllables				
<p>25. Historical Journal <i>Your task: Write a series of journal/diary entries as a person living in the past.</i></p> <p>Your journal should follow this format:</p> <ul style="list-style-type: none">□ Three (3) entries, one for beginning, middle and end of the event.□ Each entry should:<ul style="list-style-type: none">▪ Be a paragraph▪ Include two factual pieces of information.▪ Include an accurate or possible date.□ Think about:<ul style="list-style-type: none">▪ Beginning – How would this event have affected you?▪ Middle – Are things better or worse now that the event is in progress?▪ End – How do you feel about what happened? Has your life changed? Do you fear for the future?	<p>Historical Marker or Monument As you travel around town or across the country you see historical markers or memorials.</p> <table><tr><td><p>26. Markers <i>Your task: Create a sign posted at an important place that explains what was on or what happened there.</i></p><p>Your marker should:</p><ul style="list-style-type: none">□ Have a title□ Include a simple drawing to represent the place/event□ a paragraph to explain the place/event□ Draw a meaningful border (patterns of small drawings that relate to the title) around the marker.</td><td><p>27. Monument <i>Your task: Sketch a statue or building to recognize a great person or important event.</i></p><p>You should:</p><ul style="list-style-type: none">□ Be thoughtful, and reflect the person/event□ Include an explanation of every feature of your monument and how it relates to the person/event.□ Write a complete sentence explaining where you would locate your monument and why.</td></tr></table>		<p>26. Markers <i>Your task: Create a sign posted at an important place that explains what was on or what happened there.</i></p> <p>Your marker should:</p> <ul style="list-style-type: none">□ Have a title□ Include a simple drawing to represent the place/event□ a paragraph to explain the place/event□ Draw a meaningful border (patterns of small drawings that relate to the title) around the marker.	<p>27. Monument <i>Your task: Sketch a statue or building to recognize a great person or important event.</i></p> <p>You should:</p> <ul style="list-style-type: none">□ Be thoughtful, and reflect the person/event□ Include an explanation of every feature of your monument and how it relates to the person/event.□ Write a complete sentence explaining where you would locate your monument and why.		
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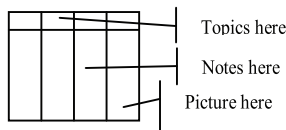
19

28. Illustrated Outline

Your task: take notes on your reading to create an illustrated outline.

You should:

- Turn your notebook sideways. Starting at the margin, separate the page into columns based on the number of main ideas.
- Write a main idea (topic) at the top of each column, on the margin line.
- Take at least three bulleted notes under each main idea.
- When you've finished taking notes on the reading, review the main ideas and draw one picture for each section.



29. Introduction Speech

Your task: Often when a famous person is about to give a speech they are first introduced by someone else with a short speech. Write and recite a short introduction speech for a famous figure.

Your speech should:

- Be about 1 minute in length (approximately 2 paragraphs written should do it).
- Include key details and information about the figure.
- Be inspiring (you may want to "leave out" certain facts depending on your person)
- Make the person sound important.

30. Invitation to a Historical Event

Your Task: Create an invitation to an important historical event from the unit.

Your invitation should include:

- "What?" – What historical event are they being invited to?
- "Where?" – Where was it located (maybe draw a map)?
- "When?" – What time (date) did the event happen?
- "Why?" – Why should people come to see this event?
- "What to bring?" – What should a person bring to this event in order to participate in it?
- "R.S.V.P." – Who should you contact in order to tell them you're coming and how would such contact happen in the time period?
- Use colorful lettering and at least 2 images.

31. KIM Charts

Your task: Define and illustrate important vocabulary so that you can remember the words.

You should:

- Divide your notebook into three columns, like this:

Key Idea	Information	Memory Clue
----------	-------------	-------------

- Write the term or key idea (K) in the left column
- the information/definition (I) that goes along with it in the center column
- draw a picture of the idea, a memory clue, (M) in the right column.

32. Kinesthetic Symbols

Your task: Create a chant with meaningful movements to summarize your topic.

You should:

- Write a minimum of five complete thoughts that summarize your topic A cinquain is a good format for this.
- Skip at least two lines between each line.
- Design movements to go with each line of your summary.
- Movements must relate to the writing and appropriate for school.
- Be prepared to show the class, whether you will or not
- In a different color, write out the instructions for the movement under each line.

33. Letter of Advice

Your task: Write a personal letter to someone in history giving them advice on how to deal with a historical situation. Your letter should include any key terms of people involved with the event in some way.

You should:

- Address your letter properly. "Dear President Lincoln,"
- Briefly explain the situation. (1 paragraph)
- Give advice on how the person can deal with the problem. (1 paragraph)
- Each paragraph must contain accurate information, and your advice must be based on facts as well.
- Try to be helpful!
- Close the letter properly. "Sincerely, your friend"

34. Magazine Cover

Your Task: Create a newsmagazine cover such as Time The final result should look clean and artistic like a magazine cover (colorful block letters, quality artwork, etc.)

The page can be laid out however you choose but must include ALL of the following:

- Magazine Title
- A central, important image for the "Cover Story" – your topic.
- At least three (3) news story leads that go along with the cover story.
- Each lead should have a title, and can include interviews, stories about events or people. You do not have to write the actual news story.
- Each lead should be clear and easy to understand how it relates to your topic.

35. Movie Maker

Your task – Create a pitch to "sell" your topic as a great movie!

You should:

- Write the title of the movie at the top of your page.
- SETTING – write at least one complete sentence about where you will film the movie.
- PLOT – Write a 3-5 sentence "pitch" for the movie – what parts of the story would you focus on? Why would people want to see it?
- CASTING – List the main characters in your movie (3-5). Choose the actors you would like to see in your movie, what role they would play, and why they would be a good choice.
- MAJOR SCENES – list three to five major scenes in your movie (they might be action shots like a battle scene, or things that might require major special effects. Why are they important to the story?

36. Newspaper Article

Your task: Write a newspaper article about your topic as if you were there.

You should:

- Write a headline (Short and to the point.)
- Write 1-2 paragraphs that explain the event including: who, what, where, when, how, and why
- Include a "photograph" with a caption (may be drawn or taken from the internet with teacher permission)

37. Picture Analysis

Your Task: Answer the following questions in complete sentences on your own sheet of paper. Your teacher will assign the picture or photo to analyze.

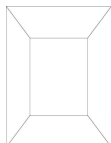
- ☐ What exactly do you see in the painting / photograph?
- ☐ Study the people and/or objects in the image one by one. What similarities and differences do you see?
- ☐ How are the people dressed?
- ☐ What are they doing?
- ☐ Imagine you are in the picture. What might you hear or smell?
- ☐ What happened right before this image?
- ☐ What is about to happen after this image?

38. Picture Frame

Your task: Copy and complete the picture frame graphic organizer below for a person from this unit.

You should:

- ☐ Draw a picture frame like the one below on your own paper.
- ☐ In the center box draw or print out a picture of your person
- ☐ In the top box write the person's name artistically.
- ☐ In the right box, list three things the person is known for – inventions, artwork, and other contributions.
- ☐ In the bottom box, write three things about the person you think are important.
- ☐ In the left box write a personal response to something the person said or did.



39. Postcard from the Past

A postcard is a photograph that people often send while on vacation. It shows the people back home what they are missing and allows a brief note.

Your Task: On a large (4 x 6) index card create a postcard that you would send home to tell your family about the civilization we are studying. Alternately, you could divide a notebook page in half and use the top for the front, bottom for the back.

- ☐ The front of your postcard should have a colored picture of the civilization/era and a short greeting.
- ☐ The back should have a short note to your family describing something amazing about that civilization/era (one full paragraph) and a
- ☐ stamp that represents a famous person from the civilization/era

40. Poster

Your task: Create a poster about your assigned topic.

You should:

- ☐ Fill up the entire space you have.
- ☐ Have one major illustration.
- ☐ Include five pieces of important information
- ☐ Must have title

41. Ruler Report Card

Your task: Give a historical figure/important leader a report card on their performance.

- ☐ You should copy this chart to fill up your page:

Subject	Grade	Comments

- ☐ Your subjects will be:
 - People skills
 - Economics
 - Protecting the People
 - Public Works Projects
- Grade your ruler on each subject (A – F).
- Explain why you are giving that grade in the comments section – opinions/explanations must be supported with facts.

42. Sensory Figure

Your task: Put yourself in the "shoes" of a person or group of people to see how they would have experienced a situation.

Steps:

- ☐ Draw an appropriate piece of clothing, and add arms, legs, and a head.
- ☐ Think about the information in your notes – what part of the body could you attach them to?
- ☐ Attach each required piece of information to your figure.
- ☐ Remember, no more than two facts on any one part of the body.
- ☐ Other important things about the person or group could be shown by things that the figure holds in his hands, has tucked in a pocket, or is lying on the ground.
- ☐ Color your picture appropriately.

43. Song Rewrite

Your Task: Take any song and rewrite the lyrics to include information about a topic.

You should:

- ☐ Choose a song to re-write – it must rhyme. You need to include the original lyrics, which must be appropriate for school.
- ☐ Rewrite the lyrics to include at list six pieces of information about your topic.
- ☐ Write at least two versus and a chorus.

44. The Important Thing Frame

Your task: Write a summary of your topic using the following frame.

- The important thing about _____ is _____.
- It _____
- It _____
- It _____
- But the important thing about _____ is _____.

45. Timelines/Sequencing

Your task: Create a timeline of events for the story, novel, or event you just read.

You should:

- ☐ Title your timeline.
- ☐ Turn your notebook sideways, and draw a straight line through the middle of the page.
- ☐ Space the events out evenly with the earliest, or first, event the farthest to the left.
- ☐ The first event will be above, the next below, the next above, and so on.
- ☐ Label each event with:
 - A boxed title
 - The date or dates
 - A colored drawing representing the event.

46. TXT MSG SUMRE

Your task: Imagine you're sending a summary of a historical event to a friend via text message; write up the summary in text messaging language including all appropriate abbreviations and smilies. Pretend you are directly involved in the event.

Ur Task: imagin ur sendg a sumre of a historical event 2 a friend via txt msg wrt ^ the sumre in txt msgn lang including all appropriate abbreviations n smilies. Pretend u r directly involved in the event.

You should:

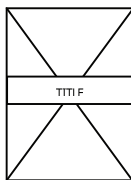
- ☐ include abbreviated words where appropriate.
- ☐ include all key points of the event.
- ☐ be short and to the point but at least one paragraph.
- ☐ be written in a friendly way as if you were personally involved.
- ☐ include the regular, non-text message version.

47. Unit Title Pages

Your task: Create a visual preview of your next unit of study.

You should:

- ☒ Have a clear, legible title, written in the civilization's language if available.
- ☒ Include six pictures from the chapter or other resource material that you think will be important, with labels to explain what they are.
- ☒ Follow this format
- ☒ Be colorful, attractive, and meaningful



48. Verbal Visual Vocabulary!


Your task: Create a chart to explore the meaning of vocabulary words.

You should:

- ☐ For each word your teacher assigns, you will fill out a chart like this:

VOCABULARY WORD	DEFINITION
SENTENCE	PICTURE

Example:

Agriculture	The raising of plants and animals
When early people learned how to farm they invented agriculture.	

49. Venn Diagram

Your task: Copy and complete the following chart for your assigned events or people.

You should:

- ☐ Draw two circles that intersect each other.
- ☐ Write the name of one event/person on one side and the name of the other on the other side.
- ☐ In the first circle list 5 unique characteristics of event/person
- ☐ In the second circle list 5 unique characteristics of event/person 2
- ☐ In the middle section listed shared characteristics of the two events/people.



50. Visual Summary

Your task: Create a visual summary of your topic.

You should:

- ☒ Write the main idea for each subheading and illustrate each one.
- ☒ If there are no subheadings – write a sentence for the beginning the middle and the end and illustrate each one.

51. Wanted/Hero Poster

Your Task: Create a Wanted/Hero poster for a figure from history. If you consider the person to be a villain you will create a Wanted poster. If you think the person was good you will create a Hero poster.

You should:

- ☐ A sketch of what the person probably looks like
- ☐ Three reasons why the person was a bad guy or hero.
- ☐ A made-up quote from a person living at the time showing what people might have said about this person.
- ☐ A reward amount

52. You Be the Teacher!

Your task: Create a quiz from your assigned reading.

You should:

- ☐ Include at least ten questions
- ☐ Use multiple choice, matching or fill in the blank.
- ☐ Focus on the most important facts in the reading.
- ☐ Include an answer key.

Keep track of ones you have done already.



GLOSSARY

Literary Elements

LITERARY ELEMENTS

The parts that are essential to a well told story

ANTAGONIST

The character who creates conflict for the protagonist

CHARACTERIZATION

What kinds of people are the characters?
How do they conduct themselves? What do they say and do?
What do others say about them? What are your opinions or feelings about them?

MOOD

Created by the author's word choice; intended to make the reader feel a certain way

PERSPECTIVE

How does the narrator feel about the subject matter?

PLOT

What happens in the story? Made up of 5 parts:
Exposition- the author introduces the characters and setting
Rising Action- The reader begins to see a conflict and characters develop
Climax- The conflict reaches its most intense part
Denouement- The action begins to fade, consequences are being shown
Resolution- The conflict is solved

POINT OF VIEW

(Narration) Who is telling the story? There are different types:
First person- told using words like I, we, us, our
Second person- told using words like you. Think instruction manuals, recipes
Third person- told using words like he, she, they.
Omniscient- The narrator knows all, has access into every part of the story and each character
Limited- The narrator only knows what the characters themselves reveal

PROTAGONIST

The main character in the story (Not necessarily the “good” guy!)

SETTING

Where and when the story takes place

THEME

What lesson is the author trying to teach in the story?

TONE

The author's or narrator's word choice that helps convey the perspective



GLOSSARY

Literary Techniques

LITERARY TECHNIQUES

Alliteration

The details which enhance the story to make it more interesting

When words begin with the same sound
Ex: Sally sells sea shells

Allusion

Reference to an outside work
*Ex: It's raining outside and someone says "I can't go outside, I'll melt!"
This is an allusion to The Wicked Witch of the West*

Anthropomorphism

A short and amusing or interesting story about a real incident or person.

Audience

Who is the author or narrator writing to?

Cliffhanger

When the end of a chapter or story leaves you wanting more details. Think about how your favorite TV show leaves you without answers so you have to wait until after the commercials or tune in next week to solve the mystery.

Flashback

In a story, when reading about an event from the past

Flashforward

In a story, when reading about an event to happen in the future

Hyperbole

An extreme exaggeration
Ex: I told you a million times to do the dishes!

Idiom

A nonliteral expression
Ex: It's raining cats and dogs.

Dialogue

Two or more people having a conversation
Ex: "John, did you see the game last night?" "No, my big sister was bugging the TV"

Imagery

Creating a very vivid picture of the scene in the reader's head

Foreshadowing

A clue in the text about what's to come later in the story



GLOSSARY

Literary Techniques (cont'd)

Irony

A difference between appearance and reality.
There are three types: Dramatic, verbal, and situational.

Dramatic irony

When the reader knows something a character doesn't.
Think of horror movies, the viewer knows a murderer is around the corner, but the character doesn't

Verbal irony

Saying one thing, but meaning another.

Ex: "I'm so excited to go on this 16 hr car ride with my family" when really you are dreading it. NOTE: this is not! the same thing as sarcasm. Sarcasm is used for the purpose of hurting someone, verbal irony is not

Situational irony

When you expect one thing to happen, but the opposite happens instead. Think about a time you were so excited for something, and you ended up hating it.

Metaphor

A comparison without using like or as

Ex: The athlete is a beast on the field.

Onomatopoeia

A sound word that is spelled just like it sounds

Ex: Boom! Buzz. Pow!

Oxymoron

Two words with opposite definitions that separately make no sense, but together have a new meaning

Ex: jumbo shrimp, awfully good

Personification

Giving human qualities to an inanimate object

Ex: Opportunity is knocking.

Repetition

Saying the same thing over and over again to create an effect.
It could be used to show significance or show monotony

Simile

A comparison using like or as

Ex: She is as pretty as a picture.

Symbol

An object which represents an idea

Ex: The Statue of Liberty represents a fresh start for many Americans

USEFUL TOOLS

GREEK + LATIN ROOTS

Why are they useful?

Even if you don't know a word's meaning, you can use its parts to determine the meaning.

Ships Navigate by Using all their Features

Readers

Navigate Word Meaning by Using all Word Parts



Prefix + Root + Suffix = Word Meaning

Common Prefixes

Like the bow at the front of a ship, prefixes guide the meaning of a root.

Prefix	Meaning
Anti-	Against
Con-, Com-	With, together
De-	Opposite
Dis-	Not, Opposite of
Ex-, Exo-	Out of, From
In-, Im-	In
In-, Im-, Il-, Ir-	Not
Inter-	Between, Among
Mis-	Wrongly
Neo-	New, Recent, Revived
Pre-	Before
Pro-	Forward
Re-	Again
Se-	Apart
Semi	Half, Partly, Not Fully
Sub-	Under
Super-	Above, Beyond
Trans-	Across, Beyond, Through
Un-	Not, Opposite of

Common Roots

Roots are like the anchor of a ship holding it in place.

Root	Meaning
Aud	To hear
Auto	Self
Bene	Good
Circum	Around
Chron	Time
Contra, Counter	Against
Dict	To say
Dyna	Power
Fac	To do, To make
Fract	To break
Hetero	Different
Homo	Same
Ject	Throw
Logy	Study of
Mis; Miso	To hate
Mit	To send
Multi	Many
Phil	Love
Phon	Sound
Rupt	To break
Spect	To look
Tele	Far off
Vid/Vis	To see

Common Suffixes

Like the stern at the back of a ship that determines direction travelled, suffixes determine a word's part of speech.

Suffix	Meaning
-Able, -ible	Is, Can be
-Ed	Past tense verbs, Adjectives
-En	Made of
-Er, -Or	One who; Person connected with
-Er	More; comparative form
-Est	The most, Superlative form
-Ful	Full of
-Hood	State, Quality, Condition, Adj. form
-Ic	Having characteristics of
-Ing	Verb form
-Ion; -Tion, -Action	Act, Process
-Less	Without
-Ly	How something is, adverb form
-Ment	State of being; Act of
-Ness	State, Condition
-Ologist	A person who studies; Noun form
-Ious, -Ous, -Eous	Possessing or full of
-y	Characterized by


PASSWORD PAGE

*Use this page to store your passwords for various websites.
To keep your passwords safe, we suggest using a password hint instead
of the actual password. Be sure to use something you will remember!*

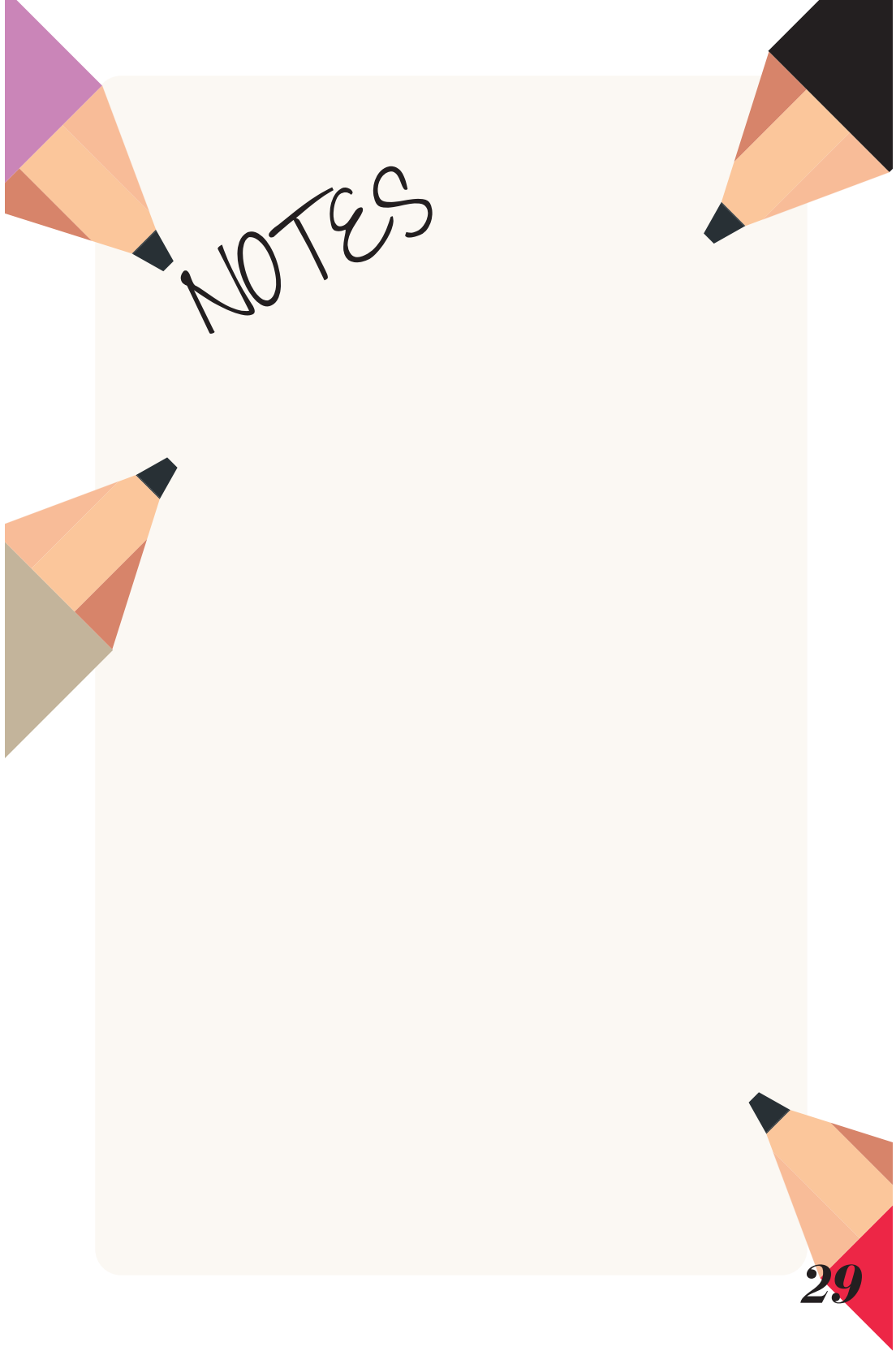
Website

Hint

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NOTES



NOTES



THIS BOOK BELONGS TO

