



GREAT OAKS LEGACY
CHARTER SCHOOL

Name:

Date:

Homeroom:

Subject: ELA 8

Do Now

Think of a time when you and someone else talked through a difficult problem (any problem!), discussed and found a reasonable conclusion (any conclusion!), or verbally shared ways to start writing. Did talking through your issue with someone help you, and if so how? Explain. Write for the entire Do Now time!

Essential Question

Why is it important to talk through our ideas with one another?

SWBAT ask one another questions about their upcoming essay outline in order to get their ideas on the page and begin writing!

Pre-Write Peer Talks



Step 1: One partner, open the Google Doc titled “Pre-Write Cafe Talks - Greek Myth Essay.” Share with your partner.

Step 2: Write your names in the space provided.

Step 3: Ask your partner the questions provided. Type their responses in the space as you carry on a natural interview. Type in any clarifying questions that come up, and be sure to record your partner’s response!

#GOAL: Ask questions that drive your partner towards answering the prompt question:

How does the protagonist change as a result of the conflicts and suspense he/she faces throughout the narrative? How do these changes indicate whether or not the protagonist is hero?

_____’s Ideas and Responses written by _____	_____’s Ideas and Responses written by _____
<p>Tell me about the story you read. What is the 5WH?</p> <p>How does the character change concretely and abstractly throughout the story?</p> <p>How do these changes suggest they are or aren’t a hero?</p> <p>Thesis statement: Do you think this person is a hero? Why or why not?</p> <p>What three big reasons will you use to prove your claim?</p> <p>Evidence What evidence will you use for the <u>first</u> reason?</p> <p>Context: What do I need to know in order to understand this evidence?</p>	<p>Tell me about the story you read. What is the 5WH?</p> <p>How does the character change concretely and abstractly throughout the story?</p> <p>How do these changes suggest they are or aren’t a hero?</p> <p>Thesis statement: Do you think this person is a hero? Why or why not?</p> <p>What three big reasons will you use to prove your claim?</p> <p>Evidence What evidence will you use for the <u>first</u> reason?</p> <p>Context: What do I need to know in order to understand this evidence?</p>

<p>Why does this support your claim?</p> <p>How does it support your thesis statement?</p> <p>What evidence will you use for the <u>second</u> reason?</p> <p>Context: What do I need to know in order to understand this evidence?</p> <p>Why does this support your claim?</p> <p>How does it support your thesis statement?</p> <p>What evidence will you use for the <u>third</u> reason?</p> <p>Context: What do I need to know in order to understand this evidence?</p> <p>Why does this support your claim?</p> <p>How does it support your thesis statement?</p> <p>Why should I care about this story?</p>	<p>Why does this support your claim?</p> <p>How does it support your thesis statement?</p> <p>What evidence will you use for the <u>second</u> reason?</p> <p>Context: What do I need to know in order to understand this evidence?</p> <p>Why does this support your claim?</p> <p>How does it support your thesis statement?</p> <p>What evidence will you use for the <u>third</u> reason?</p> <p>Context: What do I need to know in order to understand this evidence?</p> <p>Why does this support your claim?</p> <p>How does it support your thesis statement?</p> <p>Why should I care about this story?</p>
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Some questions you might want to use to extend the conversation:

Clarify	Elaborate
<i>Who/what is this specifically about?</i>	<i>How does the character feel at the moment?</i>
<i>Who is talking in the dialogue you mentioned?</i>	<i>How does the character change when this happens?</i>
<i>Where is this taking place?</i>	<i>How does this change demonstrate heroism?</i>
<i>Why and why is this taking place?</i>	<i>How can you connect this claim to what Joseph Campbell said about heroes?</i>
<i>What exactly is happening?</i>	
<i>What do you mean by...?</i>	
<i>What is the conflict?</i>	
<i>What is the climax?</i>	

RUBRIC

Use these rubrics as a guide - you can structure your paragraphs any way you want, but your paragraphs should include the elements listed for each paragraph!

Rubric Essay Outline

Introduction (10 points)

1. Hook
2. Context - summarize 5wh of your chosen narrative. Be sure to highlight the conflict (somebody wanted but so then)
3. Thesis Statement: Is the protagonist a hero? What two pieces of evidence suggest that he/she is or is not?

PROTAGONIST'S NAME is/is not a hero because REASON 1, REASON 2, and REASON 3, which Joseph Campbell argued a character must be/do in order to be considered a hero.

Body 1: Reason 1 - 25 points

1. CLAIM: What is the **first** reason PROTAGONIST is or is not a hero?
2. Provide context for a quote that proves your CLAIM: What do readers who have never read the story need to know in order to understand this quote?
3. Signal phrase + quote
4. Explanation that answers these questions: How does this quote demonstrate Joseph Campbell's definition of the hero? What specific parts of the quote, like specific diction, support your claim? How does this entire analysis support your thesis statement?
5. **Transition sentence: EX:** Similarly, PROTAGONIST is/is not a hero because...

Body 2: Reason 2 - 25 points

1. CLAIM: What is the **second** reason PROTAGONIST is or is not a hero?
2. Provide context for a quote that proves your CLAIM: What do readers who have never read the story need to know in order to understand this quote?
3. Signal phrase + quote
4. Explanation that answers these questions: How does this quote demonstrate Joseph Campbell's definition of the hero? What specific parts of the quote, like specific diction, support your claim? How does this entire analysis support your thesis statement?
5. **Transition sentence: EX:** Likewise, PROTAGONIST is/is not a hero because....

Body 2: Reason 3 - 25 points

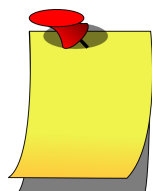
1. CLAIM: What is the **third** reason PROTAGONIST is or is not a hero?
2. Provide context for a quote that proves your CLAIM: What do readers who have never read the story need to know in order to understand this quote?

<ol style="list-style-type: none"> 3. Signal phrase + quote 4. Explanation that answers these questions: How does this quote demonstrate Joseph Campbell’s definition of the hero? What specific parts of the quote, like specific diction, support your claim? How does this entire analysis support your thesis statement? 5. Transition sentence: Due to both this reason and _____, Perseus is/is not a hero...
<p>Conclusion - 10 points</p> <ol style="list-style-type: none"> 1. Reintroduce your thesis statement 2. Explain why this story is important 3. Explain why the ideas you addressed in your essay are important to consider, beyond literature; form connections to your audience 4. End with a “punchy” conclusion <ol style="list-style-type: none"> a. What are the impacts of knowing that someone like Perseus is/is not a hero? b. What should we force ourselves to assume or not assume about a character? c. How should we consider the heroes we read and watch today?

Body Paragraph Rubric: Make sure you have all the parts of a persuasive paragraph!

COMPONENT	DESCRIPTION	POINTS
Claim	Contains debatable cause and effect language, and raises how/why questions; is clear and coherent; is about the central idea of the text and references specific subjects - Who is this about? What are they doing? If the question starts with WHY, answer with BECAUSE If the question starts with HOW, answer with BY	_____/2
Context	Explain the details of the quote by providing who, what, where, when, why, and how	_____/6 (one point for each part!)
Signal Phrase	EXAMPLE: The author writes, Points off if you use “said”! Or, “It states...”	_____/1
Quote	Be sure your quote is no more than two lines long and IS RELEVANT (points off for irrelevancy)	_____/2
Explanation: Paraphrasing	Put this quote into your own words; use a signal phrase like, “In other words,”	_____/2
Explanation: Language of the Quote	Explain key terms and phrases, or the importance of certain terms to the meaning of the quote. AVOID “THIS SHOWS THAT...”	_____/2

Explanation: Prove all parts of your claim	Reread your claim in the first sentence; make sure you have explained all parts.	____/2
Restate your Claim	Use <i>similar</i> words as in your claim; elaborate on the importance of your claim to the overall meaning of the text you are analyzing	____/2
Correct MLA formatting	Be sure you have correctly indented and set up your quote in MLA format (5).	____/1
No "I"	Nowhere in your quote sandwich should you have written "I"	____/1
Grammar	No run on sentences or fragment sentences (1) Capitalization is correct (1) Terminal punctuation marks are correct (1) Subject-verb agreement is correct (1)	____/4



Post-It Note Exit Ticket:

Answer either question 1, 2, or 3 in 1-2 sentences on your Post-It Note. Be sure to include your name, and the question number you are answering on your Post-It.. Slap your post-it on the Exit Ticket Board on your way out:

1. How did the Pre-Write Cafe Talks benefit you to prepare for this essay?
2. How will you use the information in your Pre-Write Cafe Talk to write your essay?
3. What are some ways you think we could make our Pre-Write Cafe Talks more effective in helping you write your essay?