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# Grade 8

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## Unit 3

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Refer to Unit 1 for BLMS  
for  
Activities 1-3

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*Unit 3, Activities 7, 8, and 9, Story Map/Character Map*

**Character Map**

Self-Control  
Honesty  
Excellence  
Courteous  
Respect  
Responsibility

Character's Name:

Character Trait:

Character Trait:

Character Trait:

Supporting Details (include page & ¶ #s.)

1)

2)

3)

Supporting Details (include page & ¶ #s.)

1)

2)

3)

Supporting Details (include page & ¶ #s.)

1)

2)

3)

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graph TD; Name([Character's Name:]); Trait1[Character Trait:]; Trait2[Character Trait:]; Trait3[Character Trait:]; SD1[Supporting Details (include page & ¶ #s.)  
1)  
2)  
3)]; SD2[Supporting Details (include page & ¶ #s.)  
1)  
2)  
3)]; SD3[Supporting Details (include page & ¶ #s.)  
1)  
2)  
3)]; Name -.-> Trait1; Name -.-> Trait2; Name -.-> Trait3; Trait1 <--> SD1; Trait2 <--> SD2; Trait3 <--> SD3;
```

For an additional Character Traits Handout, go to:  
[http://www.readwritethink.org/lesson\\_images/lesson175/traits.pdf](http://www.readwritethink.org/lesson_images/lesson175/traits.pdf)

## Unit 3, Activities 7, 8, and 9, Story Map/Character Map



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

### Story Map

**Title of Book:**

**Author/Illustrator:**

**Main Character(s)**

**Setting (Where & When)**

**Main Character(s) Central Conflict (Problem)**

**Plot –Complications and Events**

**Beginning**

1.

2.

3.

**Middle**

1.

2.

3.

**End**

1.

2.

3.

**Resolution (How Problem is Solved)**

Name \_\_\_\_\_

Title:

Author:

**CLIMAX:**

Event #4

Event #3

Event #2

Event #1

**RESOLUTION:**

**EXPOSITION:**

**Conflict:**

**Point of View**

**Theme:**

**PLOT DIAGRAM**

*Rising Action*

*Falling Action*

*Unit 3, Activities 7, 8, and 9, Story Map/Character Map*

Self-Control  
Honesty  
Excellence  
Courteous  
Respect  
Responsibility

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

**Character Map**

<b>Feelings</b> How I Feel/How Others Feel About Person	<b>Description</b>
<b>Behavior</b>	<b>Personality Traits</b>

**Character (Person)**

*Unit 3, Activities 7, 8, and 9, Story Map/Character Map*

Self-Control  
Honesty  
Excellence  
Courteous  
Respect  
Responsibility

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

**Character Trait Organizer**

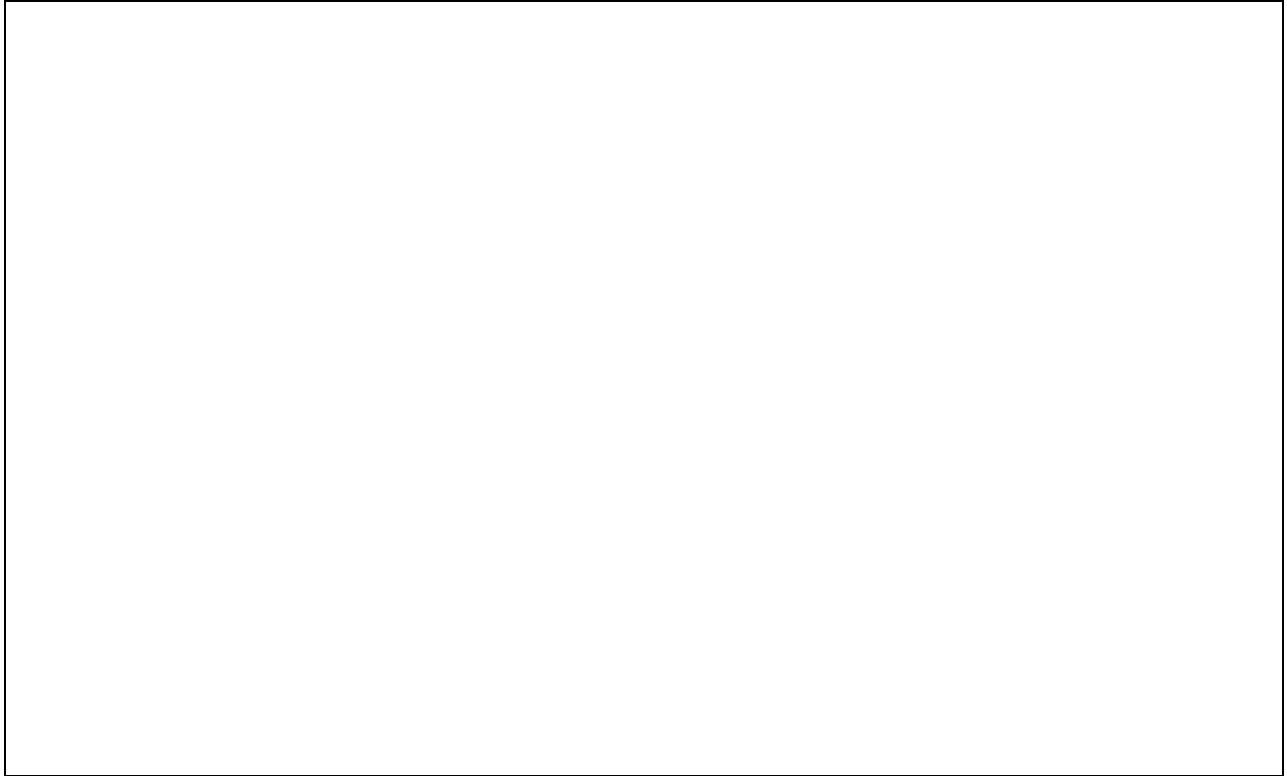
<div>Title _____</div> <div>Character _____</div>					
<div>Trait #1</div> <div>Evidence p. _____</div> <div>Evidence p. _____</div> <div>Evidence p. _____</div>		<div>Trait #2</div> <div>Evidence p. _____</div> <div>Evidence p. _____</div> <div>Evidence p. _____</div>		<div>Trait #3</div> <div>Evidence p. _____</div> <div>Evidence p. _____</div> <div>Evidence p. _____</div>	

***Unit 3, Activities 7, 8, and 9, Story Map/Character Map***

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

**CHARACTERIZATION**

Illustration of Character



Traits

_____	_____
_____	_____
_____	_____
_____	_____

*Unit 3, Activities 7, 8, and 9, Story Map/Character Map*

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

**CHARACTER TYPES CHART**

<b>Character A:</b>		<b>Character B:</b>	
<b>dynamic or static</b>		<b>dynamic or static</b>	
<b>Use evidence/example from the text for support:</b>		<b>Use evidence/example from the text for support:</b>	
Evidence:	page:	Evidence:	page:



***Unit 3, Activities 7, 8, and 9, Story Map/Character Map***

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

**CHARACTER TYPES CHART**

<b>Character A:</b>		<b>Character B:</b>	
<b>round or flat</b>		<b>round or flat</b>	
<b>Use evidence/example from the text for support:</b>		<b>Use evidence/example from the text for support:</b>	
Evidence:	page:	Evidence:	page:

### Unit 3, Activities 7, 8, and 9, Story Map/Character Map

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

#### Analyzing Point of View in a Selection

Title \_\_\_\_\_ Author \_\_\_\_\_

Questions to Help Analyze Point of View	Response (with examples from the selection)
1. Who is the narrator?	
2. From which point of view is the story told? (circle one)	first person third person limited third person omniscient How do you know?
3. What (if any) does the narrator know that no one else could know?	
4. What (if any) does the narrator not know?	
5. What are the narrator's biases, if any?	
6. How does the <b>point of view</b> affect the way a reader feels about the characters? (Does it help to identify with a character? Does it create sympathy for one character?)	
7. Select a different point of view from which the story could be told. How might the story change if this point of view were used?	

### ***Unit 3, Activities 7, 8, and 9, Story Map/Character Map***

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

#### **Development of Theme in a Selection**

Title \_\_\_\_\_ Author \_\_\_\_\_

Questions to Help Clarify Theme	Response (with examples from the selection)
1. Does the title suggest something about the selection? Does it relate to a lesson learned in life?	
2. Does the protagonist (main character) change during the course of the selection? Does the protagonist realize something that he/she had not known before?	
3. Do any of the characters make any important statements about life or people?	
4. Is the theme ever directly stated? If so, where?	
5. Think about the characters, setting, and events in the selection. What message or life lesson do you think the author wants the reader to learn? State the selection's theme.	
6. How does the author develop this theme through the characters, setting, or events?	

## Unit 3, Activity 7, Irony

### Identifying Irony

Name: \_\_\_\_\_ Per . \_\_\_\_\_

**Directions:** Read the following examples of irony. Determine which of the three types of irony are being used and then explain your answer.

**Dramatic irony** – This occurs when the reader or audience understands more about the events of a story than a character.

**Situational irony** – This occurs when what actually happens is the opposite of what is expected or appropriate.

**Verbal irony** – A character says one thing but really means the opposite.

1. A mean old man ate a large meal at a restaurant. The waitress tried to provide him with excellent service, but every time she brought him a dish, he complained. First he thought that the soup was too cold when it was hot. Then he said that his steak was dry and chewy, when it was moist and succulent. Then he complained that one of her blonde hairs was in his mashed potatoes, but the hair was actually grey like his own. She remained patient and continued to try to help him until the end of the meal, when he left her a quarter for a tip. She replied on his way out, "Thank you for the generous tip, Mister."

Which type of irony is used? \_\_\_\_\_

Explain your answer:

2. Tom has always liked Lucy, but Lucy has always thought Tom was annoying and unattractive. One day, Lucy comes home to find an eviction notice on her door. Apparently, her roommate had been spending the rent money that Lucy was giving her on other things. Lucy only has 24 hours to get all her stuff over to her mom's house, and Lucy doesn't even have a car. But Tom has a truck. So Lucy calls up Tom and asks him how he's doing. She tells him that she's always thought he was funny, and that they should hang out sometime. Tom thinks that Lucy has finally come around is beginning to like her. He also thinks that his jokes are funny because she is laughing after everything that he says.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

3. The rapper Eminem is well-known for his song writing ability, but he is equally known for his shockingly profane and obscene lyrical content. Eminem has made a fortune selling his curse-filled songs to millions of children around the world. But, on a 60 Minutes interview, Eminem claimed that there was no swearing in his own home and that his children were not allowed to play music with curse words, including his own tracks.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

### ***Unit 3, Activity 7, Irony***

4. When Lawrence saw the posters for the circus hanging on the bulletin board, as he swept up the trimmings at Slim's Barbershop, he knew he would be taking his little cousins. They loved animals, and he was looking forward to seeing the smiles on their faces as the circus performers amazed them with their stunts. But sweeping up hair clippings didn't pay a whole lot. Lawrence spent 45 dollars just getting tickets. But it was worth it to see his cousins' faces. The day finally came and everyone was excited as they walked into that big circus tent. But Lawrence soon realized that he and his cousins would be thirsty and hungry. As they sat in their seats, the drink vendor walked by selling beverages. Desperately thirsty, Lawrence asked him how much a lemonade would cost, and the drink vendor said, "Eleven dollars each." Lawrence replied, "Oh, that's it? Just eleven dollars? What a great deal for one cup of lemonade. That's totally worth it." The drink vendor walked away.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

5. Mr. Reinhart is the building inspector for the entire county. Anytime a person wants to add a permanent structure to their home or property, such as a deck or balcony, the building plans need to be approved by Mr. Reinhart before construction can begin. Mr. Reinhart checks to see that each plan is safe before construction begins. Once building begins, he checks to see that construction is going according to the plan. In a way, he is responsible for ensuring that every structure in the county is built properly. One day Mr. Reinhart was having a party at his house. He and his three guests were barbecuing on the porch attached to his house, when the structure suddenly collapsed. Apparently, termites got into the wood and had been chewing away the support beams for several months.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

6. Mr. Bath is the president of Make-A-Bath Industries, a small company that employs fifteen workers, including Tom Miller, father of six. Ever since the economy went down the tubes, Make-A-Bath hasn't been selling bath tubs like they once did, and now Mr. Bath has to fire three workers, one of whom will be Tom Miller. But Mr. Bath has never fired anyone before, so he has been delaying giving Tom and the other employees the bad news. But Christmas is approaching. Tom wants to buy nice gifts for his six children, but he doesn't have any money. So Tom charges a whole bunch of nice gifts on his credit card, figuring that he can pay it back with money from his checks that he will be getting from his job all year. Tom and his family don't have a lot of extra money to spend, so he likes to get his kids nice Christmas presents. Tom is looking forward to one of the best Christmases ever.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

### Unit 3, Activity 11, Cartoon Analysis Chart



Name \_\_\_\_\_

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

#### Cartoon Analysis Chart

- ◆ Select a political or editorial cartoon.
- ◆ Read the cartoon's title and any other words. For example, some cartoons have labels, captions, and thought balloons. Then study the cartoon as a whole.
- ◆ If the cartoon has people in it, are they famous? Sometimes the cartoonist wants to comment on a famous person, such as a world leader. Look for symbols or details in the cartoon.
- ◆ Summarize the cartoonist's message. What is the cartoonist's point of view about the subject?
- ◆ Use the following chart for the assignment that you have on the political cartoon.
- ◆ Attach the cartoon to this analysis chart and turn it in.

Identify all of the objects or people that you see in the cartoon. Who or what are they? Why are they significant?

Identify all the symbols included in the cartoon? What does each symbolize?

Describe what is happening in the cartoon. In detail, explain what issue is being presented in the cartoon?

Identify each of the elements of political cartoons that are being used in the cartoon.

What is the cartoonist's viewpoint on the issue? How do you know this?

Identify at least two groups or individuals who would disagree with the message presented. Why would they disagree with the message?

## Unit 3, Activity 12, LEAP Writing Rubric

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

LEAP Writing Rubric		Points Earned
<b>Composing Dimension [IDEAS]:</b> <i>Focus on a Central Idea</i> <i>Support and Elaboration</i> <i>Unity of Purpose</i> <i>Organization</i>	<b>4 pts./Consistent Control</b> = Shows sharp focus, clarity of purpose, preplanning strategy; foreshadowing; selection of appropriate information; thorough elaboration; idea development includes examples/necessary information/vivid, specific details; wholeness throughout, all ideas related to central idea; shows clear beginning, middle, end in logical order, “appropriate transitions,” and sense of completion <b>3 pts./Reasonable Control</b> = Shows clear central idea w. clear focus; idea development includes necessary information/relevant details; may have uneven development; beginning/middle/end in logical order; uses simple transitions; has wholeness, but may have weak ending <i>or</i> beginning <b>2 pts./Inconsistent Control</b> = Vague central idea w. shifts in focus; digressions; listing; information superficial, incomplete, and/or irrelevant; idea clusters with little or uneven development; has weak beginning/middle/end; retreats and/or repetitions; gaps; random order; little or no ending <b>1 pt./Little or No Control</b> = Vague central idea/focus; ideas barely developed; minimal information; irrelevant details; uneven development; uneven beginning/middle/end in logical order; few simple transitions; has wholeness, but weak or no ending/beginning <b>0 pts./Too minimal to evaluate</b>	Possible Points: (0-4)
		Your Points:
Audience Awareness & Style Dimension:  <i>Selection of Vocabulary</i>  <i>Sentence Variety</i>  <i>Tone</i>  <i>Voice</i>	<b>4 pts./Consistent Control</b> = Word choice appropriate, relevant; vivid, power verbs; stylistic techniques (imagery, similes); information selected for relevance/impact; vivid examples/anecdotes; word choices appropriate to audience; manipulation of audience (with humor); some variety in sentence structure (beginnings, endings), complexity, & length; consistent, clear, vibrant tone; voice reveals individual personality; engaging <b>3 pts./Reasonable Control</b> = Word choice clear, appropriate, relevant, shows some variety; selects information; uses some examples; and appropriate to audience; some variety in sentence structure, complexity, and/or length; may use And/But beginnings; uses consistent tone; awareness of audience, and clear voice <b>2 pts./Inconsistent Control</b> = Word choice generic and/or overused; some may be inappropriate or wrong word; uses contradictions; information is bare bones/listing, irrelevant or superficial; uses sentence patterns, simple sentences, and over-extended sentences, And/But beginnings; vague inappropriate, monotonous, inconsistent, weak tone and/or voice <b>1 pt./Little or No Control</b> = Word choice is functional or inappropriate, with wrong word or omission errors; automatic writing; information may be too little or inappropriate with abrupt change from central idea; simple sentences and patterns; sentences that run on and on; tone and/or voice confusing or absent; no awareness of audience; unengaging <b>0 pts./Too minimal to evaluate</b>	Possible Points: (0-4)
		Your Points:
<b>Sentence Formation</b> Uses complete sentences; avoids run-ons/fragments/comma splices    (+/-)		
<b>Usage</b> Uses specific words correctly [EX: verb tenses, subj./verb & pronoun/antecedent agreement; modifiers, etc.] (+/-)		
<b>Mechanics</b> Uses correct indentation, capitalization, punctuation, margins, and paragraphing    (+/-)		
<b>Spelling</b> Uses correct spelling    (+/-)		
<b>TOTAL POINTS (of possible 12)</b>		

Grade Conversions:

11-12=A

9-10=B

7-8=C

6=D

0-5=F

Advanced

Mastery

Basic

App. Basic

Unsatisfactory