Grade 8

Unit 4

Refer to Unit 1 for BLMS
for
Activities 1-3

Source of quote below

Source of quote below

Source of quote below

Source of quote below

Quote with word below

Source of quote below

Another word with
the same root and
definition

Quote with word below

Another word
with the same
root and

Quote with word below

Another word with the
same root and
definition

Another word
with the same
root and
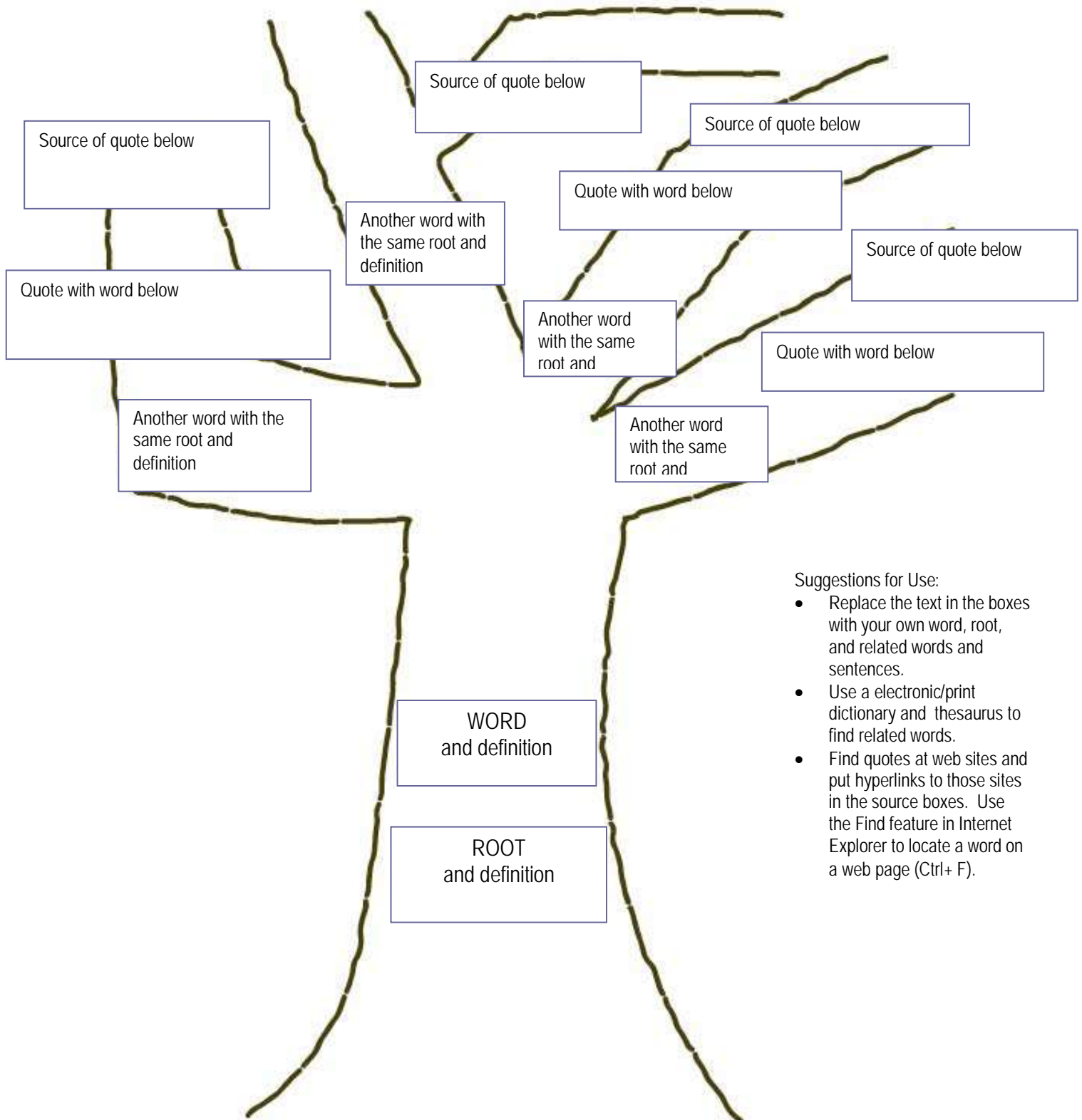
Suggestions for Use:
- Replace the text in the boxes with your own word, root, and related words and sentences.
- Use a electronic/print dictionary and thesaurus to find related words.
- Find quotes at web sites and put hyperlinks to those sites in the source boxes. Use the Find feature in Internet Explorer to locate a word on a web page (Ctrl+ F).

WORD
and definition

ROOT
and definition
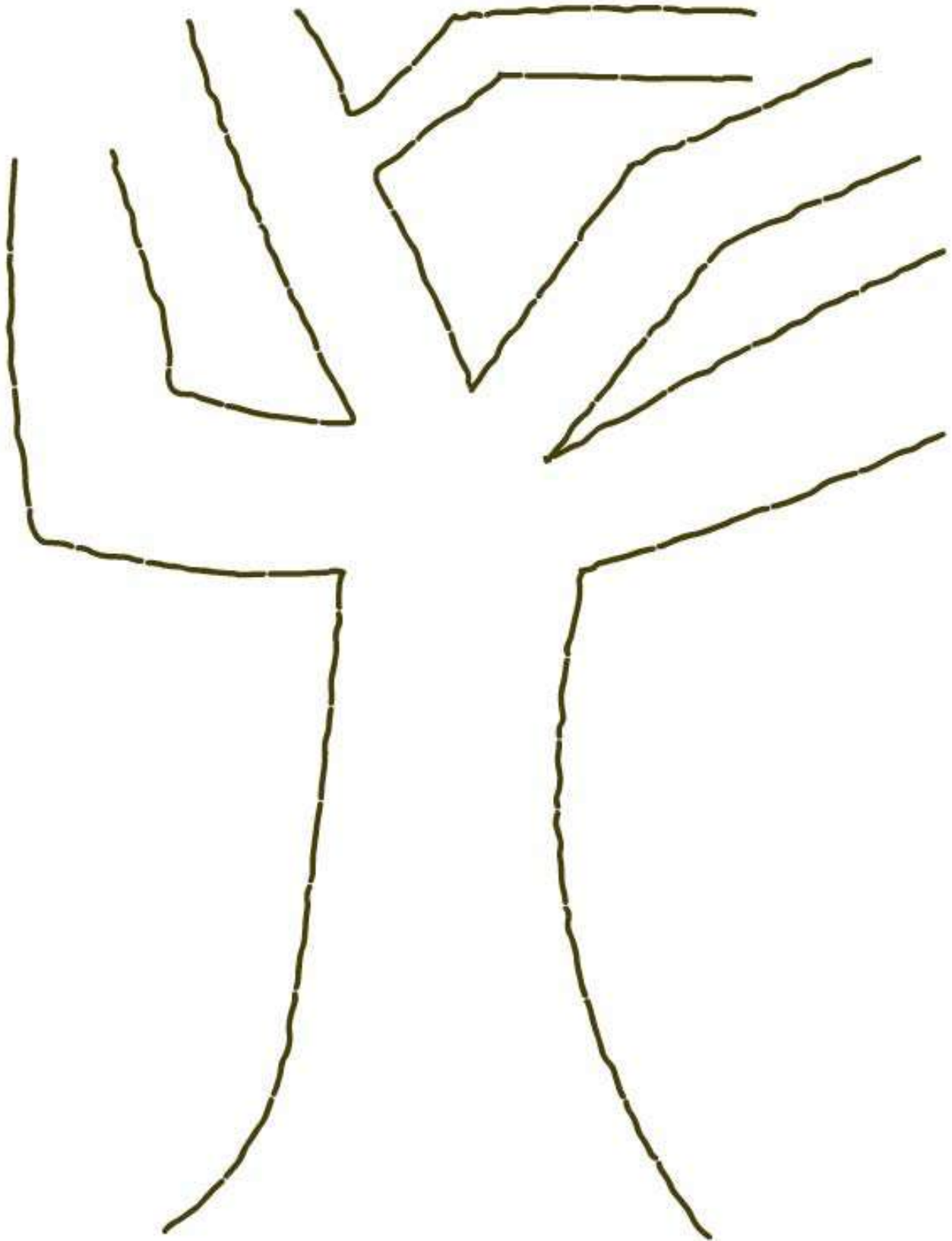
Unit 4, Activity 5, Mystery Alphaboxes

Mystery Alphaboxes Think-Pair-Square-Share

Think—Have students individually list all of the words that they know about a mystery on their AlphaBoxes graphic organizer. **Pair** – Have students work with a partner to compare their lists and add any words that they did not have on their own. **Square** – Have two pairs of students get together and compare the words they have recorded on their AlphaBoxes graphic organizer. They will add to their own personal sheet as they share the words and discuss why they should be included in the chart. **Share:** Students share feedback from their group choices to the class as a whole, with the reasons for the choices that they have made.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Alpha box by Linda Hoyt

The Case of the Desert Caper
http://www.mysterydigest.com/detective-nose/the-case-of-the-desert-caper/

It was a long and almost unbearable drive out into the desert as the hot sun beat down on Detective Nose's face. As luck would have it, his air conditioning had broken down only two days earlier and despite having all the windows open, the heat was simply excruciating. As the inspector sipped on some of the water that he brought for the trip, the thought that he may have somehow missed his destination was beginning to penetrate his mind. Just as he was about to turn around and head back, a small sign appeared that read "Ross Expeditions Here". With a silent sigh of relief, he turned his car towards the small cabin that could be seen in the distance.

As Nose reached the front door, Jason Ross introduced himself and motioned for the detective to come inside. The interior of the cabin consisted of one very large, but cozy room. In the right-hand corner, all the camping supplies were piled including an axe, one five-liter jug of water, some canned food, a lantern and other various pieces of camping equipment. To the back of the room was a small fireplace, and a wooden table with a couple mismatched chairs.

The most notable item in the cabin could be seen in the middle of the floor; a body, evidently lifeless, sprawled on top of two sleeping bags that were casually laid there. The cause of death was not obvious.

"Can you tell me what happened?" said Detective Nose.

"I wish I knew," Jason said quietly. "I run a desert camping expedition business, providing tours to a variety of people. I have been trying for years to get my brother to come and join me, but being the city person that he was, he would always scoff at the idea. He used to joke that if he wanted to be without the convenience of phones, running water, or electricity, he'd simply skip paying his bills. Anyways, last week we were having a few drinks together, and we made a silly bet in which if he lost, he would have to spend a week out here with me. As you can see, he lost."

Jason then paused for moment and took a long deep breath before continuing.

"I woke up early this morning and since my brother was still sleeping, I decided to do a little dirt biking. I was gone for about two hours. When I returned, I found my brother dead in the middle of the floor. I really do not know what happened. Other than his wallet that was on the table, nothing seems to be missing."

"I think you may know more than you're telling me!"

Why did Detective Nose suspect that Jason was not being completely honest?
****

ANSWER: *Had Jason really intended on camping out in the desert for the week, he would have brought more than five liters of water. Remember, Jason ran an expert camping business in the desert, and he would have known that five liters of water was not nearly adequate for the week.*

The Mona Lisa Caper

http://www.mysterydigest.com/two-minute-mysteries/the-mona-lisa-caper/#more-101

The Louvre's director in charge, Théophile Homolle was pacing back and forth within his small disorganized office. With the setting where the Mona Lisa was once proudly displayed now empty, he wondered if the mystery of her disappearance would ever be solved. The whole country screamed with retribution and if the police didn't start producing results soon, the whole of France would be screaming at him too!

Just as the director was about to pack up and leave for the day, the phone rang. He quickly slouched down in his chair, and picked up the receiver.

"Bonjour."

"Monsieur Homolle?" queried a monotone voice.

"Yes."

"I have the Mona Lisa and if you want her returned, you'll pay me a ransom of 50,000 francs!"

Homolle was momentarily speechless as he tried to digest what he just heard. With the mystery of exactly how Mona disappeared having played out in his head over and over during the past few days, he asked, "How did you acquire the painting?"

"It was simple. I stowed overnight in the Louvre knowing that the next day, a Monday, the museum would be closed for cleaning. With the Louvre being chiefly vacant, I took the portrait, carefully removed it from its frame, rolled it up and placed it under my smock. I then headed down the stairs, where I discarded the frame and promptly left the museum." After a brief ominous laugh, he continued. "It was as easy as that! So if you would like to see …"

Homolle interrupted. "Although I am sure that the police would love to meet with you, it won't be to recover the Mona Lisa. It's obvious to me that you do not have the painting!"

How did Monsieur Homolle know that the mystery caller did not have the Mona Lisa?
****

Answer: *Da Vinci painted his masterpiece, the Mona Lisa, on a plank of poplar wood. Since the painting is not on canvas, as the unidentified caller probably assumed, it could not have been "rolled up" and placed under his smock as he claimed.*

DETECTIVE MAP

NAME_____

Title: _____

Author:_____

Characters: _____   **Setting:** _____

_____   _____

_____   _____

_____   _____

_____

PLOT

Problem/Conflict: _____

_____

Clue 1: _____   **Clue 4:** _____

_____   _____

_____   _____

_____   _____

Clue 2: _____   **Clue 5:** _____

_____   _____

_____   _____

_____   _____

Clue 3: _____   **Clue 6:** _____

_____   _____

_____   _____

_____   _____

List any additional clues on back of this paper.

Ending: _____

_____

_____

Name_____

Solving Mysteries Chart

Title_____

Author_____

sleuth	
crime/problem	
witnesses (identify & describe them)	
suspects (identify & describe them)	
alibis	
sequence of events	

clues	
red herring?	
solution	

Name _____

Detective's Log

"Detection is, or ought to be, an exact science, and should be treated in the same cold and unemotional manner."
—Sherlock Holmes, The Sign of Four

As you watch or read a classic detective story or murder mystery, use this graphic organizer to keep track of clues and suspects. Assume that nothing shown or described—a glance between a married couple, a lost boot, a hound baying in the night—has been put in the story accidentally. For each of the following categories, identify the details from the story you are reading. Add some description about how the writer or filmmaker brings that element to life. You might also use this organizer to plan your own mystery or detective story and keep track of all the clues you'll use.

Title:	*Author:*

The Detective {usually someone intellectually superior to the ordinary person who uses logic and keen observation to see what others do not}

The Setting {usually a "closed society" of some kind—a train, an isolated house—so that the criminal must be one of the people already in the setting, not an outsider; the atmosphere is tense or frightening}

The Crime

The Victim(s)

The Suspects {a limited group, each with motive, means, and opportunity} Use the back if necessary.

Suspect: _____   Suspect: _____   Suspect: _____

Means: _____   Means: _____   Means: _____

Motive: _____   Motive: _____   Motive: _____

Opportunity: _____   Opportunity: _____   Opportunity: _____

The Clues {some, perhaps, will turn out to be false to mislead the audience or detective – red herrings}

The Capture {how the criminal is caught}
The Solution {an explanation that brings all of the clues together}

Lesson Impression for Poe's "The Tell-Tale Heart"

Impression Words:

house

old man

young man

hated

ugly

eye

tub

blood

floor

police

heart

beating

guilt

crazy

confession

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME _____

Anticipation Guide for "The Tell-Tale Heart"

Part I. – Describe 5 things that you expect to find in scary stories.

1._____

2._____

3._____

4._____

5. _____

Part II. – Read the following statements and decide whether you agree or disagree with them. Place an X in the correct column. After reading the story, refer back to this anticipation guide and decide if the author agrees or disagrees with these same statements.

Statements	You Agree	You Disagree	Author Agrees	Author Disagrees
1. People who are insane always know that they are insane.				
2. Sane people sometimes imagine that they hear things.				
3. If you commit a major crime, sooner or later you will be caught.				
4. When you've done something wrong, it's agony to wonder if you'll be caught.				
5. All people share the same fears (i.e., the same things frighten all people.)				

THE FIVE STEPS OF THE WRITING PROCESS

STEP 1: PREWRITING/BRAINSTORMING
    THINK
·   Decide on a topic to write about.
·   Consider who will read or listen to your written work.
·   Brainstorm ideas about the subject.
·   List places where you can research information.
·   Do your research.

STEP 2: DRAFTING
    WRITE
·   Put the information you researched into your own words.
·   Write sentences and paragraphs even if they are not perfect.
·   Read what you have written and judge if it says what you mean.
·   Show it to others and ask for suggestions.

STEP 3: REVISING
    MAKE IT BETTER
·   Read what you have written again.
·   Think about what others said about it.
·   Rearrange words or sentences.
·   Take out or add parts.
·   Replace overused or unclear words.
·   Read your writing aloud to be sure it flows smoothly.

STEP 4: PROOFREADING/EDITING
    MAKE IT CORRECT
·   Be sure all sentences are complete.
·   Correct spelling, capitalization, and punctuation.
·   Change words that are not used correctly.
·   Have someone check your work.
·   Recopy it correctly and neatly.

STEP 5: PUBLISHING/SHARING
    SHARE THE FINISHED PRODUCT
·   Read your writing aloud to a group.
·   Create a book of your work.
·   Send a copy to a friend or relative.
·   Put your writing on display.
·   Illustrate, perform, or set your creation to music.
·   Congratulate yourself on a job well done!

Book Review Information
Student model @ http://eolit.hrw.com/hlla/writersmodel/pdf/W_S0802.pdf

If you do not know how to structure your book review, the information given below will help you. The structure presented below is the most general one:

1. Introduction presents the most general information on the book:
    o   Title/Author
    o   Publication information
    o   Genre
    o   1-2 sentences-long for the introduction to your book review

2. Body
    o   What is the book about? Tell about the book, but don't give away the ending!
    o   What do you think about the book?   Tell about your favorite part or make a connection.

3. Analysis and evaluation
    o   Is the writing effective, powerful, difficult, or beautiful?
    o   What are the strong and weak points of the book?
    o   Did its author achieve his/her purpose?
    o   Do you agree with the author's point of view? Why?
    o   What is your impression from the book? Is it interesting, moving, or boring?
    o   Your recommendations.

4. Conclusion—Pull your thoughts together and make a brief conclusion. Tell about your favorite part or make a connection. Write an ending sentence for your review.

Unit 4, Activity 10, Book Review

BOOK REVIEW TEMPLATE NAME _____

Title/Author _____

Publication information _____

Genre _____

Introduce the book.

_____

_____

_____

_____

Tell about the book, but don't give away the ending!

_____

_____

_____

_____

_____

_____

_____

_____

Tell about your favorite part of the book or make a connection.

_____

_____

_____

_____

_____

_____

Give a recommendation (e.g., If you like…, you will love this book, *or* I recommend this book to anyone who likes…)

_____

_____

_____

_____

_____

CHARACTERISTICS OF A GOOD MYSTERY

CHARACTERS:
Detective: Character trying to solve the mystery
Suspects: Characters believed to have possibly committed the crime
Witnesses: Characters who saw the crime being committed

SETTING:
When and where the mystery takes place; needs to be believable

PLOT:
A mystery usually includes one of the following:
- A problem that needs to be solved
- An event that cannot be explained
- A secret
- Something that is lost or missing
- A crime that has been committed

CLUES:
Clues are hints that can help the reader and the detective solve the mystery. They can be things people say or do, or objects that are found that provide important information.

RED HERRINGS:
Red herrings are distractions or false clues that may lead the reader or the detective off track. Red herrings often make it more difficult to solve a mystery.

SUSPENSE:
Suspense is anxious uncertainty about the outcome of events.

STRUCTURE:
Most mysteries are set up the same way. The structure of a mystery usually looks like this:
Beginning: Characters are introduced and the reader learns about the problem.
Middle: Detectives work to solve the mystery by interviewing suspects and gathering clues.
End: The mystery is solved.

Unit 4, Activity 11 & 12, Creating and Writing a Mystery Story

Mystery Story Starters

• A beaker of some unknown chemical bubbled ominously on the corner burner.

• Sandy kept repeating, "I don't believe in ghosts. I don't believe in ghosts. • It was a strange night; there seemed to be a chill in the air...

• As soon as I arrived, I could sense that something was out of place...

• One night, I looked out the window and saw the neighbor...

• I was reading a book when I looked up. There in the window I saw...

• I decided to go for an evening stroll. I walked about three blocks when I felt it...

• They would have been fine if they hadn't stopped for the stranger...

• Everyone avoided the big old mansion. It was believed to have...

• They said she was able to utter a few words before she died...

• Something is drastically wrong! Every time I pick up the telephone...

• Sometimes I think my friend has strange powers. Every time he's around...

• All of the sudden I was trapped!

• A musty, wet smell hung in the room like a deadly cloud.

• Panting and the sound of huge, slushy footsteps followed closer and closer.

• No one could tell if the moving figure was a solid shape, a shadow, or simply an image in one's imagination.

• I had set out that afternoon on a seemingly ordinary errand.

• Everything seemed normal—the sunshine, the garden, the picket fence, and the perfect white cottage.

• Everything in the room was frozen in time—the table was set, the candles were ready to be lit, and one expected the butler to walk in at any moment carrying an elaborate tray of food.

• Something brushed my check; one second it seemed to be a leaf, then a bat, then some horrible undefined creature.

• The shrouded figures chanted their summer solstice hymns deep in the forest.

Creating and Writing a Mystery Story

Planning a Mystery Story

Choose the Setting for Your Story
- **Where will your story take place?**
- **Will it be in the city where you live or somewhere else? Writing about someplace you know or can picture is easier to do. Use the five senses to help describe the setting.**
- **When will your story take place?**
- **Will your story take place in the present, past, or future?**
- **Will your story take place all in one day or over a longer time?**

Cast of Characters
- **Make a list of the people in your story.**
- **The main character is most important.**
- **Minor characters may help the main character, or they may prevent the main character from solving the mystery.**
- **For each character, make a web or cluster. Develop your character's personality and appearance. What is the motivation for how your characters act and talk?**

Conflict
- **WHODUNIT? What is the mystery?**
- **What is the problem that your main character will have to solve?**
  - **Is someone or something missing?**
  - **Did someone steal something?**
  - **Was there a murder?**
  - **Is there a secret?**
  - **Is there an unexplained event?**

Rising Action
- **Rising action is the events between learning there is a mystery and finding the solution.**
- **List these events in order, but stop right before the mystery is solved.**
- **Develop suspense with clues.**
- **Red herrings are clues that lead the reader to suspect the wrong person.**
- **At least one clue must be the key to solving the crime.**

Climax
- **This is the moment when the mystery is solved.**
- **This is the moment for which the reader has been waiting!**

Resolution
- **The resolution ties up the loose ends.**
- **This is the end of the story – the last paragraph or two.**
- **This tells the reader any details necessary understand how the mystery was solved.**
- **The end of the story should be obvious; do not write "The End."**

Unit 4, Activity 11 & 12, Mystery Story Planning Sheet

Name_____

Mystery Planning Sheet

Characters –

|
| **Conflict** – The main character has a problem to be solved. What is the problem to be solved?

|
| **Rising Action** – Develop suspense with clues. One clue must be the key to solving the crime. Red herrings are clues that are designed to mislead the readers by making them suspect the wrong characters. Red herrings are fun because they make the mystery harder to solve. List the events you will use to develop your story. Stop right before you solve the mystery. Do NOT tell the final step when the mystery is solved. (Use the back if necessary.)

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

6. _____
_____ |
| **Climax** – Moment when the mystery is solved – In this space, write the solution to the mystery – how the conflict is solved. This is the big moment your readers have been waiting for.

|
| **Resolution** – tying up the loose ends – Tell what details your reader has to know to understand how the mystery was solved. This will be the last paragraph or two of your story.

|
| **Opening Sentence** – Begin with a captivating hook. Grab the reader's attention and make him want to read the rest of the story. Try starting with dialogue or action. |

Writer's name_____

Peer editor's name_____

Title of writing piece_____

Writing a Mystery-Peer Checklist
Peer Editing: Use checklist as you read your partner's story.
+ evident   - not evident   N needs improvement

The story has a clear beginning, middle, and end.	
The beginning introduces a problem or crime to be solved.	
The events are told in the right order.	
The story builds to a climax that keeps readers interested.	
The ending ties the pieces together and solves the mystery.	
The solution is believable.	
The setting adds to the feeling of the mystery.	
The mystery has two or more clues to build suspense.	
The characters are appropriate and seem real.	
The characters are well-developed through dialogue, actions, and thoughts.	
The dialogue sounds realistic.	
The point of view remains the same throughout the story.	
The story has elaboration with supporting detail.	
The story uses stylistic techniques (figurative language, imagery).	
There are no errors in spelling, grammar, punctuation, and capitalization.	
Dialogue is punctuated and formatted correctly.	
Varied sentence structure is used.	

Comments_____

_____

_____

_____

_____

Unit 4, Activity 12, LEAP Writing Rubric

Student's Name_____

Date_____ **Period**_____

LEAP Writing Rubric		Points Earned
Composing Dimension [IDEAS]: **Focus on a Central Idea** **Support and Elaboration** **Unity of Purpose** **Organization**	**4 pts./Consistent Control** = 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 **3 pts./Reasonable Control** = 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 *or* beginning **2 pts./Inconsistent Control** = 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 **1 pt./Little or No Control** = 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 **0 pts./Too minimal to evaluate**	Possible Points: (0-4) Your Points:
Audience Awareness & Style Dimension: **Selection of Vocabulary** **Sentence Variety** **Tone** **Voice**	**4 pts./Consistent Control** = 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 **3 pts./Reasonable Control** = 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 **2 pts./Inconsistent Control** = 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 **1 pt./Little or No Control** = 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 **0 pts./Too minimal to evaluate**	Possible Points: (0-4) Your Points:
Sentence Formation Uses complete sentences; avoids run-ons/fragments/comma splices **(+/-)** 1 or 0		
Usage Uses specific words correctly [Ex: verb tenses, subj/verb & pronoun/antecedent agree; modifiers, etc.] **(+/-)**		
Mechanics Uses correct indentation, capitalization, punctuation, margins, and paragraphing **(+/-)**		
Spelling Uses correct spelling **(+/-)**		
TOTAL POINTS (of possible 12)		

Grade Conversions:

11-12=A	9-10=B	7-8=C	6=D	0-5=F
Advanced	Mastery	Basic	App. Basic	Unsatisfactory