Eighth Grade ELA Personal Reading Project #3

Begins February 12 Ends March 27

**Description:** Scholars will create a design and or a video of a mini-documentary based on a published authorized biography or autobiography of a culturally or historically significant individual. Scholars will read similar texts in class and replicate that learning with the biography or autobiography of his or her choice independently. Working lunch sessions will be held each Tuesday for scholars who need “deep work time” or guidance. The final product can be an electronic presentation or on paper.

**Objectives:** 2018 NCSCOS **RI.8.10** By the end of grade 8, read and understand informational texts at the high end of the 6-8 **text complexity band** proficiently and i**ndependently** for sustained periods of time. Connect prior knowledge and experiences to text. **RI.8.7** Evaluate the advantages and disadvantages of using different **mediums** to present a particular topic or idea.

Skill Mastery Goals:

* Apply the 5 steps of text analysis to non-fiction text.
* Identify a text as a biography or autobiography
* Work independently
* Interpret a text at a complexity rating higher than his or her grade level
* Present a response to literature that uses the questioning, connecting and conclusion forming of the Socratic Method.

1. **Pick a biography**. To qualify your book must be a *published authorized biography or autobiography of a culturally or historically significant individual*. Check the classification under the ISBN number on the publication page. Remember, you are picking a BOOK not a PERSON! (February 14)
2. **Get your parent’s approval**. Sometimes these text can contain mature content.
3. **Submit your choice of books** by creating a bibliographical reference in the [MLA style](https://library.osu.edu/documents/research-services/OSUL_MLA2012.pdf). Watch [this power point presentation](file:///C:\Users\Jonni\Documents\Teaching\MLA-Documentation-Module-7th-ed%20(1).ppt) and TAKE NOTES. You may use an online tool, however you must still print a proper page to submit. (February 16)
4. **Read at least 5 chapters** of the book. Annotate while you read. CHALLENCE LEVEL ONLY: read the entire book, annotate what you might put in the documentary. (Pace yourself at 1-2 each week)
5. **Submit two chapters annotated** in a three column chart: Reference – Inference – Interpretation, answering the three key questions (What does it say? What does it mean? Why does it matter?). (March 16 deadline)

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| Reference | Inference | Interpretation |
| What does it say?  Record references  Make Observations | What does it mean?  Infer what is not stated  Create a comment  Make a connection | What does it matter?  Interpret the importance  Draw a conclusion |

1. **Design a mini-documentary** by creating a “story board” of the biography. This is about the BOOK, not the PERSON. Use the template. 4 panels for all scholars, 6 panels for CHALLENGE LEVEL. Each panel should be submitted as a slide in Sway/Power Point **or** on 8.5 by 11 paper. You will be graded according to a rubric and on-time completion. Consider your mini-documentary a television adaptation of the book. This is not a report on a person. Create a Socratic question to answer in your presentation. (March 23 deadline).
2. **CHALLENGE LEVEL ONLY: Create an electronic video documentary** based on the information in the BOOK and your “story board”. You may work in approved pairs. Groups may combine to produce a longer documentary once it is established that all scholars have completed steps 1-5 for the same BOOK.