**ACTIVITY SHEET 2**

**TEAM MEMBER:** Jalma Manglona

**INTERDISCIPLINARY UNIT:** ED641 Team B Cultural Diversity

**GRADE LEVEL:** 7th

**SUBJECT:** English Language Arts

**NAME AND DESCRIPTION OF ACTIVITY:** “Tell Me A Story”

While reading the book, *Under the Blood Red Sun*, students will take note on situations, events, and reactions that Tomi, Billy and Rico are experiencing throughout the attack on Pearl Harbor.

Individually, they will narrate how each of them was affected by the war. They must use facts from the story to support their narratives and discuss what they wrote with the class. During the group discussion, students will have the opportunity to explore on others ideas and thoughts and reflect on cultural diversity between the three characters.

**STUDENT LEARNING OUTCOMES (SLOs):**

* Students will be able to write a narrative using a variety of narrative techniques.
* Students will analyze the book, *Under the Blood Red Sun* for different events that may affect a characters view on the theme of the story.
* Students will share personal ideas about one various themes.

**COMMON CORE STANDARDS**:

[CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**SUPPLEMENTARY READING MATERIALS AND INTERNET SOURCES TO EXTEND STUDENTS’ UNDERSTANDING OF THE CONTENT**:

<http://www.conflictresolutionacademy.com/articles_ebooks_studyguides/Under%20the%20Blood%20Red%20Sun%20-%20Study%20Guide.pdf>

A Boy at War: A Novel of Pearl Harbor by Harry Mazer

Fish for Jimmy by Katie Yamasaki

**RUBRIC TO EVALUATE THE LEARNING OUTCOMES**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Comprehension** | Student seems to understand entire story and accurately answers 3 questions related to the story. | Student seems to understand most of the story and accurately answers 2 questions related to the story. | Student understands some parts of the story and accurately answers 1 question related to the story. | Student has trouble understanding or remembering most parts of the story. |
| **Thinks about Characters** | Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked. | Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked. | Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked. | Student cannot describe how a character might have felt at a certain point in the story. |
| **Respects Others** | Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting. | Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others. | Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements. | Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others. |
| **Participates Willingly** | Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked. | Student volunteers once or twice and willingly tries to all questions s/he is asked. | Student does not volunteer answers, but willing tries to answer questions s/he is asked. | Student does not willingly participate. |