**ACTIVITY SHEET 3**

**TEAM MEMBER:** Jalma Manglona

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

**GRADE LEVEL:** 7th

**SUBJECT:** English Language Arts

**NAME AND DESCRIPTION OF ACTIVITY:** “Lights, Camera, Action!”

While reading the book, *Under the Blood Red Sun*, students will keep in mind the theme, main idea and facts to create an alternate ending based on one specific character. Individually, they will narrate the ending and perform it to the class. Lastly, they will share reasons why they chose that particular ending to the story.

**STUDENT LEARNING OUTCOMES (SLOs):**

* Students will be able to create an alternate conclusion to a story.
* Students will be able to write a narrative using a variety of narrative techniques.
* Students will analyze the book, *Under the Blood Red Sun.*

**COMMON CORE STANDARDS**:  
[CCSS.ELA-LITERACY.W.7.3.E](http://www.corestandards.org/ELA-Literacy/W/7/3/e/)  
Provide a conclusion that follows from and reflects on the narrated experiences or events

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

At Dawn We Slept: The Untold Story of Pearl Harbor by Gordon W. Prange, Donald M. Goldstein, [Katherine V. Dillon](https://www.goodreads.com/author/show/31503.Katherine_V_Dillon)

Students are to use the link below to take a virtual tour of pearl harbor and answer questions 1-6 on the video tour.  
<http://edtech2.boisestate.edu/mccarrollc/502/VirtualTour/pearlharbor.html>

**RUBRIC TO EVALUATE THE LEARNING OUTCOMES**:

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Comprehension** | Student seems to understand entire story and created an alternate ending that was applicable to the main idea & theme. | Student seems to understand most of the story and created an alternate ending that was applicable to the main idea and theme. | Student understands some parts of the story and created an alternate ending that was only applicable to the main idea. | Student has trouble making an alternate ending applicable to the main idea and theme. |
| **Thinks about Characters** | Student describes how a character might have felt at the end of the story, and act out to support his/her interpretation without being asked. | Student describes how a character might have felt at the end of the story, and acts out some parts to support his/her interpretation when asked. | Student describes how a character might have felt at the end of the story, but does NOT provide good support for the interpretation, even when asked. | Student cannot act out how a character might have felt at the end of 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. |