

May 21, 2012

Dear Parents and Students,

Welcome to the last week of 4th quarter and the 2012! It has been a great year, and our last week should be wonderful as well.

Important Dates:

May 18: Permission Forms for movie day due

Yearbooks distributed

May 21: Due Date for all work.

May 22: Money and orders for movie day food/drinks due

May 23: 8th Grade Dinner Dance (6:00-9:00 pm at St. Pius Church)

May 24: Middle School Movie Day

8th Grade Graduation 6:00 pm in the Activity Center


May 25: Last day of school- half day!

Our student teacher, Ms. Baechler will be instructing my classes full-time for the final week of the year. Ms. Baechler has done a great job so far, and graduated from NAU. We all wish her well in her teaching career.

7th Grade: This week 7th grade will complete our final unit reading "The Giver." This unit will focus on understanding alternate worlds, futures, and viewpoints. Students are presenting their societies to the class.

7th Grade Homework:

None.



8th Grade: This week 8th grade will complete our final unit on “The Diary of Anne Frank.” This will focus on comparing diary and play forms of the same story, that of Anne Frank’s experience in hiding as a Jew during WWII. This week students will perform one act from the Anne Frank play.

8th Grade Homework:

None.

Sincerely,

Colleen Johnson



8th grade Independent Book Project

Objective: Students will read a novel of their choice and then watch its movie adaptation. From there, students will do the following:

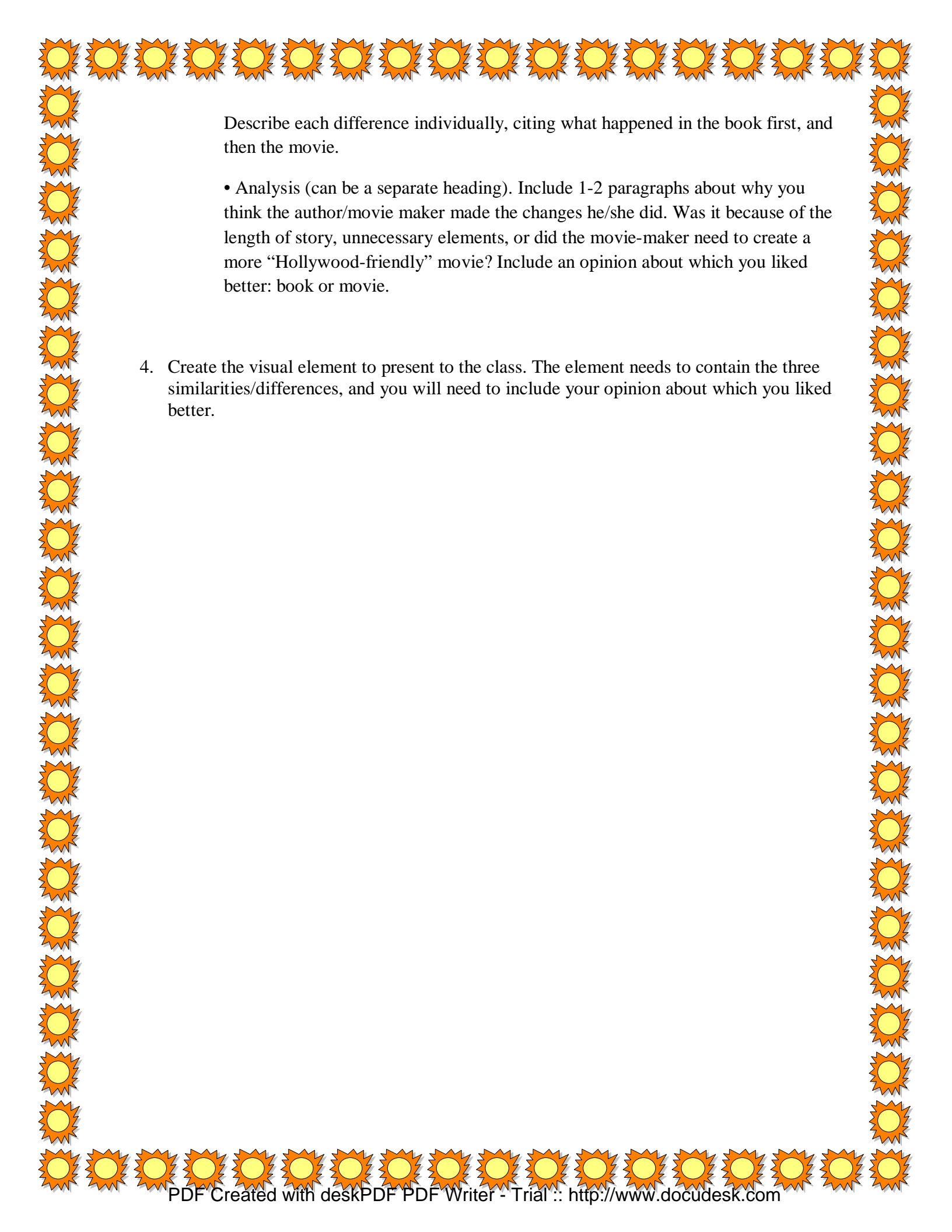
- Write a 5-6-page compare/contrast paper and critical analysis of the book/movie
- Create a visual element to present to the class which depicts three similarities and three differences between the two pieces

Paper Due: Wednesday, May 9

Project Due: Monday, May 14

Tasks:

1. Find an appropriate book (reading level and content) that has also been adapted for the screen. Please note that you must do a book that has been made into a movie; not a novel serialization of a movie. You must notify your teacher of your selection no later than **Tuesday, April 9**. (*Teacher has final approval; please do not begin on your project before you have this approval.*)
2. Read the entire book, and then see the movie. When reading the book, pay special attention to how the characters are described (appearance: height, weight, hair color, eye color, etc.), how the plot develops, the setting, and key scenes. When watching the movie, watch elements that follow the book and those that don't. Think about why moviemakers change parts of the book, condense/expand/eliminate characters, rewrite the ending, etc. (This will be part of the paper.) You may need to watch the movie more than once.
3. Write the paper. Structure it as follows:
 - Introductory paragraph that gives a summary of the book (who, what, when, where, why). Include what the main conflict of the book is as well as the main characters. At the end of the paragraph, mention broadly the similarities and differences (if there is anything of particular interest, such as the movie had a completely different ending, mention that.)
 - Body paragraphs (number of paragraphs will vary from person to person, depending on level of detail provided). First, mention three similarities of both. Be sure to include specific examples and details. If there are direct quotes from the book in the movie, mention that. After that, include the three differences.



Describe each difference individually, citing what happened in the book first, and then the movie.

- Analysis (can be a separate heading). Include 1-2 paragraphs about why you think the author/movie maker made the changes he/she did. Was it because of the length of story, unnecessary elements, or did the movie-maker need to create a more “Hollywood-friendly” movie? Include an opinion about which you liked better: book or movie.

4. Create the visual element to present to the class. The element needs to contain the three similarities/differences, and you will need to include your opinion about which you liked better.



***The Giver* Open Mind Portrait**

Objective: To identify different character traits for the main character in *The Giver*, and present those traits in a creative visual portrait.

1. After reading a portion of *The Giver*, brainstorm some character traits that are essential to Jonas' personal identity. Which characteristics define Jonas as a person?
2. On your Open Mind handout, complete the following:
 - Choose at least **5 characteristics** and **3 quotes** that represent Jonas.
 - Draw a **visual collage** that includes your 5 chosen characteristics and 3 quotes.
 - Leave as little white space as possible.
 - c. **Color** your Open Mind.
 - Your portrait must be completely colored.
 - d. Write a **1/2 page description** of your Open Mind.
 - How does your portrait represent Jonas?

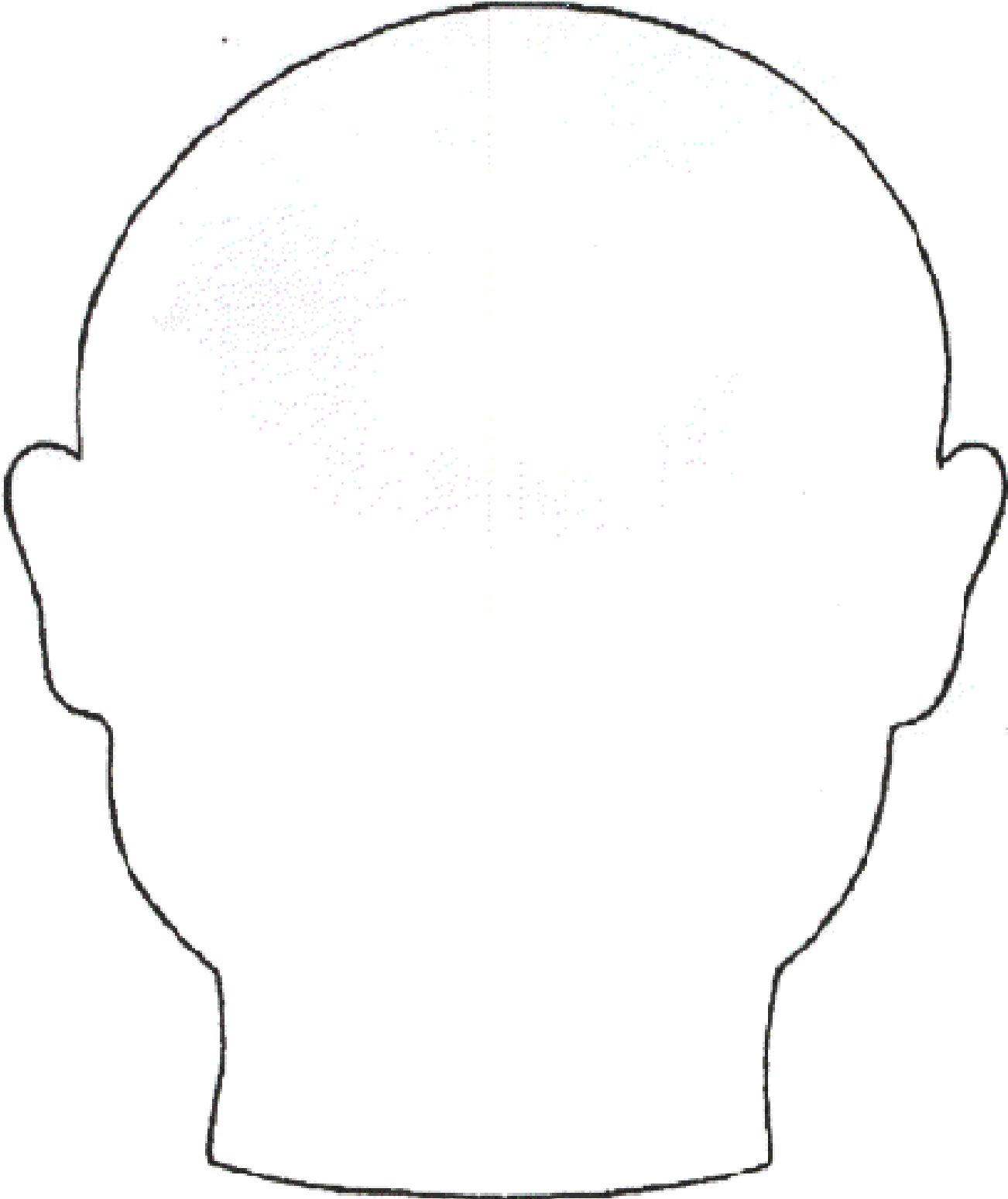
***The Giver* Character Letter**

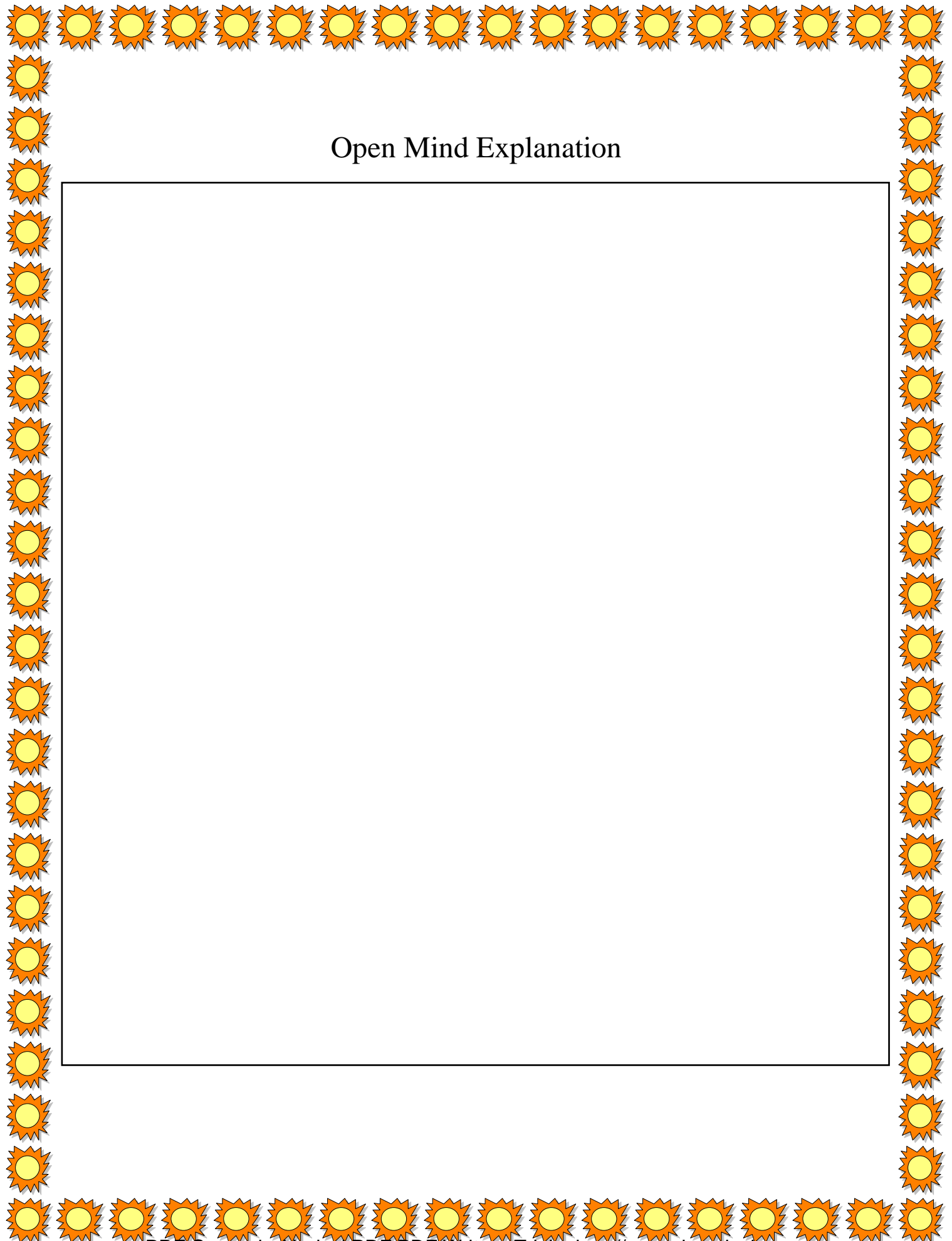
Objective: To respond to character thoughts, feelings, and actions in *The Giver* by writing an informal letter to the novel's main character.

1. **Choose an event** in *The Giver* when Jonas feels strong emotions or reacts strongly to a situation.
2. Respond to your chosen event by writing an **informal letter** to Jonas.
3. **Answer the following questions** in your letter:
 - How did Jonas feel about the event?
 - How did you feel about the event?
 - What do think about Jonas' feelings, thoughts, and/or actions? Were they right or wrong?
 - What would you have done in the same situation?
 - What advice can you offer Jonas for the future?
4. Your letter must be **at least 1 page** and **follow the format for an informal letter**.

****Attach your Character Letter to the back of your Open Mind and turn in when both are complete.**

Open Mind





Open Mind Explanation

A large, empty rectangular box with a black border, intended for writing an explanation.