Writing Assignment for BDL: Danielle Reed

1. I am currently filling in for a 3rd grade maternity leave. This will be my first time in elementary school, but I would obviously not teach this novel until 8th grade. I think mature 7th graders could handle it, but I wouldn’t go any lower than that. I would also teach this novel throughout high school. I’m designing my writing assignment for a future 9th grade position.
2. The context of this assignment is really an icebreaker to one of the themes in the novel, bullying. This assignment can also be used at the end of the unit to see if students change their perspective. It will also be neat to see if they get more comfortable writing “real” as the year goes by.
3. My thought process regarding this assignment was to get the kids to respond and write “real” so I was thinking of an assignment that gave them the opportunity to do so. I wasn’t sure if we were supposed to make this a HUGE assignment, or a writing assignment similar to what we have been doing in class. I would like to model this after what we’ve done in class and use it in a feather circle. I also don’t want to create a crazy looking rubric, as I think it will deter students from writing real.

Blood Don’t Lie Writing Assignment #1: Monologue

Hello students,

Throughout this unit, you will often hear me refer to the text as BDL. Maybe I’ll even say Buh-Duhl, because that makes sense, too. Throughout the reading, you will be writing several pieces in response to relevant events that take place in the novel. We will share these readings in our feather circle after we meet with our groups to workshop. As we read through the first couple of chapters, start thinking of yourself as a bystander, which we are when we are readers. We cannot jump into the novel and save the day, so essentially, we are just “watchers” of all the action.

Prompt #1: Monologue of a bystander

* After digesting Larry’s life within a few chapters, pretend you are a bystander in the novel and write a monologue. The bystander can be of any age, and the monologue can happen at any given point in the novel; you create the scene. Your monologue should not be longer than three minutes when reading out loud.

Definitions:

Monologue (n): a form of dramatic entertainment, comedic solo, or the like by a single speaker:

a comedian's monologue.

2.a prolonged talk or discourse by a single speaker, especially one dominating or monopolizing a conversation.

3. any composition, as a poem, in which a single person speaks alone.

4. a part of a drama in which a single actor speaks alone; soliloquy

Bystander (n): a person present but not involved; chance spectator; onlooker.

Click on following links to watch a couple performances of one-minute monologues:

<https://www.youtube.com/watch?v=yRuiavPvS5o>

Reflect on Chad Dennis’ monologue presentation. What worked for you and what didn’t? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Chose another monologue from the video and include their contestant number. What worked for you and what didn’t?

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* Keep in mind as you construct your own monologue, that your topic can be humorous or serious or dramatic or a combination of all three. You set the tone. Also keep in mind you may be speaking to someone without interruption, or the monologue can be internal. Have fun with this!
* Breakdown of points, because I know you’re all like “Ms. Reed, is this a graaaaaade?”
* Rough draft due on time: 20 points
* Work shopping input: 20 points
* Final draft due on time: 20 points
* Feather circle reading: 20 points
* Thank you Notes (4 total): 20 points (5 pts. each)

Common Core State Standards

[CCSS.ELA-LITERACY.W.9-10.3.A](http://www.corestandards.org/ELA-Literacy/W/9-10/3/a/)
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/)
Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.9-10.3.B](http://www.corestandards.org/ELA-Literacy/W/9-10/3/b/)
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.9-10.3.D](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/)
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-LITERACY.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/)
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](http://www.corestandards.org/ELA-Literacy/L/9-10/).)

[CCSS.ELA-LITERACY.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/)
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/)
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.SL.9-10.1.D](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/)
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.