

Hello Teachers!

I am excited to share this project with you. **These slides are free and are not up for resale.** Feel free to share with other teachers. If you like the Google Slides version, click [here](#). You will need to make a copy. The activities are linked on the playlist page (slide 3) and added to this file. If you need help understanding what to do, please reach out to me at [janice.gaskin@frco.k12.va.us](mailto:janice.gaskin@frco.k12.va.us).

### My process for completing the impact task and playlist:

1 – Introduce the impact task to students. This impact task is done at the completion of the playlist. All activities help students understand what will be needed to complete the impact task. This playlist will take up to 4 weeks and one extra week to complete the task.

2– This playlist is self-paced. I allow at least five days to complete each standard. At the beginning of each standard, I do a whole group mini-lesson. If you have a student who has completed all activities before you get to the next mini-lesson, feel free to have them move forward. This is the purpose of the EdPuzzle videos. Throughout the week, I pull small groups with students to remediate.

- After each test (pre and post) students are to come and see me and receive a proficiency scale sheet (after pre) and a recap sheet (after post). The proficiency scales allow for differentiated instruction and will place students on the level they need to work at for “Make Meaning” and sometimes “Investigate.” The recap sheet provides the student with their progress for each standard (NOTE: These standards are based on Virginia Standards). See below for the templates:

- [Figurative Language Proficiency](#)
- [Conflict Proficiency](#)
- [Character Development Proficiency](#)
- [Plot Proficiency](#)
- [Recap Sheets](#)

## **Impact Task (PBL)**

**Patrick Carman, author of the "Skeleton Creek" book series, has tasked your group to create an alternative ending for the book "Ghost In The Machine" (the second book of the series). You will write and record yourself presenting the alternative ending. When completed, a group of teachers at BFMS will choose 12 alternative endings to be sent to Patrick Carman, himself, to be judged. He will choose 3 out of the 12 endings and reward these students with signed autograph posters.**

**[Rubric](#)**

START

<b>Figurative Language</b> <u>Pretest</u>	<b>Make Meaning</b> Figurative Language <u>EdPuzzle</u>	<b>Investigate</b> Figurative Language <u>MD/TD</u>
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Playlist  
Due  
02/17  
**FINISH**



**After Pre-Test**  
See Mrs. Gaskin for your proficiency sheet.

If it says paper. Look for the copy on the back table and put your work in your folder to turn it in at the Post Test Stop Sign.

<b>Create</b> Figurative Language <u>Activity</u>
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<b>Plot</b> <u>Post Test</u>
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**After Post-Test**  
See Mrs. Gaskin to verify that all work has been complete.

<b>Make Meaning</b> Conflict <u>Edpuzzle</u>	<b>Conflict</b> <u>Pretest</u>	<b>Figurative Language</b> <u>Post Test</u>
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FL  
Due  
01/30

<b>Create</b> Plot <u>Activity</u>
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<b>Investigate</b> Plot <u>Choice Board</u>
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<b>Make Meaning</b> Plot <u>Edpuzzle</u>
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<b>Investigate</b> Conflict <u>MD/TD</u>
--

Conflict  
Due  
02/06

Character  
Due  
02/13

<b>Plot</b> <u>Pretest</u>
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<b>Create</b> Conflict <u>Activity</u>
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<b>Conflict</b> <u>Post-test</u> (Paper)
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<b>Character Develop</b> <u>Pretest</u>
--



<b>Make Meaning</b> Character Develop <u>Edpuzzle</u>
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<b>Investigate</b> Character Develop <u>Activity (P1)</u> (Paper)
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<b>Create</b> Character Develop <u>Activity (P2)</u> (Paper)
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<b>Character Develop</b> <u>Posttest</u>
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Template Created By: Amanda Sandoval  
@historysandval

# **Figurative Language**



**Figurative  
Language  
"Old Joe Bush"**

**Figurative  
Language  
"Ryan"**

**Figurative  
Language  
"Sarah"**

**CLICK  
HERE**

**CLICK  
HERE**

**CLICK  
HERE**

# MUST DO THEN DO



**Sarah** - Find 8 examples of Figurative Language in the chapter we have already read in “Ghost In The Machine”. (Use the [graphic organizer](#) at the Playlist Station).



**Ryan** - Find 6 examples of Figurative Language in the chapter we have already read in “Ghost In The Machine”.(Use the [graphic organizer](#) at the Playlist Station).



**Old Joe Bush** - Find 4 examples of Figurative Language in the chapter we have already read in “Ghost In The Machine”.(Use the [graphic organizer](#) at the Playlist Station).



**Sarah** - Write the 8 examples and explain how you know that these examples are considered figurative language.



**Ryan** - Write the 6 examples and explain how you know that these examples are considered figurative language.



**Old Joe Bush** - Define the 4 examples of figurative language and add the example to the graphic organizer.



# **Figurative Language – Create – Choice Board**

You have been asked to create a figurative language lesson for 7th grade teachers to use. Choose one of the options below. You may use the information you have already collected from the “Investigate Activity”.

## **Google Slides Presentation**

Your slides must include:

- 1 - All 6 types of figurative language**
- 2 - Definition of each type**
- 3 - An example of each type of Figurative Language from “Ghost In The Machine”.**

## **Anchor Chart**

Your chart must include:

- 1 - All 6 types of figurative language**
- 2 - Definition of each**
- 3 - An example of each type of Figurative Language from “Ghost In The Machine”.**





Start →  
Post Test

**Conflict**



**Conflict  
"Old Joe Bush"**

**Conflict  
"Ryan"**

**Conflict  
"Sarah"**

**CLICK  
HERE**

**CLICK  
HERE**

**CLICK  
HERE**

# MUST DO THEN DO



**Sarah** - Find 8 examples of the different types of conflict in the chapters we have already read in "Ghost In The Machine". (Use the [graphic organizer](#) at the Playlist Station).



**Ryan** - Find 6 examples of conflict in the chapters we have already read in "Ghost In The Machine". (Use the [graphic organizer](#) at the Playlist Station).



**Old Joe Bush** - Find examples of conflict in the chapters we have already read in "Ghost In The Machine". (Use the [graphic organizer](#) at the Playlist Station).



**Sarah** - Write the example, identify, and explain how you know that these examples are considered conflict.



**Ryan** - Write the example, identify, and explain how you know that these examples are considered conflict.



**Old Joe Bush** - Identify, define the conflict and add the example



# **Conflict - Create - Choice Board**

You have been asked to create a conflict lesson for 7th grade teachers to use. Choose one of the options below. You may use the information you have already collected from the "Investigate Activity".

## **Google Slides Presentation**

Your slides must include:

- 1 - All 6 types of conflict**
- 2 - Definition of each**
- 3 - An example of type of Conflict from "Ghost In The Machine".**

## **Anchor Chart**

Your chart must include:

- 1 - All 6 types of conflict**
- 2 - Definition of each**
- 3 - An example of type of Conflict from "Ghost In The Machine".**



# **Character Development**





**Character  
"Old Joe Bush"**

**Character  
"Ryan"**

**Character  
"Sarah"**

**CLICK  
HERE**

**CLICK  
HERE**

**CLICK  
HERE**

**Directions:** Choose a character from "Ghost In The Machine", and create a character analysis. Copies of the [graphic organizer](#) are in the playlist station.

**Investigate** – Complete Pages 1–2

**Create** – Complete the third page on a poster or a medium of your choice.



**Plot**



**Plot  
"Old Joe Bush"**

**Plot  
"Ryan"**

**Plot  
"Sarah"**

**CLICK  
HERE**

**CLICK  
HERE**

**CLICK  
HERE**

# Plot Investigate Activity

**The plot digital choice board was something that I had purchased. I only own one license. Due to copyright restrictions, this product will need to be purchased for \$3.00. My students love this activity and I feel it's well worth it.**

**Below is the link if you would like to purchase the activity.**

**<https://www.teacherspayteachers.com/Product/Analyzing-Plot-Plot-Elements-Digital-Choice-Board-An-Engaging-Reading-Activity-5697336>**



# Create – Plot Storyboard

Directions: Using “Ghost In The Machine” By: Patrick Carman, create a storyboard showing the elements of plot.

Click [here](#) for the template in Storyboard That.

**This is where you will start your impact task. I would like you to create an alternative ending by changing the falling action and resolution.**

**Each scene must include:**

- **Top Box – Elements (Exposition, Initiating Event, Rising Action, Climax, Alternative Falling Action, Alternative Resolution).**
- **Middle Box – Images to match each element**
- **Bottom Box – Identify each element using complete sentences.**

# Example - “The Giver” By: Lois Lowry

## EXPOSITION



The Giver begins in a utopian society where a young boy, Jonas, lives. He is 11 years old, and about to be an adult.

## CONFLICT



Jonas is about to turn 12. This is the age when it is decided by the elders what job you will be given as an adult. Jonas is undecided, and worried what he will be chosen to do.

## RISING ACTION



The rising action happens during the selection process. The ceremony when each child is moved up to a new year. The 11's are last to be called as they will each be given their jobs. It is here Jonas number is skipped! In a twist of suspense, he is called last to be The Receiver of Memory.

## CLIMAX



Jonas has been training as the receiver. Because of his position, he is allowed to ask questions that no one else can ask. He also learns about life before the "utopia". When he asks to see his father perform a "release", he realizes what it truly is - murder.

## FALLING ACTION



With his new memories, Jonas devises a plan to escape with Gabe, a baby his father has been nurturing, and whose life is threatened. Together they escape, running at night, and sleeping by day. Jonas hopes they can escape to 'Elsewhere'.

## RESOLUTION



There is no definitive resolution to The Giver. In the end, Jonas and Gabe experience starvation, cold, and fear. However, they have each other, and a bond of love. The story concludes with the two sledding down the hill that Jonas was given a memory of, together.



Start →  
Post Test