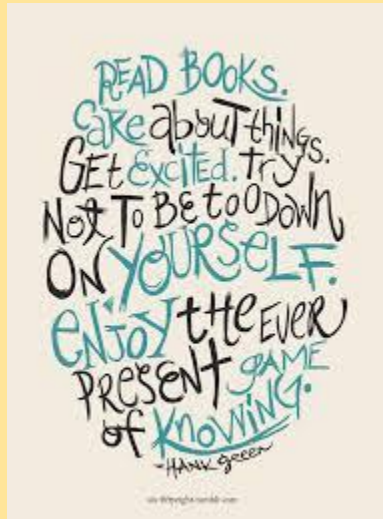


8.1 and 8.2 Journal Entries



LINKS: (With share settings changed to "Anyone with the link can EDIT")

[Elements of Worldview document](#)

[ELA etc. Notes](#)

[Little Prince Debate Graphic Organizer](#)

[Renaissance Inquiry Doc](#)

[Presentation: http://bit.ly/2eOARo8](http://bit.ly/2eOARo8)

[Crossword Challenge](#)

[Final Inquiry](#)

[Current Events](#)

[Age of Exploration](#)

[Lecture notes](#)

[Textbook notes \(pp. 94-115, 120\)](#)

[Guns, Germs, and Steel Episode 1 Viewing Guide \(copy and paste\)](#)

[Guns, Germs, and Steel Episode 2 Viewing Guide \(copy and paste\)](#)

[Stories of Worldview: Aztecs X Spanish](#)

[Scorpion Project Planning doc](#)

[The Scorpion Project link](#)

[Technological Advancement debate](#)

[Current Events Round 2](#)

[Isolation & Adaptation \(Japan\)](#)

[Effective Note-taking Example!](#)

[Blueprint for Adaptation](#)

[Southern Alberta Worldview Tour Journal Entries](#)

[Map of Myself](#)

[Shorthand in Comments](#)

[I = Inquiry](#)

[K = Knowledge](#)

[S = Skills](#)

[C = Communication](#)

[E = Enhancing & Supporting](#)

[WH or W = Work Habits](#)

[* = requires editing \(capitals, grammar, spelling, etc.; if you can't figure it out, come see me or leave a clarifying question\)](#)

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[Blog Comments Mini-Rubric](#)

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[Journal Entry #3 \(Wednesday, August 31, 2016\): "Day of the Butterfly"](#)

[Journal Entry #2 \(Tuesday, August 30, 2016\): The Fantastic Flying Books of Mr. Morris Lessmore](#)

[Journal Entry #1 \(Monday, August 29, 2016\): Into Darkness Individual Reflection](#)

Journal Entry #26 (June 11, 2017) - End-of-Term/Year HUMANITIES Reflection

Time in class JUNE 12; due June 12.

As we come to the end of term 3, and the end of grade 8, take some time to answer the following questions with some detail. *I expect you will write a small paragraph for EACH question.*

1. Identify ONE enduring understanding from this term IN HUMANITIES specifically. To help you remember most of what we did this term, [use this document](#). Remember, an enduring understanding is something that will stay with you beyond this grade, beyond this school, and even beyond pre-secondary school in general. It could be a skill, or a big idea, or even a strategy you used or developed in order to overcome a challenge that will continue to influence you throughout your life.
2. Think about your successes and challenges from THIS ENTIRE YEAR in HUMANITIES. Now, set down ONE goal that you want to work on in grade 9, and at least ONE strategy that will help you accomplish this goal.

Journal Entry #25 (May 12, 2017) - Isolation/ Adaptation Reflection 2

Time in class May 12; due May 15.

Now that you have examined multiple case studies regarding isolation and adaptation, answer the following questions.

YOU WILL BE ASSESSED AS FOLLOWS:

Knowledge: *Have you demonstrated knowledge of Japan and worldview by providing specific details?*

Skills: *Are you using details to support your thoughts?*

Inquiry: *Have you demonstrated your ability to think beyond the surface of the issue?*

1. Which TWO worldview elements do you think are most important in the process of a country adapting from an isolated to an open society? Why do you think that?

Strategies for success in answering this question:

- Quickly plan out your answer using a graphic organizer or mind map.
- Write two paragraphs, one for each worldview element.
- For each element, provide specific evidence from your study of
 - Edo/Meiji Japan
 - North Korea
 - the documentary/article we studied to begin this unit

2. How does a society's worldview shape the individual identity of its citizens?

Strategies for success in answering this question:

- Quickly plan out your answer using a graphic organizer or mind map.
- Write at least ONE well-formed paragraph.
- Perhaps focus on a worldview element to get your ideas flowing.
- For each element, provide specific evidence from your study of
 - Edo/Meiji Japan
 - North Korea
 - the documentary/article we studied to begin this unit

Journal Entry #24 (April 19, 2017) - Isolation/ Adaptation Reflection

Time in class April 19; due April 19.

[Access the article here](#)

(You may print this to do TttT physically, or make a copy and use the highlight and comment functions in Google doc.)

Put your notes on the documentary here:

Now that we have examined as a class an example of isolation and adaptation, think about and answer the following questions. Sentences or point form are both okay.

1. In what ways can a society isolate itself?
 2. Which worldview elements do you think would play the biggest role in a society deciding to isolate itself, or to stay isolated?
 3. Which worldview elements do you think would play the biggest role in a society deciding to de-isolate itself, or to adapt?
 4. Do you have any general thoughts or questions on the documentary, our class discussion, or the Japan inquiry?
 5. Put your article that you did talking to the text on here (digital link (change the access!) or pictures of your physical copy).
-

Journal Entry #23 (April 11, 2017) – The Scorpion Project Reflection

Time in class April 12; due April 13.

1. Copy the contents of [this document](#), and paste it here in your journal.
 2. Complete with details.
-

WE INTERRUPT OUR REGULARLY SCHEDULED JOURNAL ENTRIES FOR:

TERM 2 STUDENT LED CONFERENCES!

Students will: lead, explain, answer, ask, reflect

Special People will: follow, listen, ask, support, engage

STUDENTS: Copy and paste this into your journal above the most recent journal entry. It doesn't have a number! ;)

During your conference with your special person (parent/guardian/caretaker), you must complete the following tasks. This can be done AT SCHOOL OR AT HOME, whenever it works for your family!

1. Take a photo that includes your special person and you, triumphantly displaying your note-filled novel, *The House of the Scorpion*.
 2. Show your special person [The Scorpion Project](#) blog.
 3. Take your special person through your team's Scorpion blog. Ask your special person to leave a comment on their favourite blog post. **Screenshot that comment and put it here.**
 4. Take your special person through your personal litpiration blog, and together, brainstorm 3 people who you could invite to view your blog. **List those 3 people here**, and **send them an email** asking them to view your litpiration blog and leave a comment on their favourite post of yours.
-

Journal Entry #22 (March 23, 2017) - The Scorpion Project Individual Blog Post self-assessment

Time in class March 23; due March 24.

1. Copy the contents of [this document](#), and paste it here in your journal.
 2. Fill in the assessment tool for THE BEST post chosen from numbers 3, 4, 5, or 6. You need at least 2 pieces of evidence for each category.
 3. Copy and paste the blog post that you have determined is your best here into your journal so I can give you some very specific, targeted feedback.
-

Journal Entry #21 (March 6, 2017) - Writing Feedback

Time in class March 6; due March 6.

Take a CLEAR picture of the feedback you received from Ms. G. on your edited Renaissance long answer question. Remember, this is being given back to you today so the feedback you received is fresh in your mind for when you are editing your blog posts! USE IT!

Journal Entry #20 (February 24, 2017) - Individual Blog Post 3 Preparation

Time in class February 24; due February 24.

Step 1:

Copy and paste the following into your own journal, and then fill it in when instructed by Ms. Groeller. Remember, pre-writing doesn't require attention to conventions of organization; just get your ideas down. This time, we are going to try some timed non-stop writing.

Question	Your thoughts, unedited
What does it mean to be a caregiver/mother/father?	
What is education and how do people learn about their worlds? In what ways can someone "get educated?"	
How do you justify the idea that a person can be both good and evil at the same time?	

Journal Entry #19 (February 21, 2017) - Scorpion Project TttT Check-in 1

Time in learning strategies and due February 21 (8.2); February 23 (8.1)

Reflect on the active reading that you have been engaged in for the first 100 pages or so in the novel *The House of the Scorpion*.

1. Take a picture of your novel to show us how you are actively reading.
2. Provide an example (clear picture of the note on the page is preferred) of where you have done the following. If you have **NOT** done the following, this is now a goal for the next check-in!
 - a. used the Talking to the Text strategy monitoring understanding
 - b. made an explicit connection to setting

- c. made an explicit connection to characterization
- d. made an explicit connection to theme
- e. identified a significant intentional choice the author made

ADDENDUM March 10 (8.2) / March 14 (8.1)

At this point, you should have AT LEAST one example for each of the above categories. If you didn't have something the first time around, you were asked to ensure you set that as a goal for this time. Get an example of each of the above into your journal.

Now, you need one of each above, and now these:

- f. a critical/deep question you asked (not just monitoring understanding!)
 - g. an inference (or prediction) you made
 - h. a visualization
 - i. a connection to something outside the novel ("the real world," a current event, prior learning, etc.)
-

Journal Entry #18 (February 9, 2017) - Aztec/Spanish Stories of Worldview Reflection

In class February 9

Copy and paste [the reflection](#) into your own journal and complete carefully.

Journal Entry #17 (January 17, 2017) - Timeline

In class January 17

On your own, make these lists:

(no need to Google; just use your brain)

List 1: Top 5 Renaissance moments

List 2: Top 5 Age of Exploration moments

List 3: Top 5 Predictions of European/Indigenous Americans intercultural contact moments (make inferences)

Journal Entry #16 (January 10, 2017) - Renaissance Reflection

Time in class January 10; due January 11.

*Please be honest and clear in all of your answers and **use details** to support anything you say.*

Please note: The first two sections refer ONLY to the final project.

General Impressions - Final Project

1. What was most challenging about this project (prep, collaboration, creation, assessment, etc.)?
2. What did you like most about this project?

Work Habits - Final Project

3. Did you ask questions when you were unclear or unsure of expectations? If not, why?
4. After the process of creating this, and the showcase, are you still proud of the work you did? Expand and explain.
5. What will you do differently for your next project?

Skills & WH - The Exam

6. Which strategies did you use to study effectively? Do you think they were helpful in your success on the test?
7. Which strategies did you use to take the test effectively? Think about all 3 sections.
8. Next time you have a test, what will you change about your use of strategies for either studying or taking the test, or both?

The following sections refer to the entire Renaissance inquiry unit!

Knowledge and Skills - Entire Inquiry

9. In a short paragraph, define the Renaissance.
10. In a short paragraph, define humanism.
11. Which two representatives of the Renaissance are historically most important, and why? Be specific: what did they do? How does it impact us today?

Enhancing and Supporting Community - Entire Inquiry

12. Think about the whole inquiry. Which aspect was most engaging for you?
13. Think about the whole inquiry. Which aspect was least engaging for you?
14. What advice for this inquiry do you have for Ms. G. in her future teaching endeavors?
(This could be what to keep, or what to change, but don't be mean. ;))

Journal Entry #15 (November 28, 2016) - Are We In a Renaissance? - Checkpoint

Time in class November 28 & 29; due November 29.

At this point, you have knowledge of not only the Italian Renaissance, but also some information on the larger European Renaissance as outlined by your peers in our presentations. More information on this can also be found in your textbook on pages 48-93. On Thursday, we re-established where we stand on our big question: most of you stayed where you were, while others moved.

In a well-developed paragraph (or two), defend your position. Explain WHY you think we are or aren't in a Renaissance right now.

Reference the **knowledge** you have developed over the last two weeks: clear references MUST be made to the spread of the Renaissance beyond Italy. Consult your notes and the textbook to help jog your memory. Use as many pieces of JARGON as you can to show your **knowledge**. Use your critical thinking skills and show your willingness to engage in deep **inquiry**. **Communicate** your ideas concisely and precisely, with care and attention to clarity.

Journal Entry #14 (November 24, 2016) - Term 1 Student Led Conferences

1. Open the [doc](#), and copy and paste the contents into your journal.
 2. Read carefully through the options, and choose one or two that you will use to showcase your learning from term 1 in Humanities. NOTE: This should take about 10 minutes! Don't choose too many!
 3. Prepare for this conference. Print things if you need to, find links to assignments sheets, whatever you need to make this conference go smoothly.
 4. Once you have completed the conference at home or at school, take a selfie and put it into your journal.
-

Journal Entry #13 (November 2, 2016) - Are We In a Renaissance? - Checkpoint

Time in class November 2; due November 3.

At this point, we have learned a lot about the Italian Renaissance, and are working hard to answer our questions in order to determine what a Renaissance is/looks like, etc. so we can decide if we are in a Renaissance right now. Yesterday, we had a checkpoint and some of you decided to change sides regarding whether or not we are in a Renaissance, and but most of you decided to stick with your original thoughts.

In a well-developed paragraph (or two), defend your position. Explain WHY you think we are or aren't in a Renaissance right now.

Reference the **knowledge** you have developed over the last week: consult your Renaissance doc and our questions doc to help you. Use your critical thinking skills and show your willingness to engage in deep **inquiry**. **Communicate** your ideas concisely and precisely, with care and attention to clarity.

Journal Entry #12 (November 1, 2016) - Term 1 Humanities Reflection & Goals

Time in class November 1; due November 2.

Answer the following questions with regard to your first term in Grade 8 Humanities:

1. What are you most proud of in Humanities, and why? In other words, what would be a highlight for you?
 2. What are you least proud of in Humanities, and why? In other words, what would be an area of improvement for you?
 3. What is your goal for term 2 in Humanities?
-

Journal Entry #11 (October 25, 2016) - First Individual Litspiration Post Exploration

Time in class October 25; due October 26.

Go through as many of your peers' blogs as possible and find 2 that have each done something awesome that you want to do for your next post. It could be as simple as including a picture, or using a certain font, or colour... The sky's the limit!

litspiration.blogspot.ca

Peer's name & link to their blog post		
Awesome thing they did that you want to incorporate somehow		
Why the thing they did was awesome & how you are going to use it		
Screenshot of the comment you left (before you publish!)		

Journal Entry #10 (October 17, 2016) - Individual Litspiration Post on *The Little Prince*

Time in class October 17-24; due October 25.

****Addendum RE: Submission!****

To submit this, follow these instructions:

1. When you have your BEST, POLISHED, CAREFULLY EDITED post, put it here in your Google doc labelled FINAL DRAFT.
2. **Copy and paste your final draft and post it on your Litspiration blog. (Make sure to preview it to ensure it looks the way you want to look.)**
3. **Consider how to make your blog post attractive; how can you communicate using more than just your words?**
4. **Send at least ONE personal invitation to someone OUTSIDE OF THIS GRADE to read your post in order to start cultivating an audience. Here is a sample email you could send:**
 - a. **Hi! I want to invite you to read the latest post on my litspiration blog. I would love for you to respond to the ideas I have presented by leaving a comment on the post for me! I would love to hear your thoughts on this idea. If you like what you see, consider bookmarking my blog and checking back periodically as I will continue to post inspiring literary things.**
5. **Make sure your assessment tool is completed here in your journal!**

Many of you wrote some fantastic, powerful, compelling speeches for your debate before the break. Some of that writing was individual, but much of it was collaborative. Your task now is to write a concise and precise INDIVIDUAL piece that will be polished and published to your personal litspiration blog.

Some things to consider:

- ★ Engage in the writing process
 - Pre-write
 - Determine your audience!
 - Free-write or record the ideas you definitely want to include
 - Pull out bits and pieces from the speeches you wrote
 - Plan
 - Create a graphic organizer of some kind and stick your pre-writing where it should go
 - Write in drafts, editing and revising between each draft
 - Use at least 2 of the editing strategies discussed in class
- ★ Use the speeches you and your partner wrote already, and adapt as you see fit.
 - Change “we” to “I” etc.
 - Move away from “debate speech” and towards “personal response”
 - Keep compelling language and strive for the “Goldilocks zone”
- ★ Consider how and who you will draw readers to your blog to leave comments on your ideas (more details on this to come)
- ★ [Assessment Tool](#)

Journal Entry #9 (October 17, 2016) – Debate Reflection

Time in class October 17; due September 19.

1. Open the link below.
2. Copy and paste the entire reflection into your own google doc journal as entry #9.
3. Complete the reflection during the 20 minutes of class time that you have to do so.

https://docs.google.com/document/d/1_3PI_3HeW_1MahhPoAMV1E4cawJL348fb8z3adNOMFU/edit?usp=sharing

Journal Entry #8 (Wednesday, September 28, 2016): Character Analysis for "Thank You, Ma'am"

Time in class September 28; due September 29.

1. We have met several interesting characters in our short fiction exploration so far. Analyse Roger from "Thank You Ma'am" using the acronym STEAL.

S
T
E
A
L

2. Who is the protagonist of the story? Explain your answer using specific details from the short story. (Consult your notes if you are having trouble!)
 3. Who, or what, is the antagonist of the story? Explain your answer using specific details from the short story. (Consult your notes if you are having trouble!)
 4. Is Roger round or flat? Explain your answer using specific details from the short story. (Consult your notes if you are having trouble!)
 5. Is Roger dynamic or static? Explain your answer using specific details from the short story. (Consult your notes if you are having trouble!)
-

Journal Entry #7 (Thursday, September 15, 2016): Roundtable on Theme for "Day of the Butterfly"

Time in class September 15; due September 16.

You've just had a mini-lesson on theme, and taken notes on this in your ELA Notes document. You practiced developing a theme statement with your table group for the short film *The Fantastic Flying Books of Mr. Morris Lessmore*. Now you are going to extend your learning.

1. Write down some keywords and ideas for themes for the short story "Day of the Butterfly." Please consult the short story or journal entry 3 to help you.
2. In groups of 3, go to a quiet place (assigned to you by your teacher) and record a roundtable discussion of you and your partners working to create your theme statement. ONE STUDENT WILL RECORD and SHARE WITH the OTHERS (details on this after).
3. The student who recorded the discussion will upload the recording to their Soundcloud and share the EMBED code with the rest of their group. EACH student will embed the recording into their individual litspiration blogs and then complete the following reflection INDIVIDUALLY:
 1. Identify the timestamp section at which you feel your group was having the BEST discussion moment. Everyone was engaged, all were contributing, no one was ignored/sitting out.
 2. What was your group's final theme statement for the short story "Day of the Butterfly?"
 3. Include 2 other examples of literature or movies, etc. that would fit your theme statement.
 4. What could YOU as an individual do next time to make your roundtable more successful?

Post the LINK to your blog entry here:

Journal Entry #6 (Tuesday, September 13, 2016): Talking to the Text (Reading Strategies) Reflection

Time in class September 13; due September 14.

Write a journal entry about your use of the "talking to the text" reading strategies. Look at your article and consider the following questions:

1. What colour is used the most? Why do you think that is?
 2. What colour is used the least? Why do you think that is?
 3. Looking at the least used colours, how will you ensure you are using these strategies more often?
 4. Which of the strategies do you find the most difficult? Why?
-

Journal Entry #5 (Monday, September 12, 2016): Litspiration Challenge 1: *Me as a Reader* Peer Exploration

Time in class September 12 & 13; due end of day or it is for homework

In order to explore the blogs of your classmates, as well as enhance and support our learning community, we are challenging you to explore and comment on at least 5 of your peers' litspiration blog

posts for the "Me as a Reader" visual representation post. You will have 3 assigned peers, and 2 free choice peers. To complete this task, you must do the following for each of the blogs you explore:

1. Explore the visual representation carefully and read the explanatory paragraph.
2. Carefully consider your peer's post, and craft a concise and precise response focused on the ideas they present.
*You should leave your peers specific comments on their visual and the intentional choices they have made. This comment should be more than just a few sentences saying "good job" or "you spelled this word wrong." Interact with the ideas your peer has presented. Ask a question that does not have a yes/no answer. Connect and inquire. Your comment should make your peer feel compelled to respond!
3. Show your FIRST comment to Ms. G., who will then give you some feedback on your approach.
4. Copy and paste your APPROVED comment on your peer's post.
5. Take a screenshot of your comment **BEFORE** you submit it. Add the screenshot to journal entry 5.
5. Repeat 4 more times (except no need to get approval...just remember Ms. G.'s advice!).

**If you are noticing your peer making conventions errors (grammar mistakes, spelling problems), seek them out and speak with them directly. Take the few minutes to show them their mistake, and help them learn how to communicate more clearly.*

The following mini-rubric outlines the expectations for your comments. Be sure to read it carefully before beginning this process to ensure that you are meeting expectations.

COPY AND PASTE THIS INTO YOUR JOURNAL ENTRY!

Blog Comments Mini-Rubric

Depth of Response – Inquiry

Exceeds: You have demonstrated strong inquiry skills by providing your peers with insightful comments.

Meets: You have demonstrated capable inquiry skills by providing your peers with appropriate comments.

Developing: You have demonstrated developing inquiry skills by providing your peers with supportive comments.

Requires Assistance: You have demonstrated limited inquiry skills by providing your peers with superficial comments.

Quality of Response – Enhancing and Supporting Community

Exceeds: You have strongly enhanced our learning community by providing your peers with thoughtful, respectful comments.

Meets: You have enhanced our learning community by providing your peers with respectful comments.

Developing: You have supported our learning community by providing your peers with casual comments.

Requires Assistance: Your support of our learning community is limited because you provided your peers with inappropriate comments.

Timely Submission – Work Habits

Exceeds: You submitted all comments before the deadline.

Meets: You submitted all comments by the deadline.

Developing: You submitted only some of the comments by the deadline.

Requires Assistance: You did not submit comments by the deadline.

Journal Entry #4 (Friday, September 2, 2016): Litspiration Challenge 1: *Me as a Reader*

<http://msggrade8.blogspot.ca>

Time in class September 2 (30 min) & 7, 8, 9 (60-80 min each day); due September 9

Consider that reading is a powerful process that we all experience in a multitude of ways. Use the guiding questions below to help you **create a visual representation** of yourself as a reader today.

When do you read?

Where do you read?

Why do you read?

What do you read?

How do you read?

Do you consider yourself an avid reader?

How do you choose books to read?

What is the favourite thing you have read?

What kind of books do you like (genre, size, style)?

What is the greatest obstacle that prevents you from reading?

Remember:

*We are asking you to create something original. This is NOT something that can be completed with a google image search!

*You may create something digital or physical - this is YOUR representation.

*Think symbolically, not literally.

*Stay away from a collage...

To submit this assignment, you will need to post the following to your LITSPIRATION BLOG:

1. Your visual representation
2. An explanatory paragraph/recording that helps your audience understand the intentional choices you made when creating your visual representation.

Assessment Tool

Use this tool **before, during, and after** working on your assignment to ensure you are meeting expectations!

Expectation	Strategies for Success
The representation clearly demonstrates intentional choices. (Communication)	1. Ask yourself: Is everything in your representation been carefully considered (items, colours, fonts, shapes, layout, etc.)? 2. Ask yourself: Does everything in your representation have a purpose? 3. Ask yourself: Does everything in your representation enhance the communication of who you are as a reader? 4. Consider how symbolism can help you make intentional choices, and help your audience understand. 5. Consider whether your explanation helps your audience understand the choices you've made.
Care and attention has been applied in the creation of this representation. (Work Habits)	1. Are you using your class time wisely? 2. Take the time to plan before jumping in! 3. Did you ask your teacher for materials early on, or come to him/her in a panic near the end? 3. Will your final piece look polished and free of eraser marks, obvious errors or changes, etc. 4. Will you complete this assignment in full and on time?

Journal Entry #3 (Wednesday, August 31, 2016): *"Day of the Butterfly"*

Time in class August 31 & September 1; due September 2

Use page numbers as often as possible!

1. What grade are Myra and the narrator in?
 2. Why didn't Jimmy and Myra play with other kids at recess?
 3. What do the girls do when Miss Darling asks them to include Myra at recess?
 4. What is Mr. Sayla's profession? What about Mrs. Sayla?
 5. What do Myra and the narrator find in the Crackerjack box? What happens to the Crackerjack surprise?
 6. Myra's birthday is July 20, but Miss Darling insists they celebrate it on March 20? Why?
 7. What happens in the last paragraph on page 121? Why doesn't the narrator want the case anymore?
 8. What is Jimmy Sayla's "shame?"
 9. What point-of-view is the story told from? Why do you think Munro chose to tell the story from this perspective?
 10. Talk about the symbol of the butterfly in the story (title, Crackerjack gift, etc.).
 11. What is the narrator's name? Why do you think Munro doesn't tell us the narrator's name until the END of the story?
 12. What does the narrator mean when she says she "could not afford to be seen walking with [Myra]?"
-

Journal Entry #2 (Tuesday, August 30, 2016): *The Fantastic Flying Books of Mr. Morris Lessmore*

Time in class August 30 & 31; due September 1

These are the questions we explored. Please refer to them in your answers for questions 1-3.

1. *Why is reading important?*
2. *What are the different kinds of things that you can choose to read?*
3. *What real-life connections can you make to the short film?*
4. *What might happen to a person who chose to never read anything?*
5. *Why do people choose to read fiction when it isn't real?*
6. *What is your all time favourite story?*
7. *What is the significance of the main character's name?*

1. Which question did you find the most difficult to answer, and why?
2. Which question did you find the easiest to answer, and why?

3. Which question resonated with you the most? In other words, which question really got you interested or excited? Please explain.
 4. What did you think of the film? Please explain, and use as much specific evidence from the film as possible in your explanation.
 5. Clearly, our upcoming unit is focused on literature and reading. While this may excite some, others might be apprehensive. What strategies can you use to ensure that you are successful in this unit?
-

Journal Entry #1 (Monday, August 29, 2016): Into Darkness Individual Reflection

Time in class August 29; due August 31

After viewing the film, we hope that you were able to make powerful connections between the story and the seven elements of worldview.

TASK:

In a well-developed paragraph, discuss which worldview element you think is most influential to your own worldview.

Consider the idea that Kirk values "Responsibilities to Others" more highly than "Sources of Ethical Wisdom."

Here is a link to the [Elements of Worldview document](#) that outlines and describes the 7 different elements of Worldview.