

Unit 5 READING - *Global Perspectives*

Overview

From the power struggles in dystopian societies to the social issues in our world, students have examined the kinds of environments that lead to myriad struggles. Now students will explore how real people have emerged as heroes amidst cultural struggles for power, considering their stories from a global perspective. In examining the structure and techniques of narrative nonfiction, students will consider how authors evoke a reaction in readers and shine a light on global issues. Students will be able to determine a key passage in a narrative nonfiction text and analyze how the author presents a global issue through personal experience. Additionally, using the text’s perspective, their own evolving position on the issue, and the opinions of their peers, students will engage in discourse about global issues and their implications for our lives and our communities. Finally, students will write about a global issue that has affected them personally and that they would like to “shine a light on” for our community as a result of their work in this unit.

Reading Skills: Synthesizing

21st Century Capacities: Analyzing, Synthesizing, Engaging in Global Issues

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.RL.8.1](#)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.8.10](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

[CCSS.ELA-LITERACY.RI.8.1](#)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.8.8](#)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is

Transfer:

Students will be able to independently use their learning in new situations to...

1. Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing, Synthesizing)
2. Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Global Issues)
3. Evaluate the author’s message and purpose citing text evidence to support conclusions. (Analyzing)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Readers reflect on and question the text, suspending judgement to consider different perspectives to examine author’s message.
2. Readers support and elaborate on their

ESSENTIAL QUESTIONS: *Students will explore and address these recurring questions:*

- A. How can I suspend judgement to learn about the cultural influences surrounding a global issue? How can I then apply my own culture’s moral and ethical standards to take my own position on that issue?

Grade 8 ELA Curriculum

<p>sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>interpretation with description and detail (both textual evidence and schema) 3. Unit Focus: Readers question the text to uncover multiple perspectives and share their thinking about local and global issues to deepen their understanding.</p>	<p>B. How does reading about the experiences of others make an impact on my personal perspective of historical events, current global issues, and cultural norms?</p>
Acquisition:		
<p>CCSS.ELA-LITERACY.L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> How to apply concepts of oppression, tolerance, persecution, genocide, human rights, credibility, cultural influence, cultural norms, democracy to what they are reading. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> Creating high-quality questions to guide discussion and possibly further inquiry-based research Synthesizing information from multiple sources Using topic-specific vocabulary when talking and writing about an issue