

**Unit 4: Storytelling and Cultural Memory**  
**8th Grade Language Arts**  
20 Class Meetings

*Revised May 2022*

**Essential Questions**

- Why does a community need to preserve memory?
- What is the role of the oral tradition and storytelling in the processes of social change and cultural continuity?
- What are the elements of effective collaboration?

**Enduring Understandings with Unit Goals**

**EU 1: Storytelling is universal and is as ancient as humankind and it exists to entertain, to inform, and to promulgate cultural traditions and values.**

- Compare and contrast the tradition of storytelling in cultures around the world.
- Analyze the importance of sharing memories and the value in the collective knowledge of a society and in the way that knowledge is passed on to others.
- Engage in the writing process to write an original story that will be performed at a storytelling festival.

**EU 2: Through a process of listening and exchange, collaboration with peers provides a variety of perspectives that develops critical-thinking and analytical skills.**

- Collaborate with peers to set essential groundwork for productive discussion of meaningful topics.
- Contribute to discussions by providing unique inferences supported by relevant textual evidence.
- Present claims and analysis in a focused, coherent manner with sound, valid reasoning.

**Standards**

- **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.
- **RL.8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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- **RL.8.7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- **RL.8.9:** Analyze how a modern work of fiction draws on themes, patterns of events, or characters types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- **RI.8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies, or categories)
- **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - **W.8.2.A:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - **W.8.2.B:** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - **W.8.2.C:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - **W.8.2.D:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **W.8.2.E:** Establish and maintain a formal style.
  - **W.8.2.F:** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.8.10:** 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 discipline-specific tasks, purposes, and audiences.
- **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.
  - **SL.8.1.A:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - **SL.8.1.B:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - **SL.8.1.C:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - **SL.8.1.D:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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- **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.
- **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.
- **SL.8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- **L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

- **Reading Literature Key Terms:** theme, effect, support, conclusion, text structure, key details, suggest, narrator, point of view, impact, inference, author’s message, author’s purpose, author’s point of view, dramatic irony, suspense, humor, tone, analogies, allusions
- **Vocabulary:** folklore, folktale, myth, legend, storyteller, storytelling, utopia, dystopia, science fiction, conformity, isolation, individuality, ignorance, palpable, unison, apprehensive, ritual, vital, adherence, aptitude, unsettling, conviction, regulated, chastisement, clouded, serene, vividly, murky emblem, relinquish

#### Interdisciplinary Connection:

- Social Studies: forms of government, governments as utopias, cultural and collective memory
- Science: the science of memory

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#### Daily Learning Objectives with *Do Now Activities*

##### Students will be able to...

- Analyze a theme's relationship to the characters, setting and plot.
  - *SBAC prep passage*
- Determine the theme of a text and analyze its development over the course of the text.
  - *SBAC prep passage*
- Analyze how dialogue and incidents in a story propel the action.
  - *SBAC prep passage*
- Compare and contrast how multiple characters are shaped by the setting in which they live and the events which they experience.
  - *SBAC prep passage*
- Analyze how dialogue and incidents in a story reveal aspects of a character.
  - *SBAC prep passage*
- Analyze how dialogue and incidents in a story provoke a decision.
  - *SBAC prep passage*
- Make an inference or draw a conclusion about a text.
  - *SBAC prep passage*
- Analyze how differences in the points of view of the characters and the audience or reader creates suspense.
  - *SBAC prep passage*
- Engage effectively in a range of collaborative discussions with diverse partners and build on others' ideas and express ideas clearly.
  - *SBAC prep passage*
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - *SBAC prep passage*
- Acknowledge new information expressed by others and, when warranted, qualify or justify my own views in light of the evidence presented.
  - *SBAC prep passage*
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
  - *SBAC prep passage*
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
  - *SBAC prep passage*
- Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - *SBAC prep passage*
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - *SBAC prep passage*

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- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - *SBAC prep passage*
- Organize an event sequence that unfolds naturally and logically.
  - *SBAC prep passage*
- Demonstrate understanding of Unit 4 skills.

**Instructional Strategies/Differentiated Instruction**

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Cornell notes
- Accountable talk
- Homework
- Word walls with visuals
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

**ML Differentiated Instruction:**

- Verbal: Prompting, questioning, elaborating, facilitate higher level thinking skills
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn diagrams
- Sequence writing
- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Chunk and Chew
- Sentence starters

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- Word banks
- Google Translate

#### Assessments

##### FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Text dependent question responses
- Close reading notes and text annotations
- In-Class work and collaborative slides
- Verbal Check-Ins
- Vocabulary Checks
- Grammar and Usage Check
- Hexagonal Thinking Assessment
- Socratic Seminar Discussions
- Unit Task- Terrifying Tales from Around the World: ISAAC Storytelling Festival (Literacy Rubric)

##### SUMMATIVE ASSESSMENTS:

- EU Quiz 1
- EU Quiz 2
- Unit 4 Socratic Seminar
- Unit Task- Terrifying Tales from Around the World: ISAAC Storytelling Festival (Literacy Rubric)
- Unit 4 Unit Test

#### Unit Task

**Unit Task Name:** Terrifying Tales from Around the World: ISAAC Storytelling Festival

**Description:** In this task, students will work individually or in small groups to write an original horror story to tell at the ISAAC Storytelling Festival (EU 1). Groups will prepare and perform their original folklore to an audience during the ISAAC Storytelling Festival. (EU 2).

**Evaluation:** Literacy Rubric

#### Unit Resources

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- *The Giver* by Lois Lowry
- *The Giver* Movie
- “*The Giver* Audio Book” available at <https://www.youtube.com/watch?v=ZQq79KFowEA&t=16474s>
- Various selected folklore from SNARLED Youtube Channel
- “Storytelling and Cultural Traditions” available at <https://www.nationalgeographic.org/article/storytelling-and-cultural-traditions/>
- Worksheets
- “Research Supports Collaborative Learning” available at <https://www.edutopia.org/stw-collaborative-learning-research>
- Laptops
- Modification of Esther Wu Socratic Seminar method as seen on Teaching Channel
- SBAC Prep Online
- IAB Resources Online