

Unit 3: Someone Else’s Shoes
8th Grade Language Arts
22 Class Meetings

Updated May 2023

Essential Questions

- What does it mean to put yourself in someone else’s shoes?
- How do writers use craft and structure to convey meaning and advance arguments?

Enduring Understandings with Unit Goals

EU 1: Empathy acts as the catalyst for increased interconnectedness, which limits the effects of conflict and leads to positive community development.

- Analyze how authors use symbolism to impart ideas above and beyond the literal meaning of a text.
- Compare and contrast the impact of empathy on various scenarios.

EU 2: Authors use indirect characterization to reveal details about a character without stating them explicitly.

- Analyze indirect characterization using the STEAL elements: speech, thoughts, effects, actions, and looks.
- Compare and contrast characterization across multiple texts and assess how characterization demonstrates author’s purpose.
- Write appositive phrases to provide additional information about the subject or subjects of the sentence.

EU 3: A writer should support claims with arguments containing clear reasons and relevant evidence.

- Analyze rhetorical devices that writers and speakers use to appeal to audiences.
- Engage in the writing process to craft an argumentative writing paper that argues a claim, distinguishes that claim from opposing views, and incorporates proper in-text citations in a works cited page.

Standards

Common Core State 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.

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- **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.
- **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.
 - **W.8.1.A:** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - **W.8.1.B:** Support claim(s) with logical reasoning and relevant evidence, using accurate credible, sources and demonstrating an understanding of the topic or text.
 - **W.8.1.C:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **W.8.1.D:** Establish and maintain a formal style.
 - **W.8.1.E:** Provide a concluding statement or section that follows from and supports the argument 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.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **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.8.4:** 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

- **Writing and Revising Argumentative Texts**
 - **Key Terms:** relevant, irrelevant, thesis, argument, support, claim, counterclaim, opposing view, transition, introduction, conclusion, body paragraph, topic sentence, concluding sentence, evidence, accuracy of information, opposing viewpoint, counterargument, author's point of view, author's message, compare/contrast, context, credible, elaboration, conclusion, inference, logical progression/sequence of ideas, summarize, controlling idea
 - **Vocabulary:** empathy, catalyst, symbolism, characterization, direct characterization, indirect characterization, implicit, explicit, speech, thoughts, effects, actions looks, appositive phrases, Universe of Obligation, othering

Interdisciplinary Connection:

- Social Studies
- History
- Social Emotional Learning – developing empathy, identifying and recognizing emotions

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Daily Learning Objectives with *TWPS*

Students will be able to...

- Predict major themes and topics for *Long Way Down*.
 - *How does the community in which you are raised shape who you become?*
- Explain the STEAL elements for indirect characterization.
 - *What is the difference between direct and indirect characterization?*
- Analyze how particular lines in a poem contribute to an understanding of character relationships and setting.
 - *Why did Jason Reynolds choose to structure his book as a novel in verse instead of as a prose novel?*
- Compare and contrast different symbols used in *Long Way Down*. **
 - *What is symbolism?*
 - *Describe two symbols from Long Way Down.*
- Analyze each character using STEAL elements.**
 - *What are the elements of STEAL?*
- Write arguments to support claims with clear reasons and relevant evidence.
 - *What does relevant mean?*
- Define their “Universe of Obligation.”
 - *Predict what you think a “Universe of Obligation” might involve.*
- Develop appositive phrases to describe characters from *Long Way Down*.
 - *How do authors use appositive phrases to make their writing more precise?*
- Brainstorm claims and evidence to use for an argumentative essay.
 - *Which character had the biggest impact on Will and why?*
- Draft a thesis statement. **
 - *What is the purpose of a thesis statement?*
 - *What is a concession?*
- Analyze whether evidence is relevant to an argument.
 - *What is the difference between relevant and irrelevant evidence?*
- Create a multi-paragraph outline. **
 - *Why is it important to write a clear, detailed outline before beginning an essay?*
 - *Where are you struggling the most with your outline after Day 1?*
- Write an argumentative essay. **
 - *What sort of evidence does an author need to make their claim convincing?*
 - *What has been the most difficult part of transforming your outline to an essay so far?*
- Review skills for writing and revising argumentative texts.
 - *What are three of the most important skills you learned in Unit 3?*
- Revise an argumentative essay for clarity and organization.
 - *In your opinion, what is the hardest part of revising your essay?*

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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

EL 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
- Word banks
- Google Translate

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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
- *Long Way Down* Mind Map
- *Long Way Down* Free Writes
- Hexagonal Thinking Activity
- Unit Task- Argumentative Paper
 - Literacy Rubric

SUMMATIVE ASSESSMENTS:

- Quiz 1 (EU 1 and 2)
- Quiz 2 (EU 1 and 2)
- Unit Task- Argumentative Paper (Scoring Guide)
- Unit 3 Test (FIAB: Write and Revise Argumentative Texts)

Unit Task

Unit Task Name: Argumentative Paper

Description: In this task, students will write an argumentative paper regarding the novel *Long Way Down* in which they answer the following question: “As William Holloman is taking the elevator down on his way to avenge his brother’s murder, he encounters several people who might change his mind. Which character has the biggest impact on Will and the decision he will ultimately make?” Students will make a claim and support/justify their claim using strong textual evidence and sound reasoning (EU 3).

Evaluation: Literacy Rubric and Scoring Guide

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Unit Resources

- *Long Way Down* by Jason Reynolds
- “Why the World Needs an Empathy Revolution?” by Jill Suttie *available at* https://greatergood.berkeley.edu/article/item/why_the_world_needs_an_empathy_revolution
- “In ‘Long Way Down,’ The Ghosts of Gun Violence Chill a Plan for Revenge” *available at* <https://www.npr.org/2017/10/30/560286304/in-long-way-down-the-ghosts-of-gun-violence-chill-a-plan-for-revenge>
- “Jason Reynolds – Serving Young Readers with ‘Long Way Down’” *available at* <https://www.cc.com/video/avk8pe/the-daily-show-with-trevor-noah-jason-reynolds-serving-young-readers-with-long-way-down>
- “What is Empathy?” *available at* <https://www.learningforjustice.org/classroom-resources/lessons/what-is-empathy>
- Worksheets
- Selected passages from *Look Both Ways* by Jason Reynolds
- Laptops
- SBAC Prep Online
- IAB Resources Online
- *The Writing Revolution* by Judith C. Hochman and Natalie Wexler
- Edulastic