Module Title: COLLECTION 2 - THE THRILL OF HORROR

Grade / Subject: Grade 8 / Reading & Language Arts

Timeline: 6-8 weeks

Houghton Mifflin Harcourt Collections

Thematic Overview:

In this collection, students will examine why the horror genre both terrifies and fascinates. Students will understand that the noun *thrill* means "a feeling of excitement or pleasure." Students will read and write about and discuss texts that can be both horrifying and enjoyable.

Module Objectives:

- Determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.
- Analyze an essay to determine the author's viewpoint, counterarguments, and elements of language that contribute to the author's style.
- Determine and analyze a universal theme and to analyze foreshadowing in a short story.
- Analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form. Analyze literary criticism to gain insight into literature.

Essential Questions:

- 1. Why is the horror genre so fascinating?
- 2. What are some of the literary tools that writers use to create a scary tale?

Academic Vocabulary:

Convention, predict, psychology, summary, technique

PA CORE STANDARDS		
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
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. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text." CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea."	CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.G Write arguments to support claims. CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and	 Using Dashes Subject-Verb Agreement Subjunctive Mood Using Commas

topic.	
CC.1.4.8	3.J
Organiz	e the claim(s) with clear reasons
and evi	dence clearly; clarify
relations	ships among claim(s),
counter	claims, reasons, and evidence
	words, phrases, and clauses to
	cohesion; provide a concluding
	ent or section that follows from
and sup	ports the argument presented.
CC.1.4.8	
	th an awareness of the stylistic
	of composition.
·	precise language and domain-
	vocabulary to inform about or
	the topic.
•	sentences of varying lengths
	mplexities.
	ate tone and voice through
	language.
	b lish and maintain a formal
style.	
CC.1.4.8	3.0
	ative techniques such as
	e, description, reflection, and
J	to develop experiences, events,
'	characters; use precise words
	ases, relevant descriptive
•	and sensory language to
	the action and convey
experie	nces and events.
CC.1.4.8	
Organiz	e an event sequence that
unfolds	naturally and logically using a
	of transition words, phrases, and
_	to convey sequence, signal
	m one time frame or setting to
	and show the relationships
	experiences and events;
	a conclusion that follows from
· ·	ects on the narrated
experie	nces or events.
CC.1.4.8	
Write wi	th an awareness of the stylistic
	of writing.
•	verbs in the active and passive

voice and in the conditional and
subjunctive mood to achieve particular
effects.
☐ Use sentences of varying lengths
and complexities.
☐ Create tone and voice through
precise language.
CC.1.4.8.S
Draw evidence from literary or
informational texts to support analysis,
reflection, and research, applying
grade-level reading standards for
literature and literary nonfiction.
CC.1.4.8.T
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.
CC.1.4.8.V
Conduct short research projects to
answer a question (including a self-
generated question), drawing on
several sources and generating
additional related, focused questions
that allow for multiple avenues of
exploration.
CC.1.4.8.W
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."
CC.1.4.8.X
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."

1.3 Reading Literature

1.5 Speaking and Listening

CC.1.3.8.B

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C

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."

CC.1.3.8.G

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 directors or actors.

CC.1.3.8.H

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.J

Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.5.8.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence."

CC.1.5.8.C

Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation."

CC.1.5.8.D

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."

CC.1.5.8.E

Adapt speech to a variety of contexts and tasks."

CC.1.5.8.F

Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Text Sets:

* ANCHOR TEXT

Text: Anchor Text: Short Story: "The Tell-Tale Heart" by Edgar Allan Poe

HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Interactive White Board Lesson: Plot and Conflict
- Guiding Questions
- Annotation Strategy: Suspense
- Critical Vocabulary Practice / Strategy: Use a Thesaurus
- · Level-Up Tutorial: Point of View

* CLOSE READER

Text: Short Story: "The Outsider" by H.P. Lovecraft

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

Text: Essay: "Scary Tales" by Jackie Torrence

HMH & Teacher-Created Sample Activities:

- Interactive Lesson: Writing Arguments
- Collaborative Discussion
- Annotation Strategy: Determining Author's Viewpoint
- Guiding Questions
- Level-Up Tutorial: Author's Perspective:
 Elements of Argument

Selection Assessments:

- Selection Tests
- <u>Selection Performance Tasks</u>
 Writing: Narrative, Report
 Speaking: Debate, Discussion
 Media: Storyboard

Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Deliver a Persuasive Speech
- Collection Performance Task B: Write a Literary Analysis
- Common Assessment

Grammar Assessment:

• Teacher Created Skill Assessment

Text: Short Story: "The Monkey's Paw" by W.W.

Jacobs

Supporting Media: History Channel Video *British*

Imperialism

HMH & Teacher-Created Sample Activities:

- Interactive White Board Lesson: Comparing Text
- Collaborative Discussion
- Annotating the Text: Determine Theme
- Guiding Questions
- Analyze Stories: Dialogue & Foreshadowing
- Annotation Strategy:
- Critical Vocabulary Practice / Strategy: Latin Roots
- Level-Up Tutorial: Theme

* CLOSE READER

Text: Poem: "Frankenstein" by Edward Field

Supporting Media:

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

Text: Film: The Monkey's Paw by Ricky Lewis, Jr.

Supporting Media: Video "The Monkey's Paw"

HMH & Teacher-Created Sample Activities:

- Interactive Graphic Organizer: Venn diagram
- Collaborative Discussion
- Guiding Questions
- Critical Vocabulary Practice / Strategy:

ANCHOR TEXT

Text: Literacy Criticism: "What is the Horror

Genre?"

HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Interactive White Board Lesson: Main/Central Idea and Details
- Guiding Questions
- Analyzing the Text: Literary Criticism
- Critical Vocabulary Practice / Strategy: Using Suffixes

* CLOSE READER

Text: Essay: "Man-Made Monsters" by Daniel Cohen

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

Thematic Connection Map Follows:

THEMATIC CONNECTIONS (Teacher Version)

In Text 1, the main character takes a murder In Text 5, the author points out different Text 1 reasons for why we are frightened by the that society knows is morally wrong, and harror genre, including where the harror tries to explain it away to save his guilty The Tell-Tale Heart" by Edgar Allen originates (either an outside influence, or an conscience. It's frightening since most inner influence). In Text 1, the reader finds people can't imagine what this is like. In that the point of origin for horror lies within Text 2, the author explains the need for fear The narrator explains a murder he the main character, even though that and why it's essential to life. In both texts, committed which appears insane to character is haunted by his own outside the honror genre is discovered and most, but is excused away through influence. Both texts convey that homor examined for its uniqueness and his perspective from his guilty can come from both the world or within fascination. conscience. aurselves. Text 5 Text 2 What is the Horror Genre?" by Sharon A. Russell Scary Talles" by Jackie Torrence The author critiques the horror genre. She The author explains why she loves the horror genre. In ther perspective, children need to be explains the use of suspense, the reader's/viewer's schema, parallel world-Connecting Theme frightened because fear needs to be exercised building, and the point of origin of the otherwise: we lose our sense of fear. Theme: horror in the story (characters, outside influence, etc.) The thrill of horror! Essential Questions: Why is the horror genre so fascinating? In the movie, the director sets the story in the real in Text 2 the author discusses the strangeness of What are some of the literary world and uses a mystical monkey's paw as the horror. We question strange moments because tools that writers use to create basis for suspense and horror. In Text 5, the author we are fascinated. In Text 3, the monkey's paw is a scary tale? discusses how suspense can be built out of real introduced as a supernatural device which makes world situations by adding the uncommon or the reader question the reasons for its existence. strange. Both the text and the movie address the Both texts examine the supernatural as an horror genre's fundamental origins. element of horror. Text 4 Text 3 The Monkey's Paw" (Film) by Ricky Lewis The Monkey's Paw" by W.W. Jacobs A mystical monkey's paw, which grants The filmmaker takes the tale of "The 3 wishes, is used by a family of three. The first for financial gain resulting in Monkey's Paw" and visually creates a their son's death, the second to bring horror movie that is both true to the In Text 3, the author uses the supernatural written piece, as well as adding elements of him back, and the third to keep him as a way of cultivating suspense. Since we horror. He uses lighting and music to help resting in peace. do not know the uncommon, the results will create a gloomy mood. also be uncommon, thereby creating tension and suspense. In Text 4, the director uses visual cues such as dark lighting and music to help create the same gloomy mood. Both the text and the movie use different literary/film tools to create a scary tale.

Module Title: COLLECTION 3 - THE MOVE TOWARDS FREEDOM

Grade / Subject: Grade 8 / Reading & Language Arts	Timeline: 6-8 weeks
Houghton Mifflir	n Harcourt Collections

Thematic Overview:

In this collection, students will focus on the quest for freedom that lead to the American Civil War. Students will read and write about and discuss the events that lead to the freeing of African Americans who had been enslaved.

Module Objectives:

- Analyze an autobiography and explain the author's purpose.
- Analyze methods of characterization in a biography and analyze the author's craft.
- Identify and analyze the key elements of historical fiction and examine how authors create mood in a story.
- Identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word's connotation on meaning.
- Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas.

Essential Questions:

- 3. How can the guest for freedom lead to conflict?
- 4. Why do people sacrifice safety and comfort for freedom?

Academic Vocabulary:

Access, civil, demonstrate, document, symbolize

	PA CORE STANDARDS	
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.I 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. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print	 Conditional mood Indicative mood Gerunds

	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."
1.3 Reading Literature	1.5 Speaking and Listening
CC.1.3.8.A	CC.1.5.8.A
Determine a theme or central idea	Engage effectively in a range of collaborative
of a text and analyze its	discussions, on grade-level topics, texts, and
development over the course of the	issues, building on others' ideas and expressing
text, including its relationship to the	their own clearly.
characters, setting, and plot;	CC.1.5.8.D
provide an	Present claims and findings, emphasizing salient
objective summary of the text.	points in a focused, coherent manner with
CC.1.3.8.B	relevant evidence, sound, valid reasoning, and
Cite the textual evidence that most	well-chosen details; use appropriate eye
strongly supports an analysis of what	contact, adequate volume and clear
the text says explicitly, as well as	pronunciation."
inferences, conclusions, and/or	CC.1.5.8.E
generalizations drawn from	Adapt speech to a variety of contexts and
the text.	tasks."
CC.1.3.8.C	CC.1.5.8.F
Analyze how particular lines of	Integrate multimedia and visual displays into
dialogue or incidents in a story or	presentations to add interest, clarify
drama propel the action, reveal	information, and strengthen claims and
aspects of a character, or provoke a	evidence.
decision."	CC.1.5.8.G
CC.1.3.8.F	Demonstrate command of the conventions of
Analyze the influence of the words	standard English when speaking based on
and phrases in a text including	Grade 8 level and content."
figurative and connotative	

meanings and how they shape

meaning and tone.

Text Sets:

* ANCHOR TEXT

Text: Autobiography: from Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass

Supporting Media: Video from The History Channel America: The Story of Us: Frederick Douglas

HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Interactive Lesson: Participating in Collaborative Discussions
- Analyzing the Text: Autobiography
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Context Clues
- Level-Up Tutorial: Biographies and Autobiographies

* CLOSE READER

Text: Historical Writing: "My Friend Douglass" by Russell Freedman

Supporting Media: Video from The History Channel America: The Story of Us: Frederick Douglas

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

EXEMPLAR TEXT

Text: Biography: from *Harriet Tubman:* Conductor on the Underground Railroad by Ann Petry

Supporting Media: Video from The History

Selection Assessments:

- Selection Tests
- <u>Selection Performance Tasks</u>
 Writing: Literary Analysis, Character
 Sketch
 Speaking: Speech, Research,

Respond by REsearch

Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Create a Visual Presentation
- Collection Performance Task B: Write a Literary Analysis
- Common Assessment

Grammar Assessment:

Teacher Created Skill Assessment

Channel America: The Story of Us: Harriet Tubman and the Underground Railroad

HMH & Teacher-Created Sample Activities:

- Interactive White Board Lesson: Citing Textual Evidence
- Collaborative Discussion
- Annotation strategy
- Analyzing the Text: Structure, Autobiography
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Word Relationships
- Level-Up Tutorial: Biographies and Autobiographies

ANCHOR TEXT

Text: Anchor Text: Historical Fiction: "The Drummer Boy of Shiloh" by Ray Bradbury

Supporting Media: Video from The History Channel *The Battle of Shiloh*

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion
- Analyzing Stories: Historical Fiction
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Interpreting Figures of Speech
- Level-Up Tutorial: Prose Forms > Historical Fiction

* CLOSE READER

Text: Short Story: "A Mystery of Heroism" by Stephen Crane

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

Text: History Writing: from *Bloody Times*: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis by James L. Swanson

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion
- Analyze Structure: Comparison and Contrast
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Use Context Clues
- Level-Up Tutorial: Comparison-Contrast Organization
- Interactive White Board Lesson: Doing Research on the Web

* CLOSE READER

Text: Journal Entries: "Civil War Journal" by Louisa May Alcott

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

EXEMPLAR TEXT

Text: Poem: "O Captain! My Captain!" by Walt Whitman

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion
- Annotation strategy: Meanings of Words and Phrases
- Guiding Questions
- Critical Vocabulary Practice / Strategy:
- Level-Up Tutorial: Figurative Language

Thematic Connections Follow:

Collection 3: Thematic Connections (Teacher Version)

Thematically, the narrative and the poem are connected because they are concerned with the leadership, individuals, causes, and ideas that inspire us to greatness. For example, Whitman is clearly in awe of his hero Lincoln whom he memorializes. In his narrative, Douglass also discusses Sheridan's mighty speeches on behalf of Catholic emancipation, which he read over again with unabated interest.

Text 1

from Namative of the Life of Frederick Douglass, an American Slave - This excerpt from Douglass's autobiography focuses on the destructive influence of slavery for the slave and slave-owner. He details his efforts to learn to read and write after instruction from his Mistress ended as a result of his Master's dictates and the corrupting influence of slave ownership. The excerpt from Douglass' autobiography tells how Douglass worked subversively as a young boy to gain access to knowledge. Without this, he would not have been such a powerful figure of the abolitionist movement. The biographical piece on Tubman discusses the leadership qualities that she possessed and how these personal qualities saw her though an arduous journey to bring others to freedom. Despite the hardship that both of these heroic historical figures faced, they were instrumental in the success of the Underground RR and tireless, audacious leaders in the abolitionist movement.

Text 5

"O Captain! My Captain!"-

Both the poem and the historical non-fiction

piece focus on leaders of the Civil War. In the

back, of Lincoln as a hero of the war.

poem we get Whitman's interpretation, looking

This allegorical poem tells the literal story of a sailor's beloved captain falling dead just as their ship is returning safely from a perilous voyage. Whitman's poem also tells the symbolic story of the tragic death of his beloved President Lincoln just days after the Union victory in the Civil War.

Connecting Theme

The American Civil War involved figures who worked toward the goal of freedom despite seemingly insurmountable challenges.

Through primary and secondary non-fiction sources we can see these historic figures in action.

Through some of the fictional texts we can begin to understand the feeling, motivation, and power of those individuals who worked to garner freedom.

Text 2

from <u>Harriet Tubman: Conductor of the Underground Railroad</u>-The biographical text introduces Harriet Tubman and her perilous journey to Canada with 11 slaves. Through the many trials on the Underground Railroad, Tubman encouraged and cajoled the men and women in her charge to keep going, eventually succeeding in bringing the escaped slaves to freedom.

Both texts show individuals who must persevere despite fear. For the drummer boy, this inspiration comes from a general. For Tubman, whose leadership recalls the Biblical Moses, her determination is derived from faith and her belief in the righteousness of her cause.

Text 4

from Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis - This nonfiction account of historical events at the close of the Civil War compares and contrasts the lives of two very important leaders: Jefferson Davis, president of the Confederacy and Abraham Lincoln, president of the United States. The text discusses their personal lives, political careers, and the actions each man took in the final days of the war.

The historical non-fiction text lends authority to the piece of historical fiction, and both texts offer insight into leadership and courage. However, while the focus for the historical Bloody Times... is on the leaders of the war, "The Drummer Boy..." puts a human face on the impact of historical events for ordinary people. Our empathy for the young boy and the general helps us understand the tragic cost war and the sad reality of battle for the participants.

Text 3

"The Drummer Boy of Shiloh" — This short story takes place on an April night in a peach orchard as a 14 year old drummer boy lay awake grappling with his fear of the battle to come. When the general comes by and initiates a conversation with the boy, he learns that he is not alone in his fears. Through the honest yet kind words of the general, the drummer boy learns about war, resolve, and the importance of his