

English 8  
Required  
Sayreville Middle School  
Full Year

Date Curriculum Approved/ Revised: July 2024

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## Statement of Purpose

**Summary of the Course:** The course of study is designed to expose students to the basic foundations of great classic literature while gaining a new perspective for different types of writing including argumentative and analytical. Language Arts Literacy at the 8<sup>th</sup> grade level is about the development of a student's ability to communicate effectively through oration and writing as well as critically interact with a variety of text. Responding to diverse types of literature through writing and creation enables the student to create a self-identity that can be expressed without judgement or bias. With a collection of seven units of study, the student will gather a true appreciation for reading and writing; this is the primary goal of the curriculum. Some of the core units of study involve decoding the classic work of Shakespeare, defining, and utilizing analytical writing, learning how to create an argument and effectively implement it through writing, and finally, exploring his/her own identities through classic literary pieces and making comparisons along the way.

To implement this guide in a cohesive and comprehensive manner, the following general suggestions are provided:

- The use of various formative assessments is encouraged to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching strategies taking place in the classroom.
- Instruction should be differentiated to give students the best chance to learn and grow based on their own strengths.
- Assessments should be varied and focused on instruction topics focused on in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans, Multilingual Lingual Learners, Gifted and Talented Identified, and those requiring other modifications such as 504 plan accommodations.

# Unit 1: Close Reading and Interacting With Text

Content Area: **Language Arts**  
Course(s): **Language Arts: GRADE 8**  
Time Period: 2024  
Length: **Sample Length**  
Status: **Published**

## **Summary of the Unit**

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In this unit, students will review close reading strategies that will help them think about and interact more deeply with the texts they read. Through repeated practice with a variety of different texts, students will gain confidence in their abilities to comprehend, annotate, and discuss literature, poetry, nonfiction, and the elements that make them up. The unit will culminate in the creation of a portfolio that showcases students' close reading abilities across multiple genres and text types.

## **Enduring Understandings**

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- Specific strategies can be used to enable close, critical reading of texts through annotation and careful analysis.
- Reading gives us the unique opportunity to examine the world as well as the people who live in it.
- Due to the different life experiences that we carry with us, no two people will ever look at a text in the exact same way.

## **Essential Questions**

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- • What is annotation?
- • How do I meaningfully annotate a text?
- • What are the six signposts and why do we use them?
- • How do I effectively discuss literature with another?

## **Summative Assessment and/or Summative Criteria**

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- Close Reading Portfolio - This portfolio will allow students to show their mastery of close reading in both fiction and nonfiction. They will submit work related to a short story, an Achieve3000 article, and a poem.

## Resources

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### Texts

- *Notice and Note – Strategies for Close Reading* by Kyleene Beers and Robert E. Probst

### Short Stories

- “A Girl I Knew” by J.D. Salinger
- "Harrison Bergeron" by Kurt Vonnegut
- “A Sound of Thunder” by Ray Bradbury
- “Shooting an Elephant” by George Orwell
- Excerpts from *The Illustrated Man* by Ray Bradbury

### Poetry

- “The Raven” by Edgar Allen Poe
- “Annabel Lee” by Edgar Allan Poe “
- "Hope" Is The Thing With Feathers” by Emily Dickinson

## Unit Plan

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Topic/ Selection	Suggest ed	General Objectives	Instructional Activities	Suggested Benchmar	NJSLS Standards
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	Timeline per topic			Assessments	
Introduction to Annotation / Contrast and Contradiction Signpost	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “Harrison Bergeron”/ “The Man” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “Harrison Bergeron”/ “The Man” 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.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in</p>	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p> <p>1. Introduction to Annotation</p> <ul style="list-style-type: none"> <li>• Class Discussion/Presentation on Annotation <ul style="list-style-type: none"> <li>○ Why do we annotate?</li> <li>○ What are the different types of annotation?</li> <li>○ What benefits does annotation give us?</li> <li>○ What format should our annotations take?</li> </ul> </li> </ul> <p>2. Teacher Modeling of Annotation (Suggested Text: "Harrison Bergeron" by Kurt Vonnegut)</p> <ul style="list-style-type: none"> <li>• Hand out a copy of the story to all students.</li> <li>• The teacher will read aloud and annotate the text in real time for the students, explaining choices and thoughts as they go along.</li> </ul>	<p>Have students annotate the given texts.</p> <p>Have students complete comprehension questions.</p> <p>Have students respond to texts through various means (open ended responses, journal entries ...)</p> <p>Have students create a double-sided journal for the Contrasts and Contradiction Signpost.</p>	<p>L.VI.8.4 (A-C).</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>RL.IT.8.3.</p> <p>W.NW.8.3: (A-E).</p> <p>W.SE.8.6.</p> <p>W.WP.8.4.</p>

	<p>“Harrison Bergeron”/ “The Man” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “Harrison Bergeron”/ “The Man,” including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “Harrison Bergeron”/ “The Man” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflecti on,</p>	<p>3. Student Annotation Practice</p> <ul style="list-style-type: none"> <li>• Students will finish reading the end of the text and annotate as they go.</li> <li>• Students will sort their own annotations, looking to see if they favored one type over another. Students should work to make a variety of annotations as they read.</li> </ul> <p>4. Comprehension Questions</p> <ul style="list-style-type: none"> <li>• Students will work in groups to answer comprehension questions about the text.</li> <li>• The teacher will review answers with the class and have a general discussion about the story.</li> </ul> <p>5. Respond to Text</p> <ul style="list-style-type: none"> <li>• Response Option: Having finished reading “Harrison Bergeron,” should we strive for a fair society or an equal one?</li> </ul> <p>6. Contrasts and Contradictions (Suggested Text: “The Man” by Ray Bradbury)</p>		
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		<p>metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to “Harrison Bergeron”/ “The Man.”</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “Harrison Bergeron”/ “The Man,” building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>• Review the poster for the Contrasts and Contradiction Signpost.</li> <li>• Model the correct format for annotating a contrast and contradiction, making sure that students know that they need to answer the question that is attached to the signpost (Why is the character doing that?), not just note that they found one.</li> </ul> <p>7. Reading the Text</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Read – General Annotation and Discussion <ul style="list-style-type: none"> <li>○ Students will keep a log of their annotations as they read the text.</li> <li>○ Students will work in groups to answer comprehension questions about the text.</li> <li>○ The teacher will review answers with the class and have a general discussion about the text.</li> </ul> </li> </ul>		
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			<ul style="list-style-type: none"><li>• 2<sup>nd</sup> Read – Contrast and Contradictions Double Sided Journal<ul style="list-style-type: none"><li>○ Students will create a double-sided journal.<ul style="list-style-type: none"><li>▪ Left Side: Quote showing the example of Contrast and Contradictions</li><li>▪ Right Side: Answer to the question “Why would the character act this way?”</li></ul></li></ul></li></ul>		
			<p>8. Respond to Text</p> <ul style="list-style-type: none"><li>• Response Option: Having looked closely at the characters in this story, do you believe we are meant to feel sorry for Captain Hart at the end?</li></ul>		

Aha Moment and Tough Questions Signposts	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “The Veldt”/ “The Visitor” says explicitly as well as inferences drawn from the text.</p>	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p>	<p>Have students annotate the given texts.</p>	<p>L.VI.8.4 (A-C).</p>
		<p>SWBAT determine a theme or central idea of “The Veldt”/ “The Visitor” 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.</p>	<p>1. Aha Moment (Suggested Text: “The Veldt” by Ray Bradbury)</p> <ul style="list-style-type: none"> <li>• Review the poster for the Aha Moment.</li> <li>• Model the correct format for annotating an Aha Moment, making sure that students know that they need to answer the question that is attached to the signpost (How might this change things?), not just note that they found one.</li> </ul>	<p>Have students complete comprehension questions.</p>	<p>RL.CI.8.2.</p>
		<p>SWBAT analyze how particular lines of dialogue or incidents in “The Veldt”/ “The Visitor” propel the action, reveal aspects of a</p>	<p>2. Reading the Text</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Read – General Annotation and Discussion <ul style="list-style-type: none"> <li>○ Students will keep a log of their annotations as they read the text.</li> <li>○ Students will work in groups to answer comprehension questions about the text.</li> </ul> </li> </ul>	<p>Have students respond to the text through various means (open ended responses, journal entries ...)</p>	<p>RL.CR.8.1.</p>
				<p>Have students create a double-sided journal for the Aha Moment and Tough Questions Signposts.</p>	<p>RL.IT.8.3.</p>
					<p>W.NW.8.3: (A-E).</p>
					<p>W.SE.8.6.</p>
					<p>W.WP.8.4.</p>

		<p>character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “The Veldt”/ “The Visitor,” including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “The Veldt”/ “The Visitor” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or</p>	<p>○ The teacher will review answers with the class and have a general discussion about the text.</p> <p>● 2<sup>nd</sup> Read – Aha Moment Double Sided Journal</p> <p>○ Students will create a double-sided journal.</p> <ul style="list-style-type: none"> <li>▪ Left Side: Quote showing the example of an Aha Moment</li> <li>▪ Right Side: Answer to the question “How might this change things?”</li> </ul> <p>3. Respond to Text</p> <p>● Response Option: Who should we blame for the events at the</p>		
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		<p>a day or two) for a range of tasks and purposes relating to “The Veldt”/ “The Visitor.”</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “The Veldt”/ “The Visitor,” building on others’ ideas and expressing their own clearly.</p>	<p>end of the story, the kids, or the parents?</p> <p>4. Tough Questions (Suggested Text: “The Visitor” by Ray Bradbury)</p> <ul style="list-style-type: none"> <li>• Review the poster for Tough Questions</li> <li>• Model the correct format for annotating Tough Questions, making sure that students know that they need to answer the question that is attached to the signpost (What does this question make me wonder about?), not just note that they found one.</li> </ul> <p>5. Reading the Text</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Read – General Annotation and Discussion <ul style="list-style-type: none"> <li>○ Students will keep a log of their annotations as they read the text.</li> <li>○ Students will work in groups to answer comprehension questions about the text.</li> <li>○ The teacher will review answers with</li> </ul> </li> </ul>		
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			<p>the class and have a general discussion about the text.</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Read – Tough Questions Double Sided Journal <ul style="list-style-type: none"> <li>○ Students will create a double-sided journal. <ul style="list-style-type: none"> <li>▪ Left Side: Quote showing the example of a Tough Question.</li> <li>▪ Right Side: Answer to the question “What does this question make me wonder about?”</li> </ul> </li> </ul> </li> </ul>	
			<p>6. Respond to Text</p> <ul style="list-style-type: none"> <li>• Response Option: How does this story</li> </ul>	

			demonstrate the dangers of greed?		
Words of the Wiser and Again and Again Signposts	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “The Rocket”/ “The Rocket Man” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “The Rocket”/ “The Rocket Man” 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.</p>	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p> <p>1. Words of the Wiser (Suggested Text: “The Rocket” by Ray Bradbury)</p> <ul style="list-style-type: none"> <li>• Review the poster for the Words of the Wiser Signpost</li> <li>• Model the correct format for annotating Words of the Wiser, making sure that students know that they need to answer the question that is attached to the signpost (What is the life lesson and how might it affect the character?), not just note that they found one.</li> </ul> <p>2. Reading the Text</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Read – General Annotation and Discussion <ul style="list-style-type: none"> <li>○ Students will keep a log of</li> </ul> </li> </ul>	<p>Have students annotate the given texts.</p> <p>Have students complete comprehension question answers.</p> <p>Have students respond to texts through various means (open ended responses, journal entries ...)</p> <p>Have students create a double-sided journal for the Words</p>	<p>L.VI.8.4 (A-C).</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>RL.IT.8.3.</p> <p>W.NW.8.3: (A-E).</p> <p>W.SE.8.6.</p> <p>W.WP.8.4.</p>

	<p>SWBAT analyze how particular lines of dialogue or incidents in “The Rocket”/ “The Rocket Man” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “The Rocket”/ “The Rocket Man,” including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “The Rocket”/ “The Rocket Man” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflecti</p>	<p>their annotations as they read the text.</p> <ul style="list-style-type: none"> <li>○ Students will work in groups to answer comprehension questions about the text.</li> <li>○ The teacher will review answers with the class and have a general discussion about the text.</li> </ul> <p>● 2<sup>nd</sup> Read – Words of the Wiser Double-Sided Journal</p> <ul style="list-style-type: none"> <li>○ Students will create a double-sided journal. <ul style="list-style-type: none"> <li>▪ Left Side: Quote showing the example of Words of the Wiser</li> <li>▪ Right Side: Answer to the question “What is the life</li> </ul> </li> </ul>	<p>of the Wiser and Again and Again Signposts.</p>	
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		<p>on, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to “The Rocket”/ “The Rocket Man.”</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “The Rocket”/ “The Rocket Man,” building on others’ ideas and expressing their own clearly.</p>	<p>lesson and how might it affect the character?”</p> <p>3. Respond to Text</p> <ul style="list-style-type: none"> <li>• Response Option: Why is Fiorello Bodoni a good father?</li> </ul> <p>4. Again and Again (Suggested Text: “The Rocket Man” by Ray Bradbury)</p> <ul style="list-style-type: none"> <li>• Review the poster for the Again and Again Signpost</li> <li>• Model the correct format for annotating Again and Again, making sure that students know that they need to answer the question that is attached to the signpost (Why does this keep showing up again and again?), not just note that they found one.</li> </ul> <p>2. Reading the Text</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Read – General Annotation and Discussion</li> </ul>		
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			<ul style="list-style-type: none"><li>○ Students will keep a log of their annotations as they read the text.</li><li>○ Students will work in groups to answer comprehension questions about the text.</li><li>○ The teacher will review answers with the class and have a general discussion about the text.</li></ul> <ul style="list-style-type: none"><li>● 2<sup>nd</sup> Read – Again and Again Double-Sided Journal<ul style="list-style-type: none"><li>○ Students will create a double-sided journal.<ul style="list-style-type: none"><li>▪ Left Side: Quote showing the example of Again and Again</li><li>▪ Right Side: Answer to the question “Why</li></ul></li></ul></li></ul>		
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			<p>does this keep showing up again and again?"</p> <p>3. Respond to Text</p> <ul style="list-style-type: none"> <li>• Response Option: Is The Rocket Man a good person?</li> </ul>		
Memory Moment Signpost and Annotating Poetry	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “Marionettes, Inc.”/“The Raven” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “Marionettes, Inc.”/ “The Raven” and analyze its development over the course of the text,</p>	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p> <p>1. Memory Moment (Suggested Text: “Marionettes, Inc.” by Ray Bradbury)</p> <ul style="list-style-type: none"> <li>• Review the poster for the Memory Moment Signpost</li> <li>• Model the correct format for annotating Memory Moments, making sure that students know that they need to answer the question that is attached to the signpost (“Why might this memory be important?”), not just</li> </ul>	<p>Have students annotate the given texts.</p> <p>Have students complete comprehension question answers.</p> <p>Have students respond to texts through various means (open ended responses,</p>	<p>L.VI.8.4 (A-C).</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>RL.IT.8.3.</p> <p>W.NW.8.3: (A-E).</p> <p>W.SE.8.6.</p> <p>W.WP.8.4.</p>

	<p>including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in “Marionettes, Inc.”/ “The Raven” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “Marionettes, Inc.”/ “The Raven,” including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “Marionettes,</p>	<p>note that they found one.</p> <p>2. Reading the Text</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Read – General Annotation and Discussion <ul style="list-style-type: none"> <li>○ Students will keep a log of their annotations as they read the text.</li> <li>○ Students will work in groups to answer comprehension questions about the text.</li> <li>○ The teacher will review answers with the class and have a general discussion about the text.</li> </ul> </li> <li>• 2<sup>nd</sup> Read – Memory Moment Double Sided Journal <ul style="list-style-type: none"> <li>○ Students will create a double-sided journal. <ul style="list-style-type: none"> <li>▪ Left Side: Quote showing the example of</li> </ul> </li> </ul> </li> </ul>	<p>journal entries ...)</p> <p>Have students create a double-sided journal for the Memory Moment Signpost.</p>	
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	<p>Inc.”/ “The Raven” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to “Marionettes, Inc.”/ “The Raven.”</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “Marionettes, Inc.”/ “The Raven”, building on others’ ideas and expressing</p>	<p>Memory Moment</p> <ul style="list-style-type: none"> <li>▪ Right Side: Answer to the question “Why might this memory be important?”</li> </ul> <p>3. Respond to Text</p> <ul style="list-style-type: none"> <li>• Response Option: Did Braling have a morally acceptable reason to have a Marionette created?</li> </ul> <p>4. Annotating Poetry (Suggested Text: “The Raven” by Edgar Allan Poe)</p> <ul style="list-style-type: none"> <li>• Briefly review poetry terms and concepts with students.</li> <li>• The teacher will read aloud and annotate the first five stanzas in real time for the students, explaining choices and thoughts as they go along.</li> </ul>		
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		their own clearly.	<p>5. Reading the Text</p> <ul style="list-style-type: none"> <li>• Students will keep a log of their annotations as they read the text.</li> <li>• Students will work in groups to answer comprehension questions about the text.</li> <li>• The teacher will review answers with the class and have a general discussion about the text.</li> </ul> <p>6. Respond to Text</p> <ul style="list-style-type: none"> <li>• Response Option: What is the mood of this poem? How does the author make us feel this way?</li> </ul>		
Annotating Poetry and Nonfiction Annotation	1 Week	<p>SWBAT cite the textual evidence and makes relevant connections that most strongly supports an analysis of what “Annabel Lee”/ “The Raven” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “Annabel Lee”/ “The</p>	<p>1. Annotating Poetry Continued (Suggested Text: “Annabel Lee” by Edgar Allan Poe)</p> <ul style="list-style-type: none"> <li>• Students will keep a log of their annotations as they read the text.</li> <li>• Students will work in groups to answer comprehension questions about the text.</li> <li>• The teacher will review answers with the class and have a general discussion about the text.</li> </ul> <p>2. Respond to Text</p>	<p>Have students complete comprehension question answers.</p> <p>Have students respond to texts through various means (open ended responses,</p>	<p>L.VI.8.4 (A-C).</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>RL.IT.8.3.</p> <p>W.SE.8.6.</p> <p>W.WP.8.4.</p>

		<p>Raven” 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.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in “Annabel Lee”/ “The Raven” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “Annabel Lee”/ “The Raven,” including figurative and connotative meanings.</p>	<ul style="list-style-type: none"> <li>• Response Option: Compare and contrast “The Raven” and “Annabel Lee.”</li> </ul> <p>3. Nonfiction Annotation (Suggested Text: Articles from Achieve 3000)</p> <ul style="list-style-type: none"> <li>• Briefly review nonfiction text features and how they can be annotated with students.</li> <li>• The teacher will read aloud and annotate the text in real time for the students, explaining choices and thoughts as they go along.</li> </ul> <p>4. Reading the Text</p> <ul style="list-style-type: none"> <li>• Students will keep a log of their annotations as they read the text.</li> <li>• Students will answer the multiple-choice questions that go with the article.</li> <li>• The teacher will review answers with the class and have a general discussion about the text.</li> </ul> <p>5. Respond to Text</p> <ul style="list-style-type: none"> <li>• Response Option: Achieve 300 Thought Question</li> </ul>	<p>journal entries ...)</p> <p>Have students complete the Achieve3000 article’s Thought Question</p>	
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	<p>SWBAT analyze the impact of specific word choices in “Annabel Lee”/ “The Raven” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT determine the central idea of an article from Achieve3000 and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>SWBAT analyze how an article from Achieve3000 makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons,</p>			
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		<p>analogies, or categories).</p> <p>SWBAT determine the meaning of words and phrases as they are used in articles from Achieve3000, including figurative, connotative, and technical meanings.</p> <p>SWBAT analyze the impact of specific word choices in articles from Achieve3000 on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAY write responses to the Thought Questions from Achieve3000 articles.</p> <p>SWBAT engage effectively in a range of</p>			
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		collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “Annabel Lee”/“The Raven”/Achieve 3000 articles, building on others’ ideas and expressing their own clearly.			
Putting it all Together: Summative Assessment	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what a Unit 1 text says explicitly as well as inferences drawn from the texts.</p> <p>SWBAT determine a theme or central idea from a Unit 1 text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective</p>	<p>1. Summative Assessment</p> <ul style="list-style-type: none"> <li>• Close Reading Portfolio – This portfolio will allow students to show their mastery of close reading in both fiction and nonfiction. They will submit work related to a short story, an Achieve3000 article, and a poem. <ul style="list-style-type: none"> <li>○ Short Story Requirements <ul style="list-style-type: none"> <li>▪ Annotations</li> <li>▪ Answers to comprehension questions</li> </ul> </li> </ul> </li> <li>• Achieve3000 Article Requirements <ul style="list-style-type: none"> <li>○ Annotations</li> <li>○ Multiple choice answers</li> <li>○ Completed Thought Question</li> </ul> </li> </ul>	Have students create a Close Reading Portfolio.	<p>L.VI.8.4 (A-C).</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>RL.IT.8.3.</p> <p>RL.PP.8.5</p> <p>W.SE.8.6.</p> <p>W.WP.8.4.</p>

		<p>summary of the text.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in a Unit 1 text propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a Unit 1 text, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices used in Unit 1 texts on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> <li>• Poem Requirements <ul style="list-style-type: none"> <li>○ Annotations</li> <li>○ Answers to comprehension questions</li> </ul> </li> </ul>		
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		<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what a Unit 1 text says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine the central idea of a Unit 1 text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how a Unit 1 text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>			
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		<p>SWBAT determine the meaning of words and phrases as they are used in a Unit 1 text, including figurative, connotative, and technical meanings;</p> <p>SWBAT analyze the impact of specific word choices used in Unit 1 texts on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) to create a Summative Portfolio.</p>			
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ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections support an analysis of multiple aspects of what a literary text says explicit inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through parts; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes or plot, how ideas influence individuals or events, or how characters influence events) across multiple text types, including across literary and informational.
ELA.RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose; the use of different perspectives of the characters and that of the audience created through the use of dramatic irony).
ELA.W.NW.8.3.A	Engage and orient the reader by establishing a context and point of view; narrator and/or characters; organize an event sequence that unfolds naturally.
ELA.W.NW.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflective experiences, events, and/or characters.
ELA.W.NW.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and events.
ELA.W.NW.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
ELA.W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen as needed by planning, sustaining effort to complete complex writing tasks; use feedback to improve understanding or refine focusing on how well purpose and audience have been addressed.
ELA.W.SE.8.6	Gather relevant information from multiple print and digital sources, using effectively; assess the credibility and accuracy of each source; and quote the data and conclusions of others while avoiding plagiarism and following format for citation.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

*\*Consistent with individual plans, when appropriate.*

- Modifications for any individual student’s IEP or 504 plan must be met.
- Alter assignment lengths if necessary.

- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may choose a partner to work with that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and whole class.

### **Suggested Technological Innovations/Use**

- Effectively use digital tools to assist in gathering and understanding information.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.

### **Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to a

# Unit 2: Analytical Writing in the 21st Century

Content Area: **Language Arts**  
Course(s): **Language Arts: GRADE 8**  
Time Period:  
Length: **Sample Length**  
Status: **Published**

## Summary of the Unit

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In this unit students will work to apply analytical writing skills to personal areas of interest and authority in order to write fresh and authentic analysis. As students explore mentor texts in a variety of genres, they will begin to see that analytical writing is all around them. It is in the sports articles they read about their favorite team's chances at the Super Bowl and in the video game reviews they read before deciding which game is worth spending money on. It is in podcasts and blogs, websites and Twitter feeds, being consumed by students without even being aware of what they are spending their time on. By bringing this more 21<sup>st</sup> century type of analytical writing to the forefront, we provide a real-world connection and high student interest to an important genre of writing. We encourage students to write from an area of strength and passion, which allows for a deeper and more insightful level of analysis. The unit will culminate in the creation of an article about a topic and text of the student's choice that has been researched and analyzed.

## Enduring Understandings

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- Analytical writing is all around us and is being consumed and created at a voracious rate across many different types of platforms.
- The skills used in literary analysis are not applicable solely to literature; you can use those skills to analyze other texts.
- The ability to critically analyze all types of media is crucial for 21<sup>st</sup> century citizenship and careers.

## Essential Questions

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- •How can my personal interests and passions shape my writing?
- •How do I apply analytical skills to multiple genres or texts?
- •How do I create an analysis that is authentic and meaningful?
- •How do I write an analytical article?

## Summative Assessment and/or Summative Criteria

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- **Analytical Article:** Students will write an analytical article on a self-selected topic. The students will complete their own research to find the evidence they need to support their analysis.

## Resources

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### Texts

- *Beyond Literary Analysis: Teaching Students to Write with Passion and Authority About Any Text* b Marchetti and Rebekah O'Dell
  - Chapter on Movie and Television Analysis (Pg. 168)
  - Chapter on Music Analysis (Pg. 178)
  - Chapter on Sports Analysis (Pg. 191)
  - Chapter on Video Game Analysis (Pg. 204)
  - Chapter on Literary Analysis (Pg. 220)

### Articles

- “Writing Is the Process of Abandoning the Familiar”  
<https://www.theatlantic.com/entertainment/archive/2015/05/by-heart-writing-means-wandering-into-unknown/393602/>
- “*Layers of Fear* Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”  
<http://www.ign.com/articles/2016/02/14/layers-of-fear-review>



**Misc.**

- Analytical Writing Vocabulary Sheet  
[https://docs.google.com/document/d/1qJ7IyUOy-TpWJQws5-ELZsJxgY\\_I3Qu5nNyEFwt-uzo/edit](https://docs.google.com/document/d/1qJ7IyUOy-TpWJQws5-ELZsJxgY_I3Qu5nNyEFwt-uzo/edit)
  
- Digital Reading Log Assignment Sheet  
<https://docs.google.com/document/d/1JkRzT8ZruHjMpa0IA-CKnnOJUweexgu9HkLaRfrhQQ/edit>
- Copy of Research Tables
  - Movies and Television Analysis (Can also be found on Pg. 174-175)
  - Music Analysis (Can also be found on Pg. 187)
  - Sports Analysis (Can also be found on Pg. 200)
  - Video Game Analysis (Can also be found on Pg. 216)
  - Literary Analysis (Can also be found on Pg. 233-234)  
<https://docs.google.com/document/d/1AjpAs0OoD0hEiI1OAldo29QjdNf9UzBrWUf9t-3PzM/edit?>
  
- Text/Not a Text Chart (Also found on Pg. 65)  
  
[https://docs.google.com/document/d/1CB12e1JdDBD\\_SxwC8Q1UxiufL\\_J3vEoB5KTG62QEwmQ](https://docs.google.com/document/d/1CB12e1JdDBD_SxwC8Q1UxiufL_J3vEoB5KTG62QEwmQ)

**Unit Plan**

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<b>Topic/ Selection</b>	<b>Suggested Timeline per topic</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Suggested Benchmarks/ Assessments</b>	<b>NJS Stan</b>
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<p>Introduction to Analysis in the 21<sup>st</sup> Century</p>	<p>1-2 Day</p>	<p>SWBAT read closely to determine what the article, “Writing Is the Process of Abandoning the Familiar”/ “<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept” says explicitly and to make logical inferences and relevant connections from it.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from “Writing Is the Process of Abandoning the Familiar”/ “<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game</p>	<p>1. What is analysis?</p> <ul style="list-style-type: none"> <li>• Have students answer the following questions? <ul style="list-style-type: none"> <li>○ What does the word analysis mean?</li> <li>○ What experience do you have with analytic writing?</li> <li>○ How do you feel about starting our unit on analytic writing?</li> <li>○ What do you think of when I say the words analytic writing?</li> <li>○ Share student responses with the class.</li> </ul> </li> </ul> <p>2. “Writing Is the Process of Abandoning the Familiar”</p> <ul style="list-style-type: none"> <li>• Distribute text to students and have them read and annotate.</li> <li>• Have students answer the following questions about the text. <ul style="list-style-type: none"> <li>○ What about this text is similar to other analytic writing that you have done?</li> <li>○ What about this text is different than other analytic writing that you have done?</li> </ul> </li> </ul>	<p>Have students respond to questions about analysis and what it means to them.</p> <p>(<i>What is analysis?</i>)</p> <p>Have students annotate the article “Writing Is the Process of Abandoning the Familiar” and answer questions about the text.</p> <p>(“<i>Writing Is the Process of Abandoning the Familiar</i>”)</p> <p>Have students annotate the article <i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game</p>	<p>L.K B).</p> <p>L.S C).</p> <p>L.V</p> <p>L.VI E).</p> <p>RI.A</p> <p>RI.C</p> <p>RI.F</p> <p>W.IV F).</p> <p>W.R</p> <p>W.S</p>
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		<p>That Can't Capitalize on Its Concept”.</p> <p>SWBAT determine central ideas or themes of “Writing Is the Process of Abandoning the Familiar”/ “<i>Layers of Fear Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept</i>” and analyze their development; summarize the key supporting details and ideas.</p> <p>SWBAT read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> <li>○ What does Anna North have to say about the Odyssey in this piece?</li> <li>○ What does Anna North have to say about writing in this piece?</li> <li>○ Review student answers.</li> <li>○ Point out all the ways that this text is an example of literary analysis, even though it doesn't feel like it. <i>(Pg. 5-13 of Beyond Literary Analysis breaks down the piece and offers talking points about the text)</i></li> </ul> <p>3. Not Only Literature</p> <ul style="list-style-type: none"> <li>● Give students the following definition: Authentic analysis is a piece of writing that explores a text.</li> <li>● Inform students that in this day and age, people who engage in analytic writing have broadened the meaning of the word text. Give students the definition of the word text, defining it as: Anything that has a beginning, middle, and an end and can be broken down into smaller pieces.</li> </ul>	<p>That Can't Capitalize on Its Concept” and answer questions about the text.</p> <p><i>(“Layers of Fear Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”)</i></p>
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		<p>SWBAT write routinely over extended time frames (research/ reflection/ revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes related to analytical writing and “Writing Is the Process of Abandoning the Familiar”/ “<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”.</p>	<p>4. “<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”</p> <ul style="list-style-type: none"> <li>• Distribute text to students and have them read and annotate.</li> <li>• Have students answer the following questions about the text. <ul style="list-style-type: none"> <li>○ What is being analyzed in this text?</li> <li>○ What is author Chloi Rad saying about the game <i>Layers of Fear</i>?</li> <li>○ What evidence does she give to back up her claim?</li> <li>○ In what ways is this piece similar to and different from “Writing Is the Process of Abandoning the Familiar”</li> </ul> </li> </ul> <p>5. Analytic Writing Vocabulary</p> <ul style="list-style-type: none"> <li>• Hand out the Analytic Writing Vocabulary sheet and review both the terms and the student example.</li> </ul>		
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<p>Exploring Our Passions</p>	<p>2 Days</p>	<p>SWBAT write routinely over extended time frames (research/reflection/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks/purposes related to their passions/hobbies.</p> <p>SWBAT create a Heart Map, Zoomed in Heart Map, and answer questions about their childhood to help them discover what they are passionate about.</p> <p>SWBAT read closely to determine what an article says explicitly and to make logical inferences and relevant connections from it when completing their</p>	<p>1. Exploring Our Passions</p> <ul style="list-style-type: none"> <li>• Inform students that they will spend two days emerging themselves in what they are passionate about in order to find a topic they might be interested in writing about.</li> </ul> <p>2. Heart Map</p> <ul style="list-style-type: none"> <li>• Have students create a Heart Map by drawing a large heart on a piece of paper and then filling it with all the things that they care about and/or are important to them.</li> </ul> <p>3. Mine Childhood Experiences Activity (Pg. 50-51 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> <li>• Have students answer the following questions to help students recall childhood passions. <ul style="list-style-type: none"> <li>○ What did you want to be when you grew up? (At three or four? At nine or ten?)</li> <li>○ What were your favorite toys, games, or activities?</li> <li>○ What did you watch over and over and over again?</li> </ul> </li> </ul>	<p>Have students create a heart map. <i>(Heart Map)</i></p> <p>Have students answer questions to help them recall childhood passions. <i>(Mine Childhood Experiences Activity)</i></p> <p>Have students create a zoomed in heart map to help focus on a specific interest in more detail. <i>(Zoomed in Heart Map)</i></p> <p>Have students create a digital reading log that will keep</p>	<p>L.K.B). L.S.C). L.VI. RI.A. RI.C. RI.F. W.IV.F). W.R. W.S</p>
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		<p>Digital Reading Log.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from an article on their Digital Reading Log.</p> <p>SWBAT determine central ideas or themes of an article and analyze their development while completing their Digital Reading Log.</p> <p>SWBAT summarize the key supporting details and ideas of nonfiction articles while completing their Digital Reading Log.</p>	<ul style="list-style-type: none"> <li>○ What did you enjoy pretending?</li> <li>○ What did you know everything about?</li> <li>○ What were your favorite childhood books?</li> <li>○ What were your favorite sections in the library?</li> <li>○ What did you like learning about from an older sibling or friend?</li> </ul> <p>4. Zoomed in Heart Map (Pg. 47-48 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> <li>● Have students select one area of their heart map to zoom in on.</li> <li>● Have students create a second heart map that is focused solely on that topic, examining all the things that they like or are interested about surrounding that topic.</li> </ul> <p>5. Digital Reading Log (Adapted from the assignment on Pg. 52 – 56 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> <li>● Students will spend the remainder of the first day and all of the second reading more about the topic that they find most interesting.</li> </ul>	<p>track of the articles they have read and their commentary on them.</p> <p>(<i>Digital Reading Log</i>)</p>	
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		<p>SWBAT conduct short research projects to find articles and information about a topic they are passionate about, drawing on several sources and generating additional related questions that allow for multiple avenues of exploration.</p>	<ul style="list-style-type: none"><li>○ Students will keep a log of the articles they have read along with a short commentary for each article.</li><li>○ Each log entry should include<ul style="list-style-type: none"><li>▪ The article title</li><li>▪ A link to the article</li><li>▪ Their commentary on the article</li></ul></li></ul>	
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<p>Turning Passion Into Product –          What will I analyze?          What do I want to say?</p>	<p>1 Day</p>	<p>SWBAT write about and develop their topic by Question-Flooding and analyzing the Text or Not a Text Chart.</p> <p>SWBAT write about their chosen topic and claim to explain why they have selected it to analyze.</p>	<p>1. What options are out there?</p> <ul style="list-style-type: none"> <li>• Share possible topic options with students. You can find examples and mentor texts for various types of analysis on the pages listed below.             <ul style="list-style-type: none"> <li>○ General Types of Analysis (Pg. 14)</li> <li>○ Music and Television Analysis (Pg. 177)</li> <li>○ Music Analysis (Pg. 189-190)</li> <li>○ Sports Analysis (Pg. 202-203)</li> <li>○ Video Game Analysis (Pg. 218-219)</li> <li>○ Literary Analysis (Pg. 236-237)</li> </ul> </li> </ul> <p>*** Some of the mentor texts and forms displayed in the tables may be too advanced depending upon the student and/or the level of the class. Teachers can choose which parts of the tables to show students based on what will work best for their classes.</p> <p>2. Question-Flooding Your Topic (Pg. 66 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> <li>• Have students select a topic that they are interested in analyzing.</li> </ul>	<p>Have students Question-Flood a chosen topic that they are interested in analyzing.</p> <p><i>(Question-Flooding Your Topic)</i></p> <p>Have students write a paragraph about what they are analyzing, why they chose it, and what their claim is going to be.</p> <p><i>(Topic Selection)</i></p>	<p>L.K.B).          L.SS.C).          L.V.          RI.A.          RI.C.          RI.F.          W.IV.F).          W.F.          W.S</p>
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			<ul style="list-style-type: none"><li>• Present the following question stems to students and have them flood their topic with different questions.<ul style="list-style-type: none"><li>○ How has ____ impacted ____?</li><li>○ How does ____ impact me?</li><li>○ What is the meaning behind ____?</li><li>○ How has ____ changed over time?</li><li>○ How is ____ related to ____?</li><li>○ How else might we look at ____?</li><li>○ How does ____ do ____?</li><li>○ Why does ____ work this way?</li><li>○ Why does ____ have this effect?</li></ul></li></ul> <p>3. Topic Selection</p> <ul style="list-style-type: none"><li>• Hand out and review the Text or Not a Text chart.</li><li>• Have students check to ensure that the topic they have chosen is not too broad and meets the definition of a text.</li></ul>	
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<p>Research – Finding Evidence and Expert Mentors</p>	<p>2 Days</p>	<p>SWBAT read closely to determine what an article says explicitly and to make logical inferences and relevant connections from it when researching their topic.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from an article while researching their topic.</p> <p>SWBAT determine central ideas or themes of an article and analyze their development while researching their topic.</p>	<p>1. A Place to Start</p> <ul style="list-style-type: none"> <li>• Hand out and review with students' tables filled with websites to aid in their research. Tables include information for <ul style="list-style-type: none"> <li>○ Movie and Television Analysis</li> <li>○ Music Analysis</li> <li>○ Sports Analysis</li> <li>○ Video Game Analysis</li> <li>○ Literary Analysis</li> </ul> </li> </ul> <p>2. Research</p> <ul style="list-style-type: none"> <li>• Students will spend two days researching their chosen topics. They can search both for evidence to use in their analysis as well as mentors who are writing the same type of analysis as they are.</li> </ul>	<p>L.K B).</p> <p>L.SS C).</p> <p>L.V</p> <p>RI.A</p> <p>RI.C</p> <p>RI.F</p> <p>W.IV F).</p> <p>W.R</p> <p>W.S</p>
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		<p>SWBAT summarize the key supporting details and ideas of nonfiction articles while researching their topic.</p> <p>SWBAT conduct short research projects to find articles and information about their topic, drawing on several sources and generating additional related questions that allow for multiple avenues of exploration.</p>			
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<p>Mini-Lessons and Work Periods</p>	<p>8 Days</p>	<p>SWBAT produce a clear and coherent analytical article in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach when writing their analytical article.</p> <p>SWBAT develop and strengthen writing as needed by participating in topic specific lessons and activities.</p> <p>SWBAT write an analytical essay</p>	<p>1. Mini-Lessons</p> <ul style="list-style-type: none"> <li>• In <i>Beyond Literary Analysis</i>, teachers can find both activities and examples of techniques to help students in many different areas. These activities can become mini lessons for the whole class, small groups, or used when conferencing with individual students. Some helpful topics include: <ul style="list-style-type: none"> <li>○ Techniques for Articulating Claims (Pgs. 79 – 82) <ul style="list-style-type: none"> <li>▪ This and That</li> <li>▪ They Say, I Say</li> <li>▪ Shifts and Changes</li> </ul> </li> <li>• Techniques for Discussing Evidence (Pgs. 82 – 88) <ul style="list-style-type: none"> <li>○ Talk Back to Evidence</li> <li>○ Introduce Evidence with Discussion</li> <li>○ Combine Evidence and Discussion</li> </ul> </li> <li>• Leads (Pgs. 103 – 113) <ul style="list-style-type: none"> <li>○ Sticky Note Choices</li> <li>○ Claim Up Front</li> <li>○ The Single Paragraph Claim</li> <li>○ The TA-DA! Claim</li> <li>○ Drop the Reader into a Scene</li> </ul> </li> </ul> </li> </ul>	<p>Have students complete activities and work with examples from assorted mini lessons as needed.</p> <p><i>(Mini-Lessons)</i></p> <p>Students will write an article which analyses a self-chosen text.</p> <p><i>(Work Periods)</i></p>	<p>L.K.B).</p> <p>L.S.C).</p> <p>L.V.</p> <p>RI.A</p> <p>RI.C</p> <p>RI.I</p> <p>W.A.E).</p> <p>W.I.F).</p> <p>W.F</p> <p>W.S</p>
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		<p>about a self-selected, and researched topic.</p> <p>SWBAT</p> <p>demonstrate command of the conventions of standard English grammar and usage when writing their analytical article.</p> <p>SWBAT</p> <p>demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing their analytical article.</p>	<ul style="list-style-type: none"> <li>○ Make a Personal Connection</li> <li>○ Immerse the Reader in Media</li> <li>● Artful Transitions (Pgs. 114 – 117) <ul style="list-style-type: none"> <li>○ Use a Conjunction</li> <li>○ Make a Smooth Segway</li> <li>○ Question and Answer</li> </ul> </li> <li>● Paragraphing (Pgs. 117 – 124) <ul style="list-style-type: none"> <li>○ One Idea: Multiple Paragraphs</li> <li>○ Mini Paragraphs</li> <li>○ List-a-Graphs (Paragraphs in List Form)</li> <li>○ Sections with Subheadings</li> <li>○ Sections without Subheadings</li> </ul> </li> <li>● Conclusions (Pgs. 124 – 128) <ul style="list-style-type: none"> <li>○ Soft Echo</li> <li>○ End with an Image</li> <li>○ Zoom Out</li> </ul> </li> <li>● Tone/Voice (Pgs. 146 – 142, 146 – 147, 160 - 163) <ul style="list-style-type: none"> <li>○ Tone Inquiry</li> <li>○ Tone Switch</li> <li>○ Voice Inquiry</li> <li>○ Tell the Truth</li> <li>○ Show Vulnerability</li> <li>○ Talk to Your Reader</li> </ul> </li> <li>● Revising <ul style="list-style-type: none"> <li>○ Eliminate the Wishy-Washy</li> </ul> </li> </ul>		
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			<ul style="list-style-type: none"><li>○ Breaking the “Rules”<ul style="list-style-type: none"><li>▪ Sentence Fragments</li><li>▪ Start With a Coordinating Conjunction</li><li>▪ Capital Letters</li><li>▪ Proper Nouning</li></ul></li></ul> <p>2. Work Periods</p> <p>Students will work on writing their analytic article. During this time students should be drafting, editing, and revising with the aim to have a completed article ready for submission by the assigned due date.</p>		
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ELA.L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.VL.8.3.D	Consult 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.
ELA.L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

ELA.RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
ELA.W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ELA.W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
ELA.W.IW.8.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
ELA.W.SE.8.6	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.



ELA.W.RW.8.7

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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*\*Consistent with individual plans, when appropriate.*

- Modifications for any individual student’s IEP or 504 plan must be met.
- Alter assignment length if necessary.
- Aid in student research.
- Provide additional mentor texts and examples.

### **Suggested Technological Innovations/Use**

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- Effectively use digital tools to assist in gathering and understanding information.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the contextual flow of ideas.

### **Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:**

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- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., 1.5.8.C1)
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching

## Unit 3: Reading for Theme: Exploring One’s I-DENTITY Classic Literature - An Analytical Perspective

Content Area: **Language Arts**  
 Course(s): **Language Arts: GRADE 8**  
 Time Period:  
 Length: **Sample Length**  
 Status: **Published**

### Summary of the Unit

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One’s place in this world is a huge thought/a discussion piece. Where do we fit in? Where do we belong? Through this unit, students will analyze and critique key critical literary pieces that give us just a little insight into identity and how powerful of a force it can be for the human being when faced with adversity. From Anne Frank and Frederick Douglass to Guy Montag and Jeanne Wakatsuki, human beings are tested beyond measure to stay true to themselves even in the face of extreme opposition and struggle. Students will experience these journeys made by the people in these novels and evaluate their own life through their journeys and their own individual perspective.

## Enduring Understandings

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- Identity is something that is defined as the following: **the fact of being who or what a person or thing is.** A simple definition indeed; however, much harder to navigate through when faced with struggle. We as a people have to understand and embrace the fact that our identity is shaped by many different dynamics and at the true core of it all is the “self” and the maintenance of this.

## Essential Questions

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- •Who are you? How do you know this?
- •Who or what has helped to shape your identity?
- •What is the ultimate roadblock when it comes to staying true to who you are?
- •Who in your life has stayed true to themselves? How do you know this?
- •Fitting in: Difficult or Easy? Why? What tools could we use to help us build the bridge to assimilation?

## Summative Assessment and/or Summative Criteria

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- **Option 1:** The concept of Identity is truly challenged by Julio Noboa in the poem entitled, “I-DENTITY”. Students will work with this poem -analyze and critique accordingly, and then write a poem of their own (5 Stanzas in Full) - Illustrate and Color Accordingly.
- **Option 2:** With each of the four novels mentioned below, comes the journey that a particular person took; a road map if you will. So, on the thought of road map and destination, “A Journey Through My Life” comes to mind/life. Students will plan a road map to show where they have come and where they are going.

## Resources

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### Texts

- *The Narrative of the Life of Frederick Douglass*
- *Fahrenheit 451*
- *The Diary of Anne Frank* (Play Version)
- *Farewell to Manzanar*
  
- “Identity” by Julio Noboa Polanco
  - Please use guide below to assist you with the poem:
    - [https://commonlit.s3.us-west-2.amazonaws.com/texts/student\\_pdfs/000/001/017/original/commonlit\\_identity\\_story.pdf?X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJFHNPJSC66AVBG5Q%2F20180725%2Fus-west-2%2Fs3%2Fcommonlit%2Fstudent\\_pdfs%2F000%2F001%2F017%2Foriginal%2Fcommonlit\\_identity\\_story.pdf&X-Amz-Date=20180725T195553Z&X-Amz-Expires=30&X-Amz-SignedHeaders=host&X-Amz-Signature=cd1f49f2ed510875a75540eebaa24871d3215fc84848cdd4af5361aab32e](https://commonlit.s3.us-west-2.amazonaws.com/texts/student_pdfs/000/001/017/original/commonlit_identity_story.pdf?X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJFHNPJSC66AVBG5Q%2F20180725%2Fus-west-2%2Fs3%2Fcommonlit%2Fstudent_pdfs%2F000%2F001%2F017%2Foriginal%2Fcommonlit_identity_story.pdf&X-Amz-Date=20180725T195553Z&X-Amz-Expires=30&X-Amz-SignedHeaders=host&X-Amz-Signature=cd1f49f2ed510875a75540eebaa24871d3215fc84848cdd4af5361aab32e)

### Articles

- “Lullaby”: A Native American Story by Leslie Silko (Use with *The Narrative of the Life of Frederick Douglass*)
  - <http://www.webpages.uidaho.edu/engl484jj/SilkoLullaby001.pdf>
- “Why ‘Fahrenheit 451’ Is the Book for Our Social Media Age” (Use with *Fahrenheit 451*)
  - <https://www.nytimes.com/2018/05/10/books/review/fahrenheit-451-ray-bradbury.html>
- The Significance of Anne Frank's Private Humanity (Use with *The Diary of Anne Frank*)
  - <https://blog.bookstellyouwhy.com/the-significance-of-anne-franks-private-humanity>

### Misc.

- Interactive Tour of Ellis Island
  - <http://teacher.scholastic.com/activities/immigration/tour/index.htm>
- Anne Frank - The Whole Story (Video to be used with *The Diary of Anne Frank*)
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- <https://www.youtube.com/watch?v=3QJ7RbGG7mg>
- Biography.com page on Frederick Douglass
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- <https://www.biography.com/video/frederick-douglass-full-episode-2186641949>

## Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
“Identity” by Noboa Polanco	1-3 Days	<p>SWBAT determine the meaning of words and phrases (including figurative and connotative meanings) while reading the poem “Identity”</p> <p>SWBAT analyze the impact of specific word choices on meaning and tone, including analogies or</p>	<p>Read the poem “Identity” and have students determine the significance to them and their constructed identities.</p> <p>Complete discussion questions following the reading of “Identity” along with a vocabulary check.</p> <p>Interpret lines of the</p>	<p>Critical Interpretation of poem is to be documented by completing all the activities associated with the website listed under resources.</p> <p>Summative Assessment Option 1</p>	<p>RI.CI.8.2.</p> <p>RI.PP.8.5.</p> <p>RI.TS.8.4.</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>SL.PE.8.1.A.</p> <p>W.RW.8.7.</p>

		<p>allusions to other texts while reading “Identity”.</p> <p>SWBAT determine the theme or central idea from “Identity” and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>SWBAT use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p>	<p>poem in order to start collaborating on an “Identity” reflection poem of their own.</p>		<p>W.WP.8.4.</p>
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		described in "Identity".			
<p><b>Novel</b> <b>Option 1:</b> <i>The Narrative of the Life of Frederick Douglass</i></p> <p>(An 1845 memoir and treatise on abolition written by famous orator and former slave Frederick Douglass during his time in Lynn, MA)</p> <p>*** Also an option in Unit 7 ***</p>	4-5 Weeks	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in <i>The Narrative of the Life of Frederick Douglass</i>.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration)</p>	<p>Introduce the novel with a biography of Frederick Douglass (lending into a multi-cultural activity/unit).</p> <p>Follow link to the Tour of Ellis Island which will help focus on immigration which plays a major role in the story.</p> <p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>Create Literary Journal for students to react to material</p>	<p>Watch a historical bio pic on Douglass/ Create a Web Quest with questions that follow. Use the link under resources.</p> <p>React to slave songs by writing reflection pieces in your literary journals.</p> <p>- "Follow the Drinkin' Gourd"</p> <p>- "Go Down Moses"</p> <p>- "Let Us Break Bread Together"</p> <p>- "Swing Low, Sweet Chariot"</p> <p>Utilizing "Lullaby", have students respond to questions that fulfill the requirements by connecting the two pieces.</p>	<p>RI.CI.8.2.</p> <p>RI.PP.8.5.</p> <p>RI.TS.8.4.</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>SL.PE.8.1.A.</p> <p>W.RW.8.7.</p> <p>W.WP.8.4.</p>

		<p>to gain background knowledge on topics related to <i>The Narrative of the Life of Frederick Douglass</i>.</p> <p>SWBAT determine the central idea of <i>The Narrative of the Life of Frederick Douglass</i> and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>The Narrative of the Life of Frederick Douglass</i> makes connections among and</p>	<p>being read in class, respond to questions and seek out information.</p> <p>Read and interpret a slave song and answer the following question: What is the purpose of these songs? Cultural relation by song...</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>Read aloud the short story entitled “Lullaby” which will provoke discussion about gender roles in the Native</p>	<p>Summative Assessment Option 2</p>	
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		<p>distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from The Narrative of the Life of Frederick Douglass.</p>	American Culture.		
<p><b>Novel Option 2:</b> <i>Fahrenheit 451</i></p> <p>(A dystopian novel by American writer Ray Bradbury, published in</p>	4-5 Weeks	SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	Read and discuss selected passages from the work and create conference circles on elected topics.	<p>Interpret the sections of the novel while completing quizzes and tests associated with novel.</p> <p>Digest topics from novel through analysis and group discussion.</p>	<p>RI.CI.8.2.</p> <p>RI.PP.8.5.</p> <p>RI.TS.8.4.</p> <p>RL.CI.8.2.</p>

<p>1953. It takes us on a journey through the eyes of the protagonist, Guy Montag. Self-discovery and redemption lead the way for this classic work.)</p> <p>*** Also an option for Unit 6 ***</p>		<p>topics read/reviewed in <i>Fahrenheit 451</i>.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to <i>Fahrenheit 451</i>.</p> <p>SWBAT determine the central idea of <i>Fahrenheit 451</i> and analyze its development over the course of the</p>	<p>Create Literary Journal for students to react to material being read in class, respond to questions, and seek out information.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>Investigate and respond to each of the three sections of the book and acknowledge the connecting tissues between each of them.</p> <p>Think about the question posed by Clarisse to Guy, “Are you happy?”</p>	<p>(Technology and Stimulation)</p> <p>Tough Question: Create a written narrative/exposition piece on the topic of happiness and its true meaning</p> <p>Embrace the article in the resources section and respond through written/oral expression.</p> <p>Summative Assessment Option 2</p>	<p>RL.CR.8.1.</p> <p>SL.PE.8.1.A.</p> <p>W.RW.8.7.</p> <p>W.WP.8.4.</p>
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		<p>text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>Fahrenheit 451</i> makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from <i>Fahrenheit 451</i>.</p>	<p>This is a tough question that could be analyzed accordingly through discussion or written expression.</p> <p>Read the article listed in the resources section that justifies Bradbury's accuracy about predictions and issues with technology.</p>		
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<p><b>Novel</b> <b>Option 3:</b> <i>The Diary of a Young Girl</i></p> <p>(A book of the writings from the Dutch language diary kept by Anne Frank while she was in hiding for two years with her family during the Nazi occupation of the Netherlands. It is also known as The Diary of Anne Frank.)</p> <p>*** Also an option for Unit 6 ***</p>	<p>4-5 Weeks</p>	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in <i>The Diary of a Young Girl</i>.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related</p>	<p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>For the literary journal piece, students can create a collection of “post-its” on one particular character and have a constant flow of analytical perspective with that character.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p>	<p>Interpret the sections of the novel while completing quizzes and tests associated with novel.</p> <p>Digest topics from novel through analysis and group discussion. (Technology and Stimulation)</p> <p>Create an on-going creation that connects students to characters by showing a connection/response to actions and thoughts of characters.</p> <p>Utilize the article listed in the resources section to have students write a written response in relation to what was stated.</p>	<p>RI.CI.8.2.</p> <p>RI.PP.8.5.</p> <p>RI.TS.8.4.</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>SL.PE.8.1.A.</p> <p>W.RW.8.7.</p> <p>W.WP.8.4.</p>
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		<p>to <i>The Diary of a Young Girl</i>.</p> <p>SWBAT determine the central idea of <i>The Diary of a Young Girl</i> and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>The Diary of a Young Girl</i> makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>In association with the play, article in sources describes the significance of the play in regard to the human compass and discusses the true nature of the play.</p>	<p>Summative Assessment Option 2</p>	
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		<p>SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from <i>The Diary of a Young Girl</i>.</p>			
<p><b>Novel Option 4:</b> <i>Farewell to Manzanar</i></p> <p>(A book describing the experiences of Jeanne Wakatsuki and her family before, during, and following their imprisonment at the Manzanar concentration camp due to</p>	4-5 Weeks	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in <i>Farewell to Manzanar</i>.</p> <p>SWBAT conduct short research projects (drawing on</p>	<p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>For the literary journal piece, students can create a collection of “post-its” on one particular character and have a constant flow of analytical</p>	<p>Interpret the sections of the novel while completing quizzes and tests associated with novel.</p> <p>Digest topics from novel through analysis and group discussion. (Technology and Stimulation)</p> <p>Utilize link from the resources section to complete a written assessment associated with the</p>	<p>RI.CI.8.2.</p> <p>RI.PP.8.5.</p> <p>RI.TS.8.4.</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>SL.PE.8.1.A.</p> <p>W.RW.8.7.</p>

<p>the United States government's internment of Japanese Americans during World War II.)</p>		<p>several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to <i>Farewell to Manzanar</i>.</p> <p>SWBAT determine the central idea of <i>Farewell to Manzanar</i> and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>Farewell to</i></p>	<p>perspective with that character.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>Interpret and respond to each chapter associated and acknowledge the connecting tissues between each act.</p> <p>Utilize the link in the resources section to analyze the director's message from the book after</p>	<p>novel and the interview.</p> <p>Summative Assessment Option 2</p>	<p>W.WP.8.4.</p>
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		<p><i>Manzanar</i> makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from <i>Farewell to Manzanar</i>.</p>	viewing the interview.		
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ELA.RL.CR.8.1

Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

ELA.RL.CI.8.2

Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



ELA.RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.PE.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.
SOC.6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.  Political and civil institutions impact all aspects of people's lives.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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*\*Consistent with individual plans, when appropriate.*

- Students will be issued a graphic novel variation of the text if needed.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teachers should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may choose a partner to work with that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable
- Allow for preferential seating within groups and whole class
- Allow for additional time on tests and quizzes
- The teacher made modifications on quiz and test questions.

## **Cross Curricular/Social Studies/Career Readiness, Life Literacies, and Key Skills 9.4:**

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### **Cross Curricular/Social Studies Connections:**

- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life

- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social Structures of classic civilizations.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

**Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

### **Suggested Technological Innovations/Use**

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- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revision.
- Utilize Digital tools and other technological environments to support the learning process and foster collaboration on local or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collaboration on local or global issues and problems.
- Utilize different sources of information in relation to the Unit Content through various background research and reading material
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space and comments to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and to reinforce the fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the structure and format of a research paper.

## **Unit 4: Writing An Argument**

Content Area: **Language Arts**  
Course(s): **Language Arts: Grade 8**  
Time Period:  
Length: **Sample Length**  
Status: **Published**

### **Summary of the Unit**

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In this unit, students will explore the different components that make up an effective argument and discover where we find examples of argument in real life. Both verbally through debate and classroom discussion and in writing, students will be asked to

examine different scenarios, make claims about those scenarios, and then provide the evidence and reasoning needed to support their claims. This exploration will culminate in the creation of an argumentative essay on a self-selected and researched topic of interest where they will defend their claim with strong and appropriate evidence as well as provide counterclaims to address other sides of their issues.

### **Enduring Understandings**

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- The ability to create an effective argument as well as to break down and analyze the arguments of others is a powerful skill needed to succeed in today's world.
- In order to stand a chance at influencing the opinion of a reader, an argument must contain evidence and reasoning to support that evidence – strong opinions and passionate writing alone are not enough.
- The stance that you start arguing for does not have to be the stance that you end with. Keeping an open mind while researching can allow writers to examine issues and topics in ways that may change what they previously believed.

### **Essential Questions**

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- •What components make up an effective argument and why is each important?
- •How do I take a topic and determine what my stance on it is?
- •How do I provide evidence and reasoning to support my claim?
- •What role does research play in creating an effective argument?

## Summative Assessment and/or Summative Criteria

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- **Argumentative Essay:** Students will write an argumentative essay on a self-selected topic. The students will complete their own research to find the evidence they need to support their claim.

## Resources

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### Texts

- *Writing to Persuade* by Karen Caine
- *Teaching Argument Writing* by George Hillocks, Jr.

### Articles

- “Old Tactic Gets New Use: Public Schools Separate Girls and Boys”  
<https://www.nytimes.com/2014/12/01/education/single-sex-education-public-schools-separate->
- “Boys and Girls Together, Taught Separately in Public School”  
<https://www.nytimes.com/2009/03/11/education/11gender.html?rref=collection%2Ftimestopic%20Education&mtref=www.nytimes.com>
- “Coed versus single -sex ed”  
<http://www.apa.org/monitor/2011/02/coed.aspx>

### Misc.

- Slip or Trip Scenario (Pg. 17 of *Teaching Argument Writing*)  
<https://docs.google.com/document/d/18VsubNsH9PA6FUZ-mtV2QpNg5eYYLkK9GEzOkSy0bBk/edit?usp=sharing>
- The Lunchroom Murder Scenario (Pg. 31-32 of *Teaching Argument Writing*)  
[https://docs.google.com/document/d/1\\_Gg\\_rLj2TU6w74EURfb8a1Zt3hp4PPFLdYMvA-ExX](https://docs.google.com/document/d/1_Gg_rLj2TU6w74EURfb8a1Zt3hp4PPFLdYMvA-ExX)
- The Case of the Dead Musician Scenario (Pg. 34-36 of *Teaching Argument Writing*)  
<https://docs.google.com/document/d/1Qd6LIVhV3IExEgh0ulzI8HOPijpQQ3Vf4JormM9QKa>

- Great Mascot Debate Presentation  
<https://docs.google.com/presentation/d/1vw2g8bueEo3JVEyIulPkbS6uv799yFuO72Ag7idEMl>
- Giraffe Award Criteria (Pg. 115 of *Teaching Argument Writing*)  
[https://docs.google.com/document/d/1tjJBSLsJCYIA3hS\\_muLzd1oWjm60llhx6VOL7qjVLc](https://docs.google.com/document/d/1tjJBSLsJCYIA3hS_muLzd1oWjm60llhx6VOL7qjVLc)
- Giraffe Award Scenarios  
[https://docs.google.com/document/d/1zgF0RUOE\\_uVXEZiZ6DES\\_DGMg9nr3sP4lhCQ2GM](https://docs.google.com/document/d/1zgF0RUOE_uVXEZiZ6DES_DGMg9nr3sP4lhCQ2GM)
- Curfew Conundrum Scenario  
[https://docs.google.com/document/d/1KJMzyfcF045MTjdWZ3BF\\_JbZMTDjACqZ0lB000aof](https://docs.google.com/document/d/1KJMzyfcF045MTjdWZ3BF_JbZMTDjACqZ0lB000aof)
- Parent Reasons – Curfew Conundrum Scenario  
[https://docs.google.com/document/d/19SaxaQLb\\_mrU\\_hULZIdeUAjul75OOpLxyvyIS6eSDy](https://docs.google.com/document/d/19SaxaQLb_mrU_hULZIdeUAjul75OOpLxyvyIS6eSDy)

## Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks Assessments
Introduction to Argument and Argument Specific Vocabulary	1-2 Days	SWBAT write an argument of fact to support claims in an analysis of the Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician., using valid reasoning and relevant and	1. Slip or Trip Scenario (Whole Group): <ul style="list-style-type: none"> <li>• Provide students with the picture and storyline of the Slip or Trip scenario. Students will play the role of investigators aiming to determine the truth of what happened.</li> <li>• Have displayed a chart with the labels Evidence, Rule, and Conclusion. Invite students to produce evidence that shows Queenie might be lying and model how to turn</li> </ul>	Have student create a short report as thou they were the investigators assigned to th case. They sh provide the fa of the case ar their conclusi about what ha really happen supported by evidence they

	<p>sufficient evidence.</p> <p>SWBAT write a report as though they were the investigator assigned to the case described in The Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician.</p> <p>SWBAT read closely to determine what the case description from The Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician says explicitly and to make logical inferences and</p>	<p>their explanation into a rule that supports their ideas. (Example: The evidence is that Arthur still has a glass in his hand. The rule is that when people fall down the stairs, they drop what they are holding to try and save themselves. The conclusion is that Queenie is probably lying about him falling down the stairs)</p> <ul style="list-style-type: none"> <li>• Label what the students have been doing using argument specific vocabulary. Students have made a claim by stating that Queenie is lying, have provided evidence to support their claim, and have provided the reasoning for why their evidence is valid by the creation of the rules and conclusions.</li> </ul> <p>2. The Lunchroom Murder Scenario (Small Group)</p> <ul style="list-style-type: none"> <li>• Provide students with the picture and storyline of The Lunchroom Murder Scenario. Students will again play the role of investigators aiming to discover the truth of what happened.</li> <li>• Students will practice the skills they learned in the whole group lesson by working with peers to submit an argument detailing who they believe the murderer is.</li> </ul>	<p>gathered. (<i>Slip or Trip Scenario</i>)</p> <p>Have small groups work together to create a short report detailing what has happened. They should make a case for who they believe the murderer is using evidence that they have gathered supported by their reasoning. (<i>The Lunchroom Murder Scenario</i>)</p> <p>Have students create a short report detailing what they believe really happened. Mr. Karzai used evidence that they have gathered is supported by their reasoning. (<i>The Case of the Dead Musician Scenario</i>)</p>
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		<p>relevant connections from it.</p> <p>SWBAT cite specific textual evidence when writing or speaking about The Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician to support conclusions drawn from the text.</p>	<p>3. The Case of the Dead Musician Scenario (Independent Practice)</p> <ul style="list-style-type: none"> <li>• This scenario can be used as an in class activity or as a homework assignment to gauge student mastery of making a claim and supporting that claim with evidence and reasoning.</li> <li>• Provide students with the picture and storyline of The Case of the Dead Musician Scenario. Students will again play the role of investigators aiming to discover the truth of what happened.</li> <li>• Students will gather evidence and provide reasoning for their claim of what really happened to Mr. Karazai.</li> </ul>	
Additional Reasoning Practice	1-2 Days	<p>SWBAT write an argument of judgement to support claims in an analysis of the Sayreville Bombers mascot, using valid reasoning and relevant and sufficient evidence.</p>	<p>1. The Great Mascot Debate</p> <ul style="list-style-type: none"> <li>• Provide students with real life examples of different mascots, both normal and strange.</li> <li>• Have the students evaluate each mascot.</li> <li>• Have students work together to create a set of criteria for what makes a good mascot.</li> <li>• Come together as a class and share ideas to come up with a</li> </ul>	<p>Have student draft a short p arguing whet not the Sayre Middle Scho mascot is a g mascot using criteria create (<i>The Great M Debate</i>)</p> <p>Have student write a short arguing whet</p>

		<p>SWBAT write a short piece arguing whether or not the Bomber is a good mascot using class created criteria.</p> <p>SWBAT write an argument of judgement to support claims in an analysis of a Giraffe Award candidate's eligibility, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT write a short piece arguing whether or not their candidate deserves to be given the Giraffe Award.</p>	<p>set of class criteria for a good mascot.</p> <ul style="list-style-type: none"> <li>• Using this set of criteria, students will make an argument of judgment, determining whether the Sayreville Middle School mascot is a good mascot for the school.</li> </ul> <p>2. The Giraffe Awards</p> <ul style="list-style-type: none"> <li>• Hand out a paper containing the information and criteria for the Giraffe Award.</li> <li>• Review the example of the man who received the award, going over how his actions met the criteria of the award.</li> <li>• Students will work in groups, with each group being given a different candidate to evaluate. The students will discuss each candidate and whether or not they meet the criteria for the award.</li> <li>• The students will write a short piece arguing whether or not their candidate meets the criteria for the Giraffe Award.</li> </ul>	<p>not their candidates should receive the Giraffe Award. (<i>The Giraffe Award</i>)</p>
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		<p>SWBAT read closely to determine what their candidate's story says explicitly and to make logical inferences and relevant connections from it.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from their candidate's story.</p>		
Persuasion vs. Argument/ Debate Preparation	1-2 Days	<p>SWBAT create a plan for how they would convince a parent/guardian to allow them to stay out past a set curfew.</p> <p>SWBAT revise their plan for how they would convince a</p>	<p>1. Curfew Conundrum Scenario (Argument vs. Persuasion)</p> <ul style="list-style-type: none"> <li>• Hand out the Curfew Conundrum Scenario.</li> <li>• Students will work in small groups to brainstorm ideas about how to convince their parents/guardian to let them stay out past their curfew.</li> <li>• Have students share the arguments and reasoning that they would use to try and persuade their parent/guardian, keeping track of student responses.</li> </ul>	<p>Have students keep track of brainstorming</p> <ul style="list-style-type: none"> <li>• When comp have go ba and ra their i in ord what feel w most effect</li> </ul>

	<p>parent/guardian to allow them to stay out past a set curfew to include proposed areas of research that would lend their argument credibility.</p> <p>SWBAT read closely to determine what an article says explicitly and to make logical inferences and relevant connections from it as they prepare for a whole class debate.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from the articles they have read to prepare for a</p>	<ul style="list-style-type: none"> <li>• As a class, rank the reasons that have been given from most effective to least effective.</li> <li>• Share a list of reasons from the parent perspective with the students and have the students describe the difference between their reasoning and the reasoning used by the parents. Use their responses to help explain the difference between persuasion and argument.</li> </ul> <p>2. Curfew Conundrum Redo</p> <ul style="list-style-type: none"> <li>• Have students make a plan of how they would present their argument about having curfew extended to their parent/guardian if they were allowed to do research beforehand. Have them think about what kind of facts/research would help to strengthen their argument.</li> </ul> <p>3. Preparation for Debate</p> <ul style="list-style-type: none"> <li>• Hand out any rules or procedures that you wish students to know or follow for the debate.</li> <li>• Introduce the topic: Should classes in school be separated by gender? Have students jot down an answer to this question and keep it for the next day.</li> </ul>	<p>least effective</p> <p>(<i>Curfew Conundrum Scenario</i>)</p> <p>Have students create a plan of how they would present their argument to a parent/guardian. Have them include what research they would have to do and what kind of facts they would look for. (<i>Curfew Conundrum Scenario</i>)</p> <p>Have students answer the following:</p> <ul style="list-style-type: none"> <li>• What are the differences between persuasion and argument?</li> <li>• Why is it important to have facts to support an argument?</li> </ul>
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		whole class debate.	<ul style="list-style-type: none"> <li>• Assign students to a side of the topic and pass out copies of articles about the topic.</li> <li>• Allow students to begin reading the articles in class, focusing on finding evidence that will support their side of the topic.</li> </ul>	<i>(Use as an Evidence Ticket)</i>
Debate Day – Should classes in school be separated by gender?	1 Day	<p>SWBAT present an argument to support claims in an analysis of gender separation in schools, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT write a reflection about their debate experience, analyzing what side was more effective at delivering their argument and what evidence was most effective.</p>	<p>1. Class Debate: Should classes in school be separated by gender?</p> <ul style="list-style-type: none"> <li>• Have students look at their initial response to the topic and have them answer the question again to see if their opinions changed based on the information they have read.</li> <li>• Class Debate: Should classes in school be separated by gender?</li> <li>• Debate Reflection</li> </ul>	<p>Have students write a reflection about the debate that includes the following:</p> <ul style="list-style-type: none"> <li>• What were you on?</li> <li>• What was your strongest piece of evidence?</li> <li>• What do you think?</li> <li>• What was the strongest piece of evidence provided by the opposing side?</li> <li>• Regarding your</li> </ul>

		<p>SWBAT prepare for and participate effectively in a debate about gender separation in schools with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SWBAT evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric while writing a reflection about the debate.</p> <p>SWBAT present information, findings, and supporting evidence such that listeners can follow the</p>		<p>assign side, you th class school shoul separ by ge Why?</p>
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		<p>line of reasoning while participating in a debate about gender separation in schools.</p> <p>SWBAT adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when while presenting their side during a debate.</p>		
Introduction to Argumentative Essay – Select a Topic and Make a Claim	1 Day	<p>SWBAT brainstorm about things that are import to them/bother them for three topics: school, home, and the country or world.</p> <p>SWBAT free write about one topic from each category in</p>	<p>1. Introduction to the Argumentative Essay</p> <ul style="list-style-type: none"> <li>• Hand out and review the instructions and rubric for the argumentative essay.</li> </ul> <p>2. Topic Brainstorming</p> <ul style="list-style-type: none"> <li>• The teacher will prepare three charts, labeled “School”, “Extracurricular/Home”, and “Country/World”.</li> <li>• Together, the class will brainstorm issues that are</li> </ul>	<p>Have student select one top from each lis they are inter in exploring further to free write about. (<i>Exploration - Write</i>)</p> <p>Have student select a topic write down a about the top they will ther</p>

		<p>order to gain an idea of what they might be interested in writing about.</p> <p>SWBAT prepare for and participate effectively in a whole class brainstorming session with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>important to them that fall under each heading.</p> <ul style="list-style-type: none"> <li>○ Example for School - Not being able to use cell phones in class.</li> <li>○ Example for Extracurricular/Home: Not being allowed to watch an R rated movie.</li> <li>○ Example for Country/World: The drinking age in the US being too high.</li> </ul> <p>2. Topic Exploration – Free Write</p> <ul style="list-style-type: none"> <li>● Have students pick one topic per list that they would like to explore in more detail. They will free write about each of the topics.</li> </ul> <p>3. Initial Topic Selection and Claim</p> <ul style="list-style-type: none"> <li>● Have students select the topic that they are most interested to write about and create an initial claim about the topic.</li> <li>● Have students select the topic that they found most interesting to write about. The students will create a preliminary claim about their topic.</li> </ul>	<p>research. (<i>Initial Topic Selection and Claim</i>)</p>
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<p>Research and Topic Refinement</p>	<p>2-3 Days</p>	<p>SWBAT write routinely over extended time frames (research/ reflection/ revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes related to their argumentative essay topic.</p> <p>SWBAT read closely to determine what an article says explicitly and to make logical inferences and relevant connections from it when completing research for their argumentative essay.</p> <p>SWBAT cite specific textual evidence when writing or</p>	<p>1. Research and Redefining</p> <ul style="list-style-type: none"> <li>• Using district provided databases and resources students will research their chosen topics.</li> <li>• Students will look for evidence that can be used to defend their claim.</li> <li>• If needed, students may either redefine or revise their claim based on the research they have found.</li> </ul>	<p>Have students create a research log where they keep track of useful articles they have found and evidence those articles contain. (<i>Research and Redefining</i>)</p>
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		<p>speaking to support conclusions drawn from an article they discovered while researching their argumentative essay topic.</p> <p>SWBAT determine the central ideas or themes of an article and analyze their development while completing research for their argumentative essay.</p> <p>SWBAT summarize the key supporting details and ideas of nonfiction articles while completing research for their</p>		
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		<p>argumentative essay.</p> <p>SWBAT conduct short research projects to find articles and information about their argumentative essay topic, drawing on several sources and generating additional related questions that allow for multiple avenues of exploration.</p>		
Mini-Lessons and Work Periods	7 Days	SWBAT write an argumentative essay to support claims in an analysis of a self-selected topic, using valid reasoning and relevant and sufficient evidence.	<p>1. Mini-Lessons</p> <ul style="list-style-type: none"> <li>• Through the use of Caine’s book, teachers can find lessons that can be used to address needed areas as they arise. Some helpful topics include: <ul style="list-style-type: none"> <li>○ Writing a Thesis Statement (Pgs. 86 – 89)</li> <li>○ All Reasons are Not Created Equal (Pgs. 90 – 91)</li> <li>○ Some Might Think: How to Write</li> </ul> </li> </ul>	<p>Have students complete activities and work with examples from assorted mini-lessons as needed.</p> <p><i>(Mini-Lesson</i></p> <p>Students will write an argumentative essay on a self-selected topic.</p>

		<p>SWBAT produce a clear and coherent argumentative essay in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (as guided by lessons found in Cain’s book).</p> <p>SWBAT write routinely over extended time frames to produce a completed argumentative</p>	<p>Counterarguments (Pgs. 96 – 98)</p> <ul style="list-style-type: none"> <li>○ Lead That Capture the Reader’s Attention (Pgs. 123 – 124)</li> <li>○ Smooth Transitions (Pgs. 131 – 133)</li> <li>○ Call to Action (Pgs. 149 – 151)</li> </ul> <p>*** Mini-lessons start on page 19 and continue all the way to page 196. ***</p> <p>2. Work Periods</p> <ul style="list-style-type: none"> <li>● Students will work on writing their argumentative essays. During this time students should be drafting, editing, and revising with the aim of having a completed essay ready for submission by the assigned due date.</li> </ul>	<p>(Work Period</p>
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		<p>essay on a self-selected topic.</p> <p>SWBAT demonstrate command of the conventions of standard English grammar and usage while writing their argumentative essay.</p> <p>SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing their argumentative essay.</p>	
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ELA.L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.8.2.C	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.R	Reading
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA.W	Writing
ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

ELA.W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
ELA.W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.WR.8.5	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.
ELA.W.SE.8.6	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.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.II.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.
ELA.SL.PI.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.
ELA.SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Modifications for any individual student's IEP or 504 plan must be met.
- Alter assignment length if necessary.
- Aid in student research.
- Provide additional mentor texts and examples.

## **Suggested Technological Innovations/Use**

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- Effectively use digital tools to assist in gathering and understanding information.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.

## **Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:**

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- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).



- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

## Unit 5: An Introduction to Shakespeare, Sonnets, a

Content Area: **Language Arts**  
 Course(s): **Language Arts**  
 Time Period:  
 Length: **Sample Length**  
 Status: **Published**

### Summary of the Unit

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This unit will focus on the study and interpretation of one of the most dynamic plays in the history of literature, *Romeo and Juliet*. Particular attention will be paid to the foundations that make up and encompass the play: sonnets, soliloquies, iambic pentameter, and many more dramatic terms and devices. Ultimately, this unit will all be about decoding Shakespeare and finding a way for students to interact with the writing of Shakespeare both intellectually and vocally. Through various activities including reading, writing, drawing, creating, critiquing, and analyzing, the student will be able to embrace Shakespeare for years to come.

### Enduring Understandings

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- Shakespearean dramas and concepts serve as cultural capital/currency.

- Judgements and initial misinterpretations can lead to destructive consequences.
- Love is sometimes irrational-passion blinds us from true rational thought.
- Literature is Art and Art will forever imitate life.
- *Romeo and Juliet* is a classic piece of literature that withstands the test of time due to its undeniable message: LOVE IS REAL!

## Essential Questions

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- •What's in a name? How strong is a last name to a family's identity?
- •What is true love?
- •What is human nature?
- •What is worth dying for?
- •What is the big difference between what people say and what people do?
- •What is cultural capital/currency?
- •What makes a literary work timeless?
- •What is a tragedy?
- •How can you relate this play to today? Are there any connections that can be made?
- •At what age does a person become old enough to make their own decisions on love?

## Summative Assessment and/or Summative Criteria

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- **Option 1:** Character Identification: Through a visual display-mosaic, have students pick and discuss one character from the play to embrace for this project. In this display, should be important lines of dialogue, impact on play, descriptors of the character and symbols identifying the character through the literary work. In the past, roses have been a great template for this activity.
- **Option 2:** Physical/Vocal Identity to be demonstrated here: Memorize and perform in front of the class, a dramatic interpretation of a monologue/soliloquy/sonnet of their choice from the play. Group Style: Memorize and perform in front of the class, a dramatic interpretation of a scene of their choice.

## Resources

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### Texts

- *Romeo and Juliet*
  - There are three different versions of the play that teachers can choose from.
- “Free at Last! Our Childhood Is Over”
  - <https://www.poemsforfree.com/freeat.html>
- Sonnet 18 (Shall I compare thee to a summer’s day)
  - <https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-s>
- “The Brain on Love”
  - <https://opinionator.blogs.nytimes.com/2012/03/24/the-brain-on-love/>
- Reflection on the Balcony Scene
  - <http://theshakespeareblog.com/2014/03/romeo-and-juliets-balcony-scene/>

### Film/Video

- *Romeo and Juliet* (1968)
  - This version remains true to the play.
- Shakespeare's Sonnets: Crash Course Literature 304
  - <https://www.youtube.com/watch?v=bDpW1sHrBaU&t=29s>
- What is SOLILOQUY? What does SOLILOQUY mean? SOLILOQUY meaning, definition &
  - <https://www.youtube.com/watch?v=DMyTVGdVQr4>
- Romeo and Juliet Summaries - Nerdstudy
  - <https://www.youtube.com/playlist?list=PLQOP19YiQI6B0y1IBvtQJyBwJq01nMOOL>
  - These summaries will definitely help with breaking everything down.

### Misc.

- Glossary of Dramatic Terms
  - <http://www.oranim.ac.il/sites/heb/SiteCollectionImages/pictures/english/expression/Glo>
- *Where’s Romeo* by William Hatherell (Art best viewed after Act 4)

- [http://www.english.emory.edu/classes/Shakespeare\\_Illustrated/Hatherell.Romeo.html](http://www.english.emory.edu/classes/Shakespeare_Illustrated/Hatherell.Romeo.html)
- *The Reconciliation of the Montagues and Capulets* by Frederick Leighton (Art best viewed after)
  - [http://www.english.emory.edu/classes/Shakespeare\\_Illustrated/Leighton.Romeo.html](http://www.english.emory.edu/classes/Shakespeare_Illustrated/Leighton.Romeo.html)
- Site for Venice/Masquerade Ball WebQuest Information
- - <https://www.carnival-in-venice.eu/>

## Unit Plan

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Topic/Selection	Suggested Timeline	General Objectives	Instructional Activities	Suggested Benchmarks and Assessments
<p>Introduction to Shakespeare (Sonnets/Soliloquies)</p> <p>Start off with the Sonnets/Soliloquies/ Iambic Pentameter</p> <p>Literary Terms Associated with Drama.</p>	1-2 weeks	<p>SWBAT cite the textual evidence from sonnets and soliloquies that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in sonnets and soliloquies propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases used in sonnets and soliloquies, including figurative and connotative meanings.</p>	<p>Mapping our Journey: Classroom space will be used to organize reading and construct meaning within this unit.</p> <p>Provide chart paper to students with assigned essential question(s) for this text: have students write their initial thoughts to these question(s) and discuss as a whole class.</p> <p>As students read the play in class, have them write events and quotes on post-its and post it on the appropriate</p>	<p>Student presentation of their initial analysis of their assigned essential question.</p> <p>Graphic organizers where students organize their notes when student groups present their initial analysis of the themes.</p> <p>5 post it requirement per student, per week on the essential questions in response to the reading.</p> <p><i>Romeo and Juliet</i> Critical Reading Journal - For every scene students should be given 2-3 quotes to select and to provide an analysis of</p>

		<p>SWBAT analyze the impact of specific word choices in sonnets and soliloquies on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT determine the theme or central idea of sonnets and soliloquies and analyze their development over the course of the text, including their relationship to the characters, setting, and plot.</p> <p>SWBAT come to discussions prepared, having read or researched material, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion while speaking about specific sonnets and soliloquies</p>	<p>essential question.</p> <p>In another section of the classroom “map” (chart paper on the walls) out so students continually have a visual reference to the three families in the drama: House of Capulet, House of Montague and House of Escalus as well as the people of Verona. You may even want to break the class up into “house”/families for the reading of the text.</p> <p>In another section of the classroom post a word wall with common Shakespearean words and their meanings: start with the most common Shakespearean words and then add to this wall throughout the play.</p> <p>Mini-lesson on everyday language that we get from Shakespeare (handout).</p> <p>Mini-lesson on verse/iambic pentameter and stressed vs. unstressed lines (handout).</p> <p>Turn passages from “Romeo and</p>	<p>character and conflicts in relationship to the essential questions of the play. Have students share journal entries regularly throughout their reading of the play, students can select several journal entries to finalize and add to their portfolios.</p> <p>For their first entry in their critical reading journals for the play have students write an original story using as many of the everyday language expressions that they can in their story. Have several students read their stories aloud in front of the class (handout).</p> <p>Kinesthetic activity: Students map their heart beat through a visual and linguistic representation. Pose these around the room, “The Verse of Our Hearts.” Students write 8-10 lines of their own in iambic pentameter.</p> <p>Guided practice: Completed passages reorganized back into verse.</p> <p>Independent Practice: Assigned passage completed with group presentation (handout). Each</p>
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			<p>Juliet" back into verse lines, partner activity, review as a class and look at the actual scene in the play.</p> <p>Assign students a passage, in groups they will turn assigned passage back into prose and post on chart paper. Students will present their assigned passage to the class. When these passages are read in the play the class will return to them.</p> <p>Have an ambitious student come up in front of the class and perform the Prologue. Participate in a close read of the prologue and annotate with the students.</p> <p>Along with all of this comes the study of two sonnets that are listed in the resources section.</p>	<p>group will be assigned a different passage from the handout. Have students use their annotations from the in-class close reading to draw a representation of the prologue, labeled with quotes from the opening scene and questions created by the students about concerns raised by this opening scene in the reading. Have students consider, why Shakespeare would provide the "end" of the play in the beginning (additional critical reading journal entry).</p>
<p><b>Romeo and Juliet - Act 1</b></p> <p>True Love vs Real Love.</p>	<p>1-2 weeks</p>	<p>SWBAT determine or clarify the meaning of unknown and multiple-meaning words or phrases found in <i>Romeo and Juliet</i>.</p> <p>SWBAT analyze in detail the structure of specific stanzas in <i>Romeo and Juliet</i>,</p>	<p>have students identify key pieces of dialogue from each of the characters and plot them accordingly. A good idea would be to get analytical here and have students connect with themselves on what these lines</p>	<p>With the lines of dialogue, one can create an informal writing assessment that can be used here in conjunction with the lines from the play.</p> <p>Comprehension Checks - through questioning and recall.</p>

		<p>including the role of particular sentences in developing and refining a key concept.</p> <p>SWBAT follow rules for critical discussions and decision-making based on development in <i>Romeo and Juliet</i>, and track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SWBAT adapt speech to a variety of contexts and tasks, demonstrating command of formal English when discussing <i>Romeo and Juliet</i>.</p>	<p>mean to them as well.</p> <p>Complete discussion questions following each scene along with a vocabulary check.</p> <p>For a short writing assignment - have students come up with the name of the Act while taking into consideration all aspects and pieces here.</p> <p>In-Depth history of the Masquerade Ball which will require them to look into Venice and its origination.</p>	<p>A Web Quest or background check of Venice and the history of the Masquerade Party.</p>
<p><b>Romeo and Juliet Act 2</b></p>	<p>1-2 weeks</p>	<p>SWBAT analyze in detail the structure of specific stanzas in <i>Romeo and Juliet</i> including the role of particular sentences in developing and refining a key concept.</p> <p>SWBAT follow rules for critical discussions and decision-making based on development in <i>Romeo and Juliet</i>, and track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SWBAT analyze how differences in the points of view of the characters and the audience or</p>	<p>Read and annotate Act 1 scenes as you read them - What does the dialogue reveal about the characters in each of these scenes? Pair share; small group discussion</p> <p>Mini-lesson on oxymorons. Provide examples to examine in terms of making meaning, through Shakespeare's use of this literary device. Please note that they can be located in Act 1 and 2 for the review.</p> <p>Complete discussion questions</p>	<p>Analytical Analysis of the characters for development-focus especially on Mercutio. Why does Shakespeare put a character like Mercutio into this play? What role does he play? (1 page analysis)</p> <p>Comprehension Checks - through questioning and recall.</p>

		<p>reader in <i>Romeo and Juliet</i> creates such effects as suspense or humor.</p>	<p>following each scene along with a vocabulary check.</p> <p>For a short writing assignment-have students come up with the name of the Act while taking into consideration all aspects and pieces here.</p> <p>Read and discuss the reflection piece on the balcony scene.</p>	
<p><b><i>Romeo and Juliet</i></b> <b>Act 3</b></p>	<p>1 Week/1 Week for each act...could be longer but it depends on the art piece...etc</p>	<p>SWBAT determine the theme or central idea in <i>Romeo and Juliet</i> and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>SWBAT determine the meaning of words and phrases as they are used in <i>Romeo and Juliet</i>, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices used in <i>Romeo and Juliet</i> have on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT analyze how differences in the points of view of the characters and the audience or reader in <i>Romeo</i></p>	<p>Mini-lesson on soliloquy (see handouts) and other language devices used to increase dramatic effect. Also, review tone of voice, emphasis, gesture and facial expression. We can look at the definition and history of the term.</p> <p>Mini-lesson on verbal and dramatic irony: model how to analyze the different types of verbal irony through the use of content in Act III.</p> <p>Complete discussion questions following each scene along with a vocabulary check.</p> <p>For a short writing assignment-have</p>	<p>Guided and independent practice of a close reading of Juliet's soliloquy. Identification of words that reveal her impatient desire.</p> <p>Comprehension Check here is through questioning and recall.</p> <p>William Hatherell, "Where's Romeo?" c. 1912 Act III, Scene iii: Romeo has just learned from the Friar that he is going to be banished.</p> <p>(The above can be a moment where the student has a writing assignment- words vs. images and the power between the two.) Which one is more effective and why?</p> <p>Identification of verbal and dramatic</p>



		<p><i>and Juliet</i> create such effects as suspense or humor.</p> <p>SWBAT use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events associated with reading <i>Romeo and Juliet</i>.</p>	<p>students come up with the name of the Act while taking into consideration all aspects and pieces here.</p> <p>Mini-lesson on "art" and its relationship to literature. Examine as a class "Where's Romeo" in relationship to Act III. Introduce art and its intense power, especially in relation to literature. Have students research some art works that they would use to be representative of each scene thus far.</p> <p>Through Act III and Act IV, develop an idea behind atmosphere and how it creates an overall impression of the play.</p> <p>For visual effects, have each student draw a canvas that expresses the nature of how Juliet is feeling after Paris proclaims his ability to marry her.</p>	<p>irony in excerpts from the play. Chart tone of voice, expressions and movement to convey the two types of irony (scene between Juliet and her nurse.</p> <p>Staged dramatic presentation of an assigned passage for atmosphere to convey an intense feeling of time, place or emotional climate.</p> <p>Illustrate three images of death that terrify Juliet in Act IV, Scene iii, lines 30-58.</p>
<p><b><i>Romeo and Juliet</i></b> <b>Act 5</b></p>	<p>1 -2 Weeks ... Summative Assessment-Final Test on the play...etc.</p>	<p>SWBAT cite the textual evidence that most strongly supports an analysis of what <i>Romeo and Juliet</i> says explicitly as well as</p>	<p>Complete discussion questions following each scene along with a vocabulary check.</p>	<p>Comprehension Check here is through questioning and recall</p> <p>Have students write an analysis of Friar Lawrence's</p>

		<p>inferences drawn from the text.</p> <p>SWBAT determine the theme or central idea in <i>Romeo and Juliet</i> and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>SWBAT analyze the extent to which the 1968 film version of <i>Romeo and Juliet</i> stays faithful to or departs from the play, evaluating the choices made by the director or actors.</p> <p>SWBAT pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas while discussing <i>Romeo and Juliet</i>.</p> <p>SWBAT 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 while discussing <i>Romeo and Juliet</i>.</p>	<p>Explore and critique the concluding speeches of Friar Lawrence and Benvolio based on their relationship to the two main characters.</p> <p>View the famous painting by Frederic Lord Leighton and evaluate it based on its significance. Make connections between the painting and the work.</p> <p>Review Excerpt, "The Brain on Love" and discuss relationship to the play.</p>	<p>speech; how does he take responsibility for his part in the deaths of Romeo and Juliet? Who should ultimately be held responsible? Have students identify evidence for who should be held responsible and participate in a class debate.</p> <p>Frederic Lord Leighton. The Reconciliation of the Montagues and the Capulets over the Dead Bodies of Romeo and Juliet, 1853-55. Romeo and Juliet are the most famous pair of lovers in Western literature, but is their love real, or is it just infatuation? They make impulsive, life-altering decisions based on their love and end up losing their lives over relationship.</p>
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ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
ELA.RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
ELA.RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
ELA.RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
ELA.W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.SL.II.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.
ELA.SL.ES.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.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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*\*Consistent with individual plans, when appropriate.*

- Students will be issued a Shakespeare Made Easy variation of the text if needed.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and clarify any directions given. □ Use of audio tapes when applicable.
- Allow for preferential seating within groups and whole class.
- Allow for additional time on tests and quizzes.
- Teacher made modifications on quiz and test questions.

### **Suggested Technological Innovations/Use**

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- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revising.
- Utilize Digital tools and other technological environments to support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the contextual flow of ideas.

### **Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:**

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- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

## **Unit 6: Struggling With the Power Shifts In Society: WAR WITH WORDS**

Content Area: **Language Arts**  
Course(s): **Language Arts: Grade 8**  
Time Period:  
Length: **Sample Length**  
Status: **Published**

### **Summary of the Unit**

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Society presents many struggles for the individual. From propaganda to politics, students these days pose questions about society and its establishments but receive very few answers in return. Through literature that presents the audience with a birds-eye view/perspective on how the government or power forces in our society project upon us what they want, readers can take what they learn and use it as strength to combat these forces. George Orwell and John Steinbeck are two of the authors that lead the way in this unit!

### **Enduring Understandings**

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- The human mind is susceptible to manipulation on all levels. We as a people have shown this in history through many different landscapes. It is our goal as a culture and a society to avoid being manipulated at all costs and think for ourselves. Underneath the core of the written works presented in this unit is a “Warning Sign” to avoid manipulation and keep your eyes wide open. The teacher exposes the message and the students never forget it!

## Essential Questions

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- •What makes up a society?
- •How does one avoid brainwashing and manipulation in the face of so many powerful agencies?
- •What do you know about politics? What is your knowledge based on?
- •What is the difference between a leader and a dictator?
- •What is the number one force behind manipulation of man?
- •Does history show us that manipulation by man cannot be avoided? Define “MAN” here.
- •Should the Government be able to control the population?

## Summative Assessment and/or Summative Criteria

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- **Option 1:** “SYMBOL OF POWER”- Within these works are symbols that show us warning signs of bad to come within a work. Have students create a visual representation of the power shift and then explain the steps involved either through words or through art. This usually works best as a “partner” project. (See Provenza for Samples)
- **Option 2:** “How did this happen?” - A written piece relating to a time in history where political powers and man purely manipulated and brainwashed one another (Russian Revolution/Holocaust-Concentration Camps/Mussolini) The length of this project is up to interpretation considering research is involved, thus time is a factor.

## Resources

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### Texts

- *Animal Farm*
- *The Pearl*
- *The Giver*
- *Fahrenheit 451*
- *Diary of a Young Girl*

## Videos

- 1954 animated version of *Animal Farm*
  - [https://www.youtube.com/watch?v=kq\\_agNNGcA4](https://www.youtube.com/watch?v=kq_agNNGcA4)
- *The Pearl*
  - <https://www.youtube.com/watch?v=rUSf9M0PZ8g>
    - The video does not play in restricted mode.

## Misc.

- “A Hanging” by George Orwell
  - This is a great essay about power and taking things for granted and works as a good connection piece.
    - [http://www.george-orwell.org/A\\_Hanging/0.html](http://www.george-orwell.org/A_Hanging/0.html)
- Biography of Joseph Stalin (For use with *Animal Farm*)
  - [https://www.ducksters.com/biography/joseph\\_stalin.php](https://www.ducksters.com/biography/joseph_stalin.php)
- Digital Copy of *The Pearl*
  - <https://www.ptbeach.com/cms/lib02/NJ01000839/Centricity/Domain/211/The-Pearl-John-Steinbeck.pdf>
- Teacher’s Guide for *The Pearl*
  - <http://www.penguin.com/static/pdf/teachersguides/pearl.pdf>
- Biography of John Steinbeck
  - <https://www.biography.com/people/john-steinbeck-9493358>

## Unit Plan

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs Standards
<p><b>Novel Option 1:</b> <i>Animal Farm</i></p> <p>(<i>Animal Farm</i> is an allegorical novella by George Orwell, first published in England on 17 August 1945. According to Orwell, the book reflects events leading up to the Russian Revolution of 1917 and then on into the Stalinist era of the Soviet Union.)</p>	<p>4-5 Weeks including the summative assessment at the end of the unit.</p>	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in Unit 6 texts.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain knowledge on topics related</p>	<p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>Discuss and respond to each chapter of the book and acknowledge the connecting tissues between them.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p>	<p>Analyze and interpret the sections of the novel while completing quizzes and tests associated with the piece.</p> <p>Digest topics from novel through analysis and group discussion.</p> <p>Literary journals used to keep track of the development of power shifts and how they came to be in each novel.</p> <p>View the film version of the</p>	<p>LVI.8.4:(A-D).</p> <p>LVL.8.3:(A-C).</p> <p>RL.CI.8.2.</p> <p>RL.CR.8.1.</p> <p>SL.PE.8.1:(A-D).</p> <p>W.WP.8.4.</p> <p>W.RW.8.7.</p>

<p><b>Novel Option 2:</b> <i>The Pearl</i></p> <p><i>(The Pearl</i> is a novella by American author John Steinbeck, first published in 1947. It is the story of a pearl diver, Kino, and explores man's nature as well as greed, defiance of societal norms, and evil.)</p> <p><b>Novel Option 3:</b> <i>The Giver</i></p> <p><i>(The Giver</i> is a 1993 American young adult dystopian novel by</p>		<p>to Unit 6 texts.</p> <p>SWBAT determine the central idea of a Unit 6 text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how a Unit 6 text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>View a film version of one of the texts looking for comparison between the novel version and the film version. (See the resources section for a link to film versions of <i>Animal Farm</i> and <i>The Pearl</i>)</p> <p>Identify and discuss the underlying symbolic elements of the novel and decipher their importance in regards to theme.</p> <p>Identify elements within the novel that reflect the true nature of</p>	<p>novel in discussion and respond with a written essay discussing similarities and differences between the two...what worked and what did not.</p> <p>Respond to the written selection, “A Hanging” by evaluating it based on its connection to <i>Animal Farm</i>. (See resources)</p>	
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<p>Lois Lowry. It is set in a society which at first appears to be utopian but is revealed to be dystopian as the story progresses. The novel follows a 12-year-old boy named Jonas.)</p> <p><b>Novel</b> <b>Option 4:</b> <i>The Diary of a Young Girl</i></p> <p>(A book of the writings from the Dutch language diary kept by Anne Frank while she was in hiding for two years with her family</p>		<p>SWBAT cite the textual evidence that most strongly supports an analysis of what a Unit 6 text says explicitly as well as inferences drawn from the text.</p> <p>SWBAT integrate and evaluate content related to Unit 6 texts presented with diverse media and formats, including visually and quantitatively, as well as with words.</p> <p>SWBAT evaluate the choices made by the directors or actors by analyzing the</p>	<p>the theme of this novel. <i>(The Pearl)</i></p> <p>Read “A Hanging” (a political essay created by Orwell in response to his time in Burma) and analyze the essay based on themes of assimilation and greed.</p> <p>Read the biography of John Steinbeck (see resources) and have students take notes and pose questions. <i>(The Pearl)</i></p>		
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<p>during the Nazi occupation of the Netherlands. It is also known as The Diary of Anne Frank.)</p> <p>*** Also an option for Unit 3 ***</p> <p><b>Novel</b> <b>Option 4:</b> <i>Fahrenheit 451</i></p> <p>(A dystopian novel by American writer Ray Bradbury, published in 1953. It takes us on a journey through the eyes of the protagonist, Guy Montag.</p>		<p>extent to which a filmed or live production of a Unit 6 text stays faithful to or departs from the text or script.</p>			
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<p>Self-discovery and redemption lead the way for this classic work.)</p> <p>*** Also an option for Unit 3 ***</p>					
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- ELA.L.VL.8.3 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.8.3.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.
- ELA.L.VL.8.3.B Analyze the impact of specific word choices on meaning and tone.
- ELA.L.VL.8.3.C Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- ELA.L.VI.8.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.L.VI.8.4.A Interpret figures of speech (e.g., verbal irony, puns) in context.
- ELA.L.VI.8.4.B Use the relationship between particular words to better understand each of the words.
- ELA.L.VI.8.4.C Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ELA.L.VI.8.4.D Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.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.
ELA.SL.PE.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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### **Suggested Modifications for Special Education, ELL and Gifted Students**

\*Consistent with individual plans, when appropriate.

- Students will be issued a graphic novel variation of the text if needed.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.

- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given.
- Use of audio tapes when applicable.
- Allow for preferential seating within groups and whole class.
- Allow for additional time on tests and quizzes.
- Teacher made modifications on quiz and test questions.

### **Suggested Technological Innovations/Use**

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- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revising.
- Utilize Digital tools and other technological environments to support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the contextual flow of ideas.

### **Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
  - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
  - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
  - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
  - 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
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## **Unit 7: American Literature: Exploring Our History, Culture, and Society**

Content Area: **Language Arts**  
Course(s): **Language Arts**  
Time Period:  
Length: **Sample Length**  
Status: **Published**

### **Summary of the Unit**

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In this unit students will study a novel that takes them into our nation’s past. Whether it be following an unlikely pair of runaways in the Antebellum South, trying to make it as migrant workers during the Great Depression, or struggling for freedom as a slave in Maryland, students will explore what life was like in the United States in a time and place that is not their own. As they form a clearer picture of America and its people during the time period of their novel, students will work to draw connections between the past and present in order to evaluate what lessons can be learned from the behaviors and actions of our past. By paying



particular attention to the main characters of the novels they will also discover that while many things have changed from past to present, important aspects of the human condition will always survive the test of time. The unit will culminate in a presentation that asks students to, among other things, answer the question of why these stories are still important so many years after they were written.

## Enduring Understandings

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- Through studying the actions of the past we can gain insight and understanding about the present.
- While time and circumstances may change, certain aspects of being human are universal.
- Although written a long ago, American Literature can help us discover who we were, who we are, and more importantly, who we should strive to be.

## Essential Questions

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- How does learning about what society was like in the past help us in the present?
- What lessons can be learned from the behaviors and actions of our past?
- What aspects of humanity can we find in both the past and the present?
- Why are books written so long ago still relevant today?

## Summative Assessment and/or Summative Criteria

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- **Presentation:** Students will create a presentation that addresses the following:
  - What was the United States like during the time period of your novel?
  - How was the time period portrayed in your novel both similar to and different from today's society?
  - Why is this novel still relevant today?
  - What did you personally take away from this novel?

## Resources

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### Texts

- *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass
- *Of Mice and Men* by John Steinbeck

\*\*\* These texts can be read as whole class, independently, or in collaborative groups using Literature Circle or Book Club protocols at the teacher’s discretion \*\*\*

### Articles

- “Prestigious Laura Ingalls Wilder Award Renamed Over Racial Insensitivity”

<https://www.nytimes.com/2018/06/26/books/laura-ingalls-wilder-book-award.html>

## Unit Plan

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Novel Selection: <ul style="list-style-type: none"> <li>• <i>Narrative of the Life of Frederick</i></li> </ul>	4-5 Weeks	SWBAT conduct short research projects (drawing on several sources and generating	A Blast From the Past: Building Background Knowledge <ul style="list-style-type: none"> <li>• Students will work in groups to conduct research relevant to</li> </ul>	Have students create a short presentation to show off

<p><i>Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> <li>• <i>Of Mice and Men</i> by John Steinbeck</li> </ul>		<p>additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to a selected Unit 7 novel.</p> <p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what a selected Unit 7 novel says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine the theme or central idea of a selected Unit 7 novel 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.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in a selected Unit 7 novel propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a selected Unit 7 novel, including figurative and</p>	<p>the background of the novel they will be studying.</p> <ul style="list-style-type: none"> <li>○ Narrative of Frederick Douglass <ul style="list-style-type: none"> <li>▪ History of Slavery in Maryland</li> <li>▪ Literacy and Slavery</li> <li>▪ Author Study – Douglass</li> </ul> </li> <li>• Of Mice and Men <ul style="list-style-type: none"> <li>○ The Great Depression</li> <li>○ Migrant Workers</li> <li>○ Mental retardation</li> <li>○ Author Study – Steinbeck</li> </ul> </li> </ul> <p>2. Novel Study</p> <ul style="list-style-type: none"> <li>• For the novel selected the students will: <ul style="list-style-type: none"> <li>○ Annotate the text.</li> <li>○ Respond to important quotes, passages, and chapters.</li> <li>○ Study vocabulary.</li> <li>○ Complete discussion questions.</li> <li>○ Participate in class discussions.</li> <li>○ Of Mice and Men <ul style="list-style-type: none"> <li>▪ Use of the n word</li> <li>▪ Insensitive portrayal of mental illness</li> </ul> </li> </ul> </li> <li>• Written Response: Should we still be reading books that portray views and values that are no longer tolerated? What do we have to gain/lose by removing them?</li> <li>• Discuss responses with the class.</li> <li>• Quote Analysis – “Those who cannot learn from history are doomed to repeat it.” – George Santayana <ul style="list-style-type: none"> <li>○ What does this quote mean?</li> <li>○ How does this quote relate to our study of American Literature?</li> <li>○ What lessons should we be learning from the novel we are</li> </ul> </li> </ul>	<p>the results of their research.</p> <p>Have students annotate and analyze important quotes, passages, and chapters.</p> <p>Have students complete vocabulary checks.</p> <p>Have students complete discussion questions.</p> <p>Have students respond to the following question: Did the ALA make the correct call in changing the name of the award?</p> <p>Have students respond to the following question: Should we still be reading books that portray views and values that are no longer tolerated? What do we have to gain/lose by removing them?</p> <p>Have students respond to the following quote: “Those who cannot learn from</p>
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		<p>connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in a selected Unit 7 novel on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT identify connections between the time period their novel is set in and the present.</p> <p>SWBAT explore the similarities and differences between the culture and society of the past and present.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to a selected Unit 7 novel.</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about a selected Unit 7 novel, building on others' ideas and expressing their own clearly.</p>	<p>studying so we don't repeat them?</p> <p>4. Summative Assessment</p> <ul style="list-style-type: none"> <li>• Students will create a presentation that explores the following questions: <ul style="list-style-type: none"> <li>○ What was the United States like during the time period of your novel?</li> <li>○ How was the time period portrayed in your novel both similar to and different from today's society?</li> <li>○ Why is this novel still relevant today?</li> <li>○ What did you personally take away from this novel?</li> </ul> </li> </ul>	<p>history are doomed to repeat it." – George Santayana.</p>
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		<p>SWBAT determine the central idea of the “Prestigious Laura Ingalls Wilder Award Renamed Over Racial Insensitivity” article and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>SWBAT write a short argument on the following topic: Did the ALA make the correct call in changing the name of the award?</p> <p>SWBAT write a short argument on the following topic: Should we still be reading books that portray views and values that are no longer tolerated? What do we have to gain/lose by removing them?</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about the benefits/drawbacks of reading literature portraying views and values that are no longer tolerated, building on others’ ideas and expressing their own clearly.</p>		
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		<p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to the benefits of American Literature and its impact on the present day.</p> <p>SWBAT create a presentation that covers the time period their novel is set in, the difference between that time period and the present day, why the novel is still relevant, and what they took away from the novel.</p>		
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- ELA.L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ELA.L.KL.8.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- ELA.L.KL.8.2.B Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- ELA.L.KL.8.2.C Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- ELA.L.VL.8.3 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.8.3.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.

ELA.L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
ELA.L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

ELA.RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.SE.8.6	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.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.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.
ELA.SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SOC.6.1	U.S. History: America in the World
SOC.6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.



SOC.6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Modifications for any individual student’s IEP or 504 plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and whole class.

### **Suggested Technological Innovations/Use**

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- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revising.
- Utilize Digital tools and other technological environments to support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)

- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the contextual flow of ideas.

### **Cross Curricular/Social Studies/Career Readiness, Life Literacies, and Key Skills 9.4:**

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#### **Cross Curricular/Social Studies:**

- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social Structures of classic civilizations.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

### **Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

