



**Marietta City Schools**  
**2024-2025 District Unit Planner**

*Language Arts 8*

<b>Unit title</b>	Taking a Stand	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	75 hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Reading Literary:**

I can determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (ELAGSE8RL.2)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (ELAGSE8RL.3)

**Reading Informational:**

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

**Writing:**

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (ELAGSE8W.2)

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (ELAGSE8W.3)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (ELAGSE8W.4)

I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (ELAGSE8W.4a)

Key concept	Related concept(s)	Global context
<p><b>Time, space, and place</b></p> <p>The intrinsically linked concept of time, space, and place refers to the absolute or relative position of people, objects, and ideas. Time, place, and space focuses on how we construct and understanding of location (“where” and “when”)</p>	<p><b>Setting</b></p> <p>The time and the place in which the action of a book, film, Setting may also include mood and atmosphere.</p>	<p><b>Orientation of Time and Space</b></p> <p>Students will explore personal histories; homes and journeys; turning points in humankind.</p> <p>Students will explore the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>

Statement of inquiry		
Authors use the structure of texts, figurative language, time and space to create style and to convey a deeper meaning in the text.		
Inquiry questions		
<b>Unit Inquiry questions:</b>		
<b>Factual:</b>		
How does the idea of taking a stand connect to the dramatic irony and Scout’s perspective?		
<b>Conceptual:</b>		
How does taking a stand in small ways show integrity?		
<b>Debatable:</b>		
Is it worth taking a stand for one’s self? For others?		
MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p><b>MYP Criterion A: Analyzing</b> Students will analyze the content, context, language, style, and structure of a text.</p> <p>Students will analyze the relationships among texts</p> <p><b>MYP Criterion B: Organization</b> Students will use organizational structures that serve the context and intention.</p> <p>Students will organize opinions and ideas in a coherent and logical manner.</p> <p><b>MYP Criterion C: Producing Text</b></p>	<p>In this second module, students will continue to develop their ability to closely read text while studying the theme of taking a stand. In this module, students will read <i>To Kill a Mockingbird</i> by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their argumentative essay. In addition to reading and studying the text, students will view excerpts of the <i>To Kill a Mockingbird</i> film that strongly convey the novel’s themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. Students will continue to study the theme of taking a stand as they finish the novel. They will</p>	<p><b>Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Mid Unit–Scottsboro Boys article</b></li> </ul> <p><b>MYP Objectives/GSE Standards Addressed:</b> ELAGSE8RI.1-4</p> <ul style="list-style-type: none"> <li>● <b>Timed Writing: “Taking a Stand” Argumentative Practice</b></li> </ul> <p><b>GSE Standards Addressed:</b> ELAGSE8W.1</p> <p><b>Summative Assessment(s):</b></p>

<p>Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</p> <p>Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>Students will select relevant details and examples to develop ideas.</p> <p><b>MYP Criterion D: Using Language</b> Students will use correct grammar, syntax, and punctuation.</p> <p>Students will use varied sentence structure and forms of expression</p>	<p>develop their argument writing skills through scaffolded writing lessons, culminating in an argumentative essay.</p>	<ul style="list-style-type: none"> <li>● <b>End of Unit Standards Based Assessment –Informational Text</b></li> </ul> <p><b>MYP Objectives/GSE Standards Addressed:</b> ELAGSE8RI.1-4</p> <ul style="list-style-type: none"> <li>● <b>Performance Task Argument Essay: Taking a Stand and Tic-Tac-Toe Board</b></li> </ul> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b.</p> <p><b>MYP Criteria:</b> A, B</p>
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**Approaches to learning (ATL)**

<p><b>Category:</b> Thinking</p> <p><b>Cluster:</b> Critical Thinking</p> <p><b>Skill Indicator:</b> Revise understanding based on new information and evidence</p>
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<u>Learning Experiences</u>		
Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation

<p><b>CLE 1: Background</b></p>	<p>M2, U1, L1 - Launching the Module: Taking a Stand</p> <p>M2, U1, L7.5A - Timed Writing - <i>"Strong people stand up for themselves, but stronger people stand up for others."</i> What does this quote mean to you? Think of a time when you had to stand up for something or someone.</p> <p>M2, U1, L7.5B - The Power of Words</p> <p>M2, U1, L3-5 - Analyzing Text "Equal Rights for Women"</p>	<p><a href="#">Taking a Stand: Frayer Model</a></p>
<p><b>CLE 2: Core Text Activities</b></p>	<p>M1, U1, L10 - Analyzing Text Structure: <i>To Kill a Mockingbird</i></p> <p>M1, U2, L3 - Analyzing Themes: The Golden Rule and Taking a Stand (Chapters 16-17)</p> <p>M1, U2, L5 - Close Reading: Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17–19)</p> <p>Text-to-Film Comparison <i>To Kill a Mockingbird</i></p>	<p>Narrative structure Revised Summary Writing handout</p> <p><a href="#">Analyzing Themes Note-catcher</a></p> <p>Atticus Cross- Examination Note-catcher Mr. Gilmer Cross- Examination Note-catcher`</p>
<p><b>CLE 3: Assessment Preparation</b></p>	<p>M1, U2, L10-12 - Writing an Argument Essay</p>	<p>Supporting Evidence-Based Claims graphic organizer</p>

**Content Resources**

**On Level**

**Common Anchor Text:**

1. Harper Lee, [To Kill a Mockingbird](#) (New York: Grand Central Publishing, 1960), ISBN: 978-0-446-31078-9.
2. Simple Justice: The History of Brown v Board of Education and Black America's Struggle for Equality

**Supplemental/Ancillary Text (s)**

3. Shirley Chisholm, "Equal Rights for Women," speech made on May 21, 1969.
4. Sojourner Truth, "Ain't I a Woman?" speech made in May 1851.

5. Lyndon Johnson, "The Great Society," speech made on May 22, 1964.
6. Robert Hayden, "Those Winter Sundays," 1966.
7. Countee Cullen, "Incident," 1925.
8. Ella Wheeler Wilcox, "Solitude," 1883.
9. [An Overview Of The Great Depression](#)
10. [Despite Discomfort, Many Teachers Still Teach To Kill A Mockingbird; here's why](#)
11. [Excerpts from "The Great Society"](#)
12. [TKAM WebQuest](#)
13. [Herd Behavior](#)
14. [We Wear The Mask](#)
15. [The Scottsboro Boys](#)

#### Media Text (s)

16. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.
17. Background on S. Chisholm: <https://www.youtube.com/watch?v=IMlvCeeOpE0&index=38&list=PLYpucUefUFNCx6xrCDHK-66G9TmSeFsuJ>
18. Background on S. Chisholm: <https://www.youtube.com/watch?v=ERGWEG4Lcpl>
19. Analyzing Sojourner Truth's "Ain't I a Woman?" Video of speech: <https://www.youtube.com/watch?v=XiIHJc9IZvE> AND <https://www.youtube.com/watch?v=-0YR1eiG0us>
20. "Incident" audio: <https://www.youtube.com/watch?v=4TYn844thuM>
21. Gallery Walk: [Image 1](#), [Image 2](#), [Image 3](#), [Image 4](#), [Image 5](#)
22. [Video: Understanding The Character of Scout](#)
23. [Understanding Jim Crow: Setting The Setting](#)
24. [The Power of Words - Maya Angelou](#)
25. [Jay Z and Oprah Conversation](#)
26. [Chapter Summaries](#)