

**UNIT 4 – ARE YESTERDAY’S HEROES IMPORTANT TODAY? SHOULD WE BELIEVE EVERYTHING WE READ?**

<p><b>Established Goals (Standards):</b></p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently</p>	<b>Transfer</b>	
	<p>Students will be able to draw upon their reading to analyze and relate the essential question to different texts. Using their knowledge, background experiences, and the study of the reading texts, students will complete a project based on the texts read in Unit 4. The first piece will be a written essay that clearly illustrates an understanding of the essential questions, the value of analyzing text for its accuracy and the reason for the text that is written. The finished product will be formally written and presented to the class. A second piece will be a visual that will reflect the knowledge gained from reading the stories in the Unit 4, and incorporate research on a specific topic related to a character or story in Unit 4. Students will develop an informational writing that will be edited, revised, and shared with the class as a final performance task.</p> <p>As a culminating activity, students will use the LAL skills acquired in 8<sup>th</sup> grade, to read, act and write an ending to a courtroom drama. Students will analyze characters, examine their testimony and draw a conclusion based on the evidence. Written endings and evidence supporting the decision will be presented to the class.</p>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
	<ul style="list-style-type: none"> <li>Everything we read or hear should be examined for authenticity.</li> <li>Cultural truth may not be actual truth.</li> <li>Yesterday’s heroes hold value in today’s world.</li> </ul>	<ul style="list-style-type: none"> <li>How do we evaluate what we read?</li> <li>Is ancient writing true today?</li> <li>Is everything written as “news or informational” true?</li> <li>Do heroes grow as time passes?</li> </ul>
	<b>Acquisition</b>	
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p>Students will know how to...</p> <ul style="list-style-type: none"> <li>determine a theme or the central ideas of a historical text.</li> <li>analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas).</li> <li>Objectively analyze the story or text for truth</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>analyzing how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>

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<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"><li>● determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</li><li>● analyze the impact of word choice on meaning and tone (analogies or allusions).</li><li>● determine an author's point of view or purpose in text</li><li>● evaluate the advantages and disadvantages of using different media to present an idea.</li><li>● read grade-level informational and fictional texts proficiently and independently</li><li>● use evidence from various types of text to support analysis, reflection, and research.</li><li>● support the personal, cultural, textual, and thematic connections made across genres</li><li>● effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.</li><li>● express ideas clearly during discussions</li><li>● build on others' ideas during discussions</li><li>● draw conclusions and support these conclusions with evidence</li></ul>	<ul style="list-style-type: none"><li>● citing text-based evidence that provides the strongest support for an analysis of literary text</li><li>● analyzing the connections and distinctions between individuals, ideas or events in a text.</li><li>● analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.</li><li>● analyzing texts for disagreement on facts or interpretation.</li><li>● writing informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</li><li>● writing narrative texts about real or imagined experiences using relevant details and event sequences that make sense.</li><li>● using correct grammar and usage when writing or speaking</li><li>● using correct capitalization, punctuation, and spelling to send a clear message to my reader</li><li>● intentionally using verbs in active and passive voice and in the conditional and subjunctive mood.</li><li>● analyzing figurative language, word relationships, and nuances in word meanings.</li></ul>
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Unit 4	Vocabulary	Instruction and Pacing (suggested order to teach)
1	<p>Accomplishments, admirably, aspects, bravery, courage, cultural, emphasize, endure, exaggerate, imitate, influence, outdated, overcome, suffering, symbolize, sacred, pestering, lagged, shriveled, pursuit, curiosity, analytical, oral tradition, heroes, heroines, hyperbole, understatement, personification, Dialect, idiom, myth</p>	<p><b>Part 1: Building Background Knowledge:</b></p> <p><b>Weeks 1-3</b></p> <ul style="list-style-type: none"> <li>● Launching the Unit: Pearson Literature PG. 754-781</li> <li>● Examine Elements of American Folklore</li> <li>● Building Background Knowledge: Types of folklore</li> <li>● Studying American stories: analyzing themes</li> <li>● Comparing Time Periods and history as it applies to the stories</li> <li>● Close reading model and text: “Coyote Steals the Sun”</li> <li>● Apply Unit questions to the story.</li> <li>● Complete story comprehension</li> <li>● Write to assess and reflect</li> <li>● Basic sentence structure-review</li> <li>● Create a myth explaining a phenomenon today, using characters from the story. (Pg. 781)</li> </ul>
2	<p>Kindled, shanties, commotion, subdued, arrogant, cultural, endure,</p> <p>Influence, quality, paradoxes, devoid, perish, observation, distinguish, evidence, fable, tall tales, legends, epic, adventurous, determined, honesty, loyal, humble, courageous, resourceful, creative, exaggeration, legendary, subdued, creeds, paradoxes,</p> <p>Predominantly, deliberating, oppressed, advocate, Supreme court,</p>	<p><b>Part 2: Yesterday’s Heroes</b></p> <p><b>Weeks 3-6</b></p> <ul style="list-style-type: none"> <li>● Introduce part 2 pgs 818-819</li> <li>● Read “Davy Crockett’s Dream” pg. 820</li> <li>● Identify key concepts that signal this is a Tall-tale.</li> <li>● Comprehension of text and application of Unit questions</li> <li>● Read “Paul Bunyon” pg. 823</li> <li>● Complete comprehension and apply Unit question</li> <li>● Gathering Textual Evidence: Character likenesses/differences</li> <li>● Close reading assessment of characters and theme</li> <li>● Analysis of a Thematic Concept: truth vs. fantasy</li> <li>● Explanatory Essay pg. 831</li> <li>● Identify/use figurative language</li> <li>● Review word roots, prefixes, suffixes</li> <li>● Read “The American Dream” Pg. 853 and “Brown vs. Board of Education” pg. 877</li> <li>● Complete Comprehension/Unit question pg. 856; 884</li> <li>● Review conventions of sentence/essay writing</li> </ul>

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<b>3</b>	<p>Connotation, denotation, persuasion, bailiff, clerk, defendant, District attorney, defense attorney, evidence, bail, guilty, innocent, testimony, reasonable doubt, persuade, figurative Language, simile, metaphor, deduction, verdict, grand jury, criminal court</p>	<p><b>Part 3: Is it true?</b></p> <p><b>Week 7-8</b></p> <ul style="list-style-type: none"> <li>● Review stories read in this unit.</li> <li>● Analysis of characters/themes</li> <li>● Analysis of a Thematic Concept: Find the accurate statements in each text.</li> <li>● Introduce Thematic Statement and Essay Prompt – Choose a story we just read. Make a statement about a truth that is given in the story and explain your position, backed up by citing information from the text.</li> <li>● End of the year Performance Task: After reading a courtroom drama, student will analyze the evidence presented to write an ending for the trial. Ending will include the textual evidence and deductive reasoning used to reach the conclusion.</li> <li>● Sharing and Reflection of task.</li> </ul>
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Common Misconceptions	Proper Conceptions
Students might think that the theme of the story is what a character thinks or feels.	A theme is a lesson learned from a story, by the reader.
Students might think they only need to know a word's definition to successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might view heroes of the past as irrelevant today.	Students should view the characters and real heroes of the past as important to learning about history and as a way to learn about how those who lived in the past viewed the world.
Students might believe any statement made in writing is true.	Students should analyze statements in context and for purpose, making an informed and logical decision about its factual content.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.

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Students often write in an informal style, inappropriate to the audience.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

### Resources

#### Texts

- Pearson Common Core Literature 8 Unit 5 pages 752-859
- Common Core Companion Workbook 8

#### • Other

- Students keep class notes in a folder.
- Throughout this unit, students will keep a folder to collect and store all teacher-provided tote-catchers, text-dependent question handouts, and graphic organizers.
- Teachers are encouraged to keep a model journal alongside students, in order to model note-taking and QuickWrites.
- Unit Guiding Questions (one to display or post on chart or SmartBoard)
- Student All-in-One Workbooks
- Student Close Reading Guides
- Word Wall
- Courtroom Drama: “The Thirteenth Floor”

#### Websites

- <http://encyclopedia.densho.org/sources/en-denshopd-i67-00001-1/>.
- <http://www.ourdocuments.gov/doc.php?flash=true&doc=73&page=transcript>.
- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II
- <http://www.loc.gov/teachers/tps/>

#### Other

This unit is content-rich; consider previewing the full unit with a Social Studies colleague and finding ways to collaborate to give an even richer experience. Students may benefit from spending more time with specific primary source documents with the support of the Social Studies teacher. That teacher may also identify natural connections or extensions with the compelling content of this module that s/he can address during Social Studies class.

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### Differentiation and Accommodations

**Accommodations:**

Students might choose to include photographs or multi-media aspects to their narrative

Allow more time for students to revise their single draft narrative

Provide tutoring opportunities

Provide retesting opportunities after remediation (up to teacher and district discretion)

Teaching concepts in different modalities

Adjust pace and homework assignments as needed

**Advanced options:**

Students may illustrate and share their finished myth with preschoolers at FTS.

Classes may choose to perform the courtroom play for other classes. This would include set production, costumes and explanation of verdict.

### Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

### Interdisciplinary Connections

## Grade 8 ELA Unit 4

This Unit is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day.

Social Studies Theme include:

### **Time, Continuity, and Change**

- Reading, reconstructing, and interpreting events
- Analyzing causes and consequences of events and developments
- Considering competing interpretations of events

### **Power, Authority and Governance**

- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

### **Global Connections and Exchange**

- Past, current, and likely future global connections and interactions
- Cultural diffusion, the spread of ideas, beliefs, technology, and goods
- Benefits/consequences of global interdependence (social, political, economic)
- Tension between national interests and global priorities

### **21<sup>st</sup> Century Skills**

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

### **Performance Task**

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Using their knowledge, background experiences, and the study of the reading texts, students will complete a project based on the texts read in Unit 4. The first piece will be a written essay that clearly illustrates an understanding of the essential questions, the value of analyzing text for its accuracy and the reason for the text that is written. The finished product will be formally written and presented to the class. A second piece will be a visual that will reflect the knowledge gained from reading the stories in the Unit 4, and incorporate research on a specific topic related to a character or story in Unit 4. Students will develop an informational writing that will be edited, revised, and shared with the class as a final performance task.

As a culminating activity, students will use the LAL skills acquired in 8<sup>th</sup> grade, to read, act and write an ending to a courtroom drama. Students will analyze characters, examine their testimony and draw a conclusion based on the evidence. Written endings and evidence supporting the decision will be presented to the class.

### ASSESSMENTS

**Section 1:** Assessment quiz following each story PEARSON Common Core Literature 8

**End of Unit:** Assessment quiz – Open-ended writing task reflecting on the stories in Section 1. (Literature 8, Writing to sources)

**Section 2:** Assessment quiz following each story PEARSON Common Core Literature 8

**End of Unit:** Assessment quiz – Open-ended writing task reflecting on the stories in Section 1. (Literature 8, Writing to sources)

**Section 3:** Assessment quiz following each story PEARSON Common Core Literature 8

**End of Unit:** Assessment quiz – Open-ended writing task reflecting on the stories in Section 1. (Literature 8, Writing to sources)

End-of-year Culminating activity: Courtroom Drama

Pearsonrealize.com online assessment

End of Unit

Baseline Pretest- Beginning of the year

Post test – End of the year

Completed Final performance task