

UNIT 3 – IS IT OUR DIFFERENCES AND SIMILARITIES THAT MATTER MOST?(UNDERSTANDING PERSPECTIVES)

<p>Established Goals (Standards):</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> <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</p>	Transfer	
	<p>Students will be able to:</p> <p>Draw upon their reading to analyze and relate the essential question to different texts. Using their knowledge, background experiences, and the study of reading texts, students will complete a project based on the “Diary of Anne Frank” play. The first piece will be a written informational text that clearly illustrates an understanding of the essential questions, the value of historical text, and the reason for studying history. 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 3, and incorporate research on a specific topic related to a character or story in Unit 3. Students will develop an informational writing that will be edited, revised, and shared with the class as a final performance task.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Every person has similarities and differences • Our differences make us unique • Finding similarities in ourselves and others promotes a deeper understanding/empathy for our fellow man. 	<ul style="list-style-type: none"> • How does war and conflict affect individuals and societies? • How do historians/readers reconcile multiple accounts of the same event? • How can narrative be used to communicate real events? • How can individuals become visible again? • What are the advantages and disadvantages of using different media?
	Acquisition	
	KNOWLEDGE	SKILLS
	<p>Students will know how to...</p> <ul style="list-style-type: none"> • determine a theme or the central ideas of an informational text. • analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). • objectively summarize informational text. • determine the meaning of words and phrases in text (figurative, connotative, and technical 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • analyzing how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. • citing text-based evidence that provides the strongest support for an analysis of literary text • analyzing the connections and distinctions between individuals, ideas or events in a

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descriptive details, and well-structured event sequences.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

meanings).

- analyze the impact of word choice on meaning and tone (analogies or allusions).
- determine an author's point of view or purpose in informational text
- evaluate the advantages and disadvantages of using different media to present an idea.
- read grade-level informational texts proficiently and independently
- read above-grade informational texts with scaffolding and support
- use evidence from informational texts to support analysis, reflection, and research.
- support the personal, cultural, textual, and thematic connections I make across genres
- effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.
- express my own ideas clearly during discussions
- build on others' ideas during discussions

text.

- analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.
- analyzing texts for disagreement on facts or interpretation.
- writing informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.
- writing narrative texts about real or imagined experiences using relevant details and event sequences that make sense.
- using correct grammar and usage when writing or speaking
- using correct capitalization, punctuation, and spelling to send a clear message to my reader
- intentionally using verbs in active and passive voice and in the conditional and subjunctive mood.
- analyzing figurative language, word relationships, and nuances in word meanings.

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Unit	Vocabulary	Instruction and Pacing (suggested order to teach)
1	foreshadow; bombardier, allusion; loped, transfixed, corralled, untamable, insurgency, theater (as in “military theater”), skulked, magnum opus, resilient/resilience, optimism, define, surreptitious, eugenics, pseudoscience, overrunning, campaigning, conflict, escalate, point of view, primary source; plunder, infamy, solicitation, maintenance, diplomatic negotiations, will, grave, foreshadowing; tariffs, identity, divine, mandate, inferior, superior, destiny, imperial, indoctrination; desensitization, unmoored, negotiations, obstruct, fundamental and essential questions, dispatch, advocates, mutually, facilitate, economic, condemned, inhumane, dominant, encounter, earnest	<p>Part 1: Building Background Knowledge:</p> <p>Weeks 1-3</p> <ul style="list-style-type: none"> • Launching the Unit: Pearson Literature PG. 504-530 • Analyzing Character: Helen Keller; James; Anne • Building Background Knowledge: “The Holocaust” • Studying Drama and Form • Comparing Time Periods and history as it applies to the stories • Author’s Craft: Drama in play form • Close reading model and text: “Miracle Worker” • View film clip of Drama piece for tone, pacing of reading and text • Apply Unit question to “Miracle Worker” • Write to assess and reflect/open ended
2	pacing, inference, generous, connotation, thematic concept, invisibility, captive (n); embrace, chastised, gaped, heaved, yanked, stench, figurative; dignity, resist, internment, character traits; dedicated, infer; primary source; sabotage, espionage, medium, advantages, disadvantages, invisibility, dehumanized, conditional mood, subjunctive mood, propaganda, emaciated, liquidated, stricken, innocuous, inuring, vivid, resistance	<p>Part 2: “Diary of Anne Frank” Pearson pgs. 530-593</p> <p>Weeks 3-6</p> <ul style="list-style-type: none"> • Read/listen to Act 1 of Drama • Key Incidents Reveals Aspects of Characters • The Thematic Concept Differences in people • Building Background Knowledge: History/time period review/Nazi party • Gathering Textual Evidence: Character likenesses/differences • Close reading assessment of characters and theme • Analysis of a Thematic Concept: Cause and effect • Character Analysis: Anne, Mr. Frank, others in the attic • Informational Essay Planning and Writing – skills • Language/Vocabulary/grammar as presented throughout Unit 4
3	verbals, pivotal moment, turning point; indignant, grace, profound, thematic concepts, thematic statements, redemption, ethics, serene, frugal, appropriated, integrity, refine, alter, wry, scanty, vivid, well-organized, plot, exposition, book review	<p>Part 3: Differences vs Similarities Pearson pgs. 595-639</p> <p>Week 7-8</p> <ul style="list-style-type: none"> • Read/listen to Act 2 • Analysis of characters/ comparison charts and writing • Analysis of a Thematic Concept: Differences and Similarities • Introducing Thematic Statement and Essay Prompt • Language techniques (dialog, prepositional phrases, cause and effect, verb

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		<p>phrases)</p> <ul style="list-style-type: none"> • Informational Writing: Planning the essay and Use of Research Techniques • Analysis of Language Techniques • Final Performance Task: Essay • Sharing and Reflection of Essay
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Common Misconceptions	Proper Conceptions
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
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 choose text support that doesn't relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
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.
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.

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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 4 pages 530-678
- 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

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 study local monuments and the service of community members who were involved in World War II.

Service: Students may invite WW2 vets in to discuss the Holocaust or Service vets to discuss how wars today relate to the Holocaust

Students may organize a benefit or event to recognize the service and sacrifice of veterans in their community

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

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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

21st 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

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Performance Task

Using their knowledge, background experiences, and the study of reading texts, students will complete a project based on the “Diary of Anne Frank” play. The first piece will be a written informational text that clearly illustrates an understanding of the essential questions, the value of historical text, and the reason for studying history. 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 3, and incorporate research on a specific topic related to a character or story in Unit 3. Students will develop an informational writing that will be edited, revised, and shared with the class as a final performance task.

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)

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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)

Pearsonrealize.com online assessment

End of Unit

Baseline Pretest- Beginning of the year

Post test – End of the year

Completed Final performance task