

Griswold Middle School Grade 8 LA Curriculum Map

Unit Title	Exploring Themes of Justice	<i>A Midsummer Night's Dream</i> and the Comedy of Control	Japanese-American relations in WWII	Coming of Age in Life and Literature
Unit Overview	<p>Students consider the contemporary issues of justice, (retribution, guilt, perceptions of truth) as they read classic short stories and complex informational texts. As they read the stories, students will work in groups to explore examples of justice in the stories we've read and compare those issues to real-world problems. In addition, students will work independently to complete a written performance task (explanatory/informative essay).</p>	<p>Students read and analyze Shakespeare's <i>A Midsummer Night's Dream</i>, focusing primarily on the theme of control, how they try to control others, and the results of attempting to control others. They build background knowledge as they explore the appeal of Shakespeare and read much of the play aloud in a Drama Circle.</p> <p>Students analyze the differences between a film version of the play and Shakespeare's original script. They also study how Shakespeare drew upon Greek mythology as he crafted the play within the play. To conclude the module, students write a "confessional" narrative from the point of view of one of the characters to explain his or her attempts</p>	<p>Students study the important yet divergent experiences of war and conflict, specifically WWII as they read <i>Unbroken</i>, which tells the story of Louis Zamperini, an American POW in a Japanese camp, alongside informational texts about Mine Okubo and Jeanne Wakatsuki Houston, Japanese-Americans who was interned in relocation camps in the United States. To build background knowledge, students read primary source documents and informational texts to enhance their understanding of key historical perspectives and events. Also, students will read excerpts from the play "The Diary of Anne Frank" and other literature to gain perspective on other WWII viewpoints. Finally, students analyze how Zamperini, Okubo and Houston faced others'</p>	<p>Students study the "coming of age" genre through independent reading of complex texts focusing on the literary devices and characteristics unique to the genre. Students relate these key elements of the genre to their individual life journey and create a series of brief narratives highlighting specific genre characteristics. Students synthesize these unique experiences of "coming of age" and apply this understanding to the creation of an end of year summative promotion-style speech.</p>

		to control or manipulate another character in the play. In addition, students will write an argumentative piece during the course of the module.	attempts to make them “invisible” during their imprisonment or internment, and how Zamperini became “visible” after the war. For their culminating writing task, students write an argumentative essay dealing with topics uncovered during the unit.	
Duration	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Priority Standards	<p>CC Literacy.RL.8.1 - <i>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p>CC Literacy.RL.8.2 - <i>Determine a theme 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.</i></p> <p>CC Literacy.W.8.2 - <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p>	<p>CC Literacy.RL.8.4 - <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the specific word choices on meaning and tone, including analogies or allusions to other texts.</i></p> <p>CC Literacy.RL.8.7 - <i>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</i></p> <p>Option A:</p> <p>CC Literacy.W.8.1 - <i>Write arguments to support claims with clear reasons and relevant evidence.</i></p> <p>Option B:</p> <p>CC Literacy.W.8.3 - <i>Write narratives to develop real or imagined experiences or events</i></p>	<p>CC Literacy.RL.8.5 - <i>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</i></p> <p>CC Literacy.RI.8.6 - <i>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.</i></p> <p>CC Literacy.RI.8.9 - <i>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.</i></p> <p>Option A:</p> <p>CC Literacy.W.8.1 - <i>Write arguments to support claims with clear reasons and relevant evidence.</i></p> <p>Option B:</p>	<p>CC Literacy.RL.8.3 - <i>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.</i></p> <p>CC Literacy.RL.8.10 - <i>By the end of the year, read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently.</i></p>

		<i>using effective technique, relevant descriptive details, and well-structured event sequences.</i>	CC Literacy.W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
Essential Questions	<p><i>Are there times when it is acceptable to break the law?</i></p> <p><i>Are moral laws more or less imperative than civic laws?</i></p> <p><i>Is justice always fair?</i></p> <p><i>What happens when individuals take the law into their own hands?</i></p> <p><i>How can readers synthesize their analysis of an author's theme with real world experience?</i></p> <p><i>How does Point of View effect reader's interpretation of a text?</i></p> <p><i>How do authors use literary elements to develop mood in a work of fiction?</i></p> <p><i>How can I use literary elements to effectively create mood and purpose in my own writing?</i></p>	<p><i>Who was William Shakespeare and why do read his plays?</i></p> <p><i>How was Shakespeare's language different than our own?</i></p> <p><i>What can we learn about poetry by studying Shakespeare's language?</i></p> <p><i>How does Shakespeare use language to develop the themes of love and control in his play?</i></p>	<p><i>How do differences in cultural and political perspective affect how we perceive truth in history.</i></p> <p><i>How do authors use real life events to craft effective literary narratives?</i></p>	<p><i>What does it mean to come of age and how does the process reflect the culture of the time?</i></p> <p><i>What effect do culture/social norms have on growing up?</i></p> <p><i>How does satire affect our perceptions of the subjects it ridicules?</i></p>

Instructional Strategies	<p>Whole Class Discussions</p> <p>Small Group Critical Thinking Discussions</p> <p>Close Reading of Texts</p> <p>Note-Taking, Talking to Text</p> <p>Anticipation Guides</p> <p>Graphic Organizers (Informative Writing)</p> <p>Probable Passage/ Prediction Activities</p> <p>Character Role-Playing</p> <p>Investigation Stations</p>	<p>Performance based readings of scenes from the play.</p> <p>Close reading of specific scenes.</p> <p>Close reading of related non-fiction texts.</p> <p>Students Stage scenes of the play.</p> <p>Conduct mini-research - Shakespeare's Life Webquest</p>	<p>Anticipation Guides</p> <p>Close Reading of Texts/Evidence</p> <p>Talking to the Text (Informational Texts)</p> <p>Small Group Analytical Discussions</p> <p>Whole Class Discussions</p> <p>Fish Bowl discussion on differing perspectives of the War in the Pacific</p> <p>Idea Transfer (changing to alternate medium for visual demonstration)</p> <p>Quote sort activity - choosing most relevant evidence for a variety of claims.</p> <p>Close Reading of Non-fiction texts with fish bowl discussions - using the best evidence from the text to support claims about non-fiction texts</p>	<p>Close Reading of Texts/Evidence</p> <p>Cooperative Learning</p> <p>Note-Taking, Talking to Text</p> <p>Small Group Analytical Discussions</p> <p>Whole Class Discussions</p>
Key Resources/	PH Literature Anthology Units 1-2	<i>A Midsummer Night's Dream</i>	<i>Unbroken: A World War II Story of Survival, Resilience,</i>	<i>The Adventures of Tom Sawyer</i> Mark Twain

<p>Texts</p>	<p>“The 11:59” and “The Baker Heater League” by Patricia and Fred Mckissack</p> <p>“A Retrieved Reformation” O. Henry</p> <p>“Cub Pilot on The Mississippi” Mark Twain</p> <p>“The Lottery” Shirley Jackson</p> <p>“The Adventure of the Speckled Band” Arthur Conan Doyle</p> <p>Film Clips from the BBC “Sherlock Holmes”</p> <p>“Thank You M’am” Langston Hughes</p> <p>“The Tell-Tale Heart” Edgar Allen Poe</p> <p>Non-Fiction Texts TBD (current issues of justice)</p> <p>Video Recording of Vincent Price performing “The Tell Tale Heart”</p>	<p>“The Shakespeare Shakedown” Simon Schama (RI, 1430L)</p> <p>Shakespeare’s Universal Appeal Examined,” Jonathan Bate</p> <p>“The Lure of Shakespeare” Robert Butler</p> <p>“The Top Ten Reasons Shakespeare did not Write Shakespeare” Keir Cutler</p> <p><i>A Midsummer Night’s Dream</i>, directed by Michael Hoffman, 1999. Film.</p> <p><i>Shakespeare Set Free: Teaching Romeo and Juliet, Macbeth and A Midsummer Night’s Dream</i>, Peggy Obrien, ed. (teacher resource only).</p> <p>Shakespeare’s Language Powerpoint</p>	<p><i>and Redemption</i>, Laura Hillenbrand (RI)</p> <p>Roosevelt’s “The Day of Infamy” Speech</p> <p>“The War in the Pacific” article</p> <p>“The Japanese 14 Part Message”</p> <p>Other primary source documents of government intelligence related to Pearl Harbor</p> <p>http://www.fdrlibrary.marist.edu/archives/pdfs/pearlharbor.pdf</p> <p>“Mine Okubo,” Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewart (RI, 1280L)</p> <p>Excerpts from <i>Farewell to Manzanar</i>, Jeanne Wakatsuki Houston (RI)</p> <p>Excerpts from “The Diary of Anne Frank,” Frances Goodrich and Albert Hackett (PH Lit Text)</p> <p>Excerpts from <i>Anne Frank: The Diary of a Young Girl</i>, Letters (PH Lit Text)</p> <p>Excerpts from <i>Anne Frank Remembered</i>, Miep Gies with</p>	<p>“The American Dream” Speech Martin Luther King, Jr (PHLit)</p> <p>“Advice To Youth” Speech by Mark Twain</p> <p>“Body Snatching...” Article by Anna Hodgkiss, 2012</p> <p>“Using the Dead” sciencemuseum.org</p> <p>Film Clips from <i>The Adventures of Tom Sawyer (1938)</i> dir: Norman Taurog</p> <p>Film Clips from <i>Tom Sawyer (1973)</i> dir: Don Taylor</p> <p>Film Clips from <i>A Christmas Story (1984)</i> dir: Bob Clark</p> <p>Film Clips from <i>The Goonies (1985)</i> dir: Richard Donner</p> <p>Summative Assessment uses clips from several musicals, films, or music videos.</p>
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Assessments	<p>Cartoon depiction of conflict in story</p> <p>Collaborative Imaginative Plot Diagram Creation</p> <p>Blue Ribbon strand-specific assessments</p> <p>Open-book, evidence based selections tests</p> <p>Skills tests and quizzes</p> <p>Contextual and Domain specific Vocabulary work</p> <p>Human Plot Diagram</p>	<p>Selection quizzes</p> <p>Scene Production</p> <p>Textual Structure Analysis</p> <p>Character POV Writing incorporating evidence</p>	<p>For <i>Unbroken</i> :</p> <p>Brown Bag Symbolic Meaning Project and Presentation</p> <p>Section tests and quizzes</p> <p>Blue Ribbon strand-specific assessments</p> <p>For <i>Farewell to Manzanar</i>:</p> <p>create a storyboard retelling the most important scenes</p>	<p>Symbolic/Thematic Connections to Tom Sawyer Assessment (CC RL.8.9)</p> <p>Film Clip vs. Text analysis (CC RL.8.7)</p> <p>Character Connections between texts/clips (CC RL.8.9)</p> <p>Textual Evidence Supported Setting Maps (Cave Chapters) (CC RL 8.1)</p> <p>Dialogue Writing between Central Character and Conscience (CC W.8.3b)</p>

	Written or Pictorial Objective Summary		from another character's' point of view.	Press Conference group project- Point of View (CC RL.8.6)
Performance Tasks	<p>Informative/Explanatory</p> <p>Evidence Map Visual Display with Presentation for "The Speckled Band"</p> <p>Group Presentations on Results of Close Reading for Big 6 Literary Devices</p> <p>Narrative Exposition Writing focusing on craft of mood creation</p>	<p>Argumentative Writing "Dog Adoption" activity</p> <p>Open Mic Poetry Reading</p> <p>Collaborative group scene development (students create and act out a scene from the play including developing props, basic costumes, blocking the scene, etc.)</p>	<p>Group Project translating a chapter of <i>Unbroken</i> into an effective visual presentation (either skit/performance or filmed performance)</p> <p>Brown Bag Symbolic Meaning Project and Presentation</p> <p>Critical Analysis Essay evaluating the success of the translation of the book into a new medium</p>	<p>Argumentative Writing Piece taking a stand on a critical issue relating to <i>The Adventures of Tom Sawyer</i> synthesizing evidence from the text into a well-constructed argument.</p> <p>Preparing and presenting a promotion speech</p>

Writing Tasks	Mood Writing piece Informative/Explanatory essay synthesizing literary examples related to unit theme of mood and/or justice. Quickwrites Real World Connections Paragraph Writing Objective Summaries	Using iambic pentameter in writing Original sonnets Summary and Paraphrase Narrative Essay from a character's POV Argumentative Essay Modern Translations of Shakespeare Shakespearean translations of modern work Journal quickwrites	Summative argumentative essay synthesizing WWII content Mascots Argumentative Essay Critical Analysis Essay evaluating the success of the translation of the book into a new medium Quickwrites Author's Purpose Paragraph Writing Prison Journal Narrative	Promotion Speech Informative Satire Essay Literary Topics: Quickwrites Narrative Writing Journal (Topics: mirroring <i>Tom Sawyer</i>)
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