



**GRADE 8**

**ELA CCGPS UNIT PLAN: 3rd 9 WEEKS**

**This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.**

**READING FOCUS: Informational**

**THEME: Success: Defining it, Measuring it, and Setting and Achieving Goals**

**EXTENDED TEXT:** *Outliers: The Story of Success* by Malcolm Gladwell (nonfiction, 2008, Little Brown)

**SHORT TEXTS (mixture literary and informational):**

"I Hear America Singing" by Walt Whitman (poem) <http://www.poetryfoundation.org/poem/175779>

"Let America be America Again" by Langston Hughes (poem) <http://www.poets.org/viewmedia.php/prmMID/15609>

"Richard Cory" by Edwin Arlington Robinson (poem) <http://www.poetryfoundation.org/poem/174248>

"A Man of the Middle Class" by Gwendolyn Brooks (poem) <http://www.nbu.bg/webs/amb/american/5/brooks/middleclass.htm>

"Determination Leads to Success" by Adithya Mallya [http://www.storystar.com/php/read\\_story.php?story\\_id=3717](http://www.storystar.com/php/read_story.php?story_id=3717) (short story, Cochin, India, 1970)

"Get Rich U" by Ken Auletta, from *The New Yorker*, April 30, 2012 [http://www.newyorker.com/reporting/2012/04/30/120430fa\\_fact\\_auletta](http://www.newyorker.com/reporting/2012/04/30/120430fa_fact_auletta) (magazine article)

**SUPPLEMENTAL MATERIALS:**

Web:

KIPP charter Schools: <http://www.kipp.org/>

Film:

*The Great Gatsby*, TV movie version. Robert Markowitz, dir.

Soundtrack suggestions (Teacher may wish to construct own):

"Opportunities (Let's Make Lots of Money)" – Pet Shop Boys

"Money" (edited version), "Wish You Were Here," "Welcome to the Machine" – Pink Floyd

"Mo' Money Mo' Problems" (edited version) – Notorious B.I.G., Mace, and Puff Daddy

"Give a Man a Fish" – Arrested Development

“My Life” – Erykah Badu  
 “Time Loves a Hero” – Little Feat  
 “I Don’t Know (I Just Had to Go)” – Lyle Lovett  
 “Lonely at the Top” – Randy Newman (or Megan Mullally version)  
 “Down in the Depths on the Ninetieth Floor – Cole Porter (Lisa Stansfield version)  
 “Who Wants to be a Millionaire?” – Cole Porter (Thompson Twins version)  
 “Margaret vs. Pauline” – Neko Case  
 “The Man Who Sold the World” – David Bowie (or Nirvana version)  
 “Diamonds on the Soles of Her Shoes” – Paul Simon  
 “Money Changes Everything” – Cindi Lauper

## WRITING FOCUS: Informative/Explanatory

### ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

*Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.*

1. (One of the four writing assessments may be in the alternative genre focus. This is a literary analysis prompt.) Compare and contrast the poems “I Hear America Singing” (Whitman) and “Let America Be America Again” (Hughes), OR “Richard Cory” (Robinson) and “A Man of the Middle Class” (Brooks). Identify and evaluate the poets’ themes and purposes through an examination of literary elements such as (but not limited to) diction, tone, syntax, imagery, and figurative language. Why did each poet make the choices she or he did, and how were those choices intended to impact readers? Remember to include historical and cultural context when examining each poet’s message and intended audience.
2. Informational/Explanatory: Using Gladwell’s theories about opportunity and achievement discussed in “Part One” Opportunity” (cultural and other advantages/disadvantages, long hours of training/preparation, demographics, etc.) Examine and evaluate his argument with regard to the three rhetorical strategies of ethos, logos, and pathos. Citing specific examples from the text, discuss how, why, and where he chooses to use specific strategies, and how his language (diction, tone, figurative, etc.) works with or against a particular strategy to support his claims. In your analysis, be sure to address statistical evidence and which rhetorical strategy statistics address.
3. Argumentative: In the chapter, “Marita’s Bargain,” Gladwell informs us about the student success rates at the first KIPP middle school in the Bronx, NY, and that part of that success is owed to the fact that students continue their studies over and during the summer months. Argue whether or not you agree with the premise of the “summer slump,” and if you think that summer coursework and/or reading are necessary for academic success. NOTE: there is a KIPP-affiliated school in Atlanta, and you may wish to conduct interviews with students, parents, and/or faculty to inform your argument.
4. Informational/Explanatory: Guided by your career subject interview and research, as well as ideas from at least two of the texts studied (written or visual) discuss the efficacy of Gladwell’s theories of opportunity, legacy, success, and achievement. How did the subject’s experiences impact her or his chances at success? How do her or his experiences compare/contrast with characters from any of the texts? Did the subject’s experiences adhere to Gladwell’s theories or depart from them? How so? What lessons and/or inspiration did you derive from your research and interview? How might this exposure assist you in preparing for your chosen career path? Be sure to cite both textual evidence and examples from your research and interview.

## NARRATIVE/RESEARCH/ROUTINE WRITING

### NARRATIVE

1. In “Determination Leads to Success,” Ekalavya eventually teaches Drona, the archery instructor that “bounds and limits are in the mind, and that real courage is fighting against the wrong limits and respecting the correct ones.” Gladwell writes about the obstacles Joe Flom faced when he began interviewing for positions at legal firms, as well as impediments faced by groups and individuals (most notably, perhaps, his own grandparents and parents). Write a descriptive narrative that tells about a time when you or someone you know well had to overcome limits—self-imposed and/or external—to achieve a measure of success at something.
2. In some of the texts we have examined (e.g., the poems “Richard Cory” and “A Man of the Middle Class,” the film *The Great Gatsby*, and certain song lyrics such as “Mo’ Money Mo’ Problems” and others), we have looked at darker, less achievement-oriented aspects of success that focus on the downside of “success at all costs.” Collectively, and at least on the surface, American culture seems to measure success monetarily and materialistically. Do you agree or disagree with this notion? Why or why not? If not monetarily and materialistically, what are the things by which you personally measure success?

### RESEARCH CONNECTION(S)

Horatio Alger / The Horatio Alger Myth  
America’s Gilded Age  
The Stock Market Crash of 1929  
The Great Depression  
KIPP Charter Schools  
Langston Hughes and the Harlem Renaissance  
Career Connections: Student-selected career path research

### ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

- Create short response/reflection based on personal connection to text
- Compare and contrast figurative language, imagery, and message in poetic texts
- Business correspondence (letter writing and email communication)
- Compare historic and contemporary socio-cultural roles across race, ethnicity, gender, and class
- Reflect on the idea of environmental circumstance and the role it plays in success
- Write correspondence between two authors (student pairings)

## PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

(One of the four writing assessments may be in the alternative genre focus. This is a literary analysis prompt.)

Compare and contrast the poems “I Hear America Singing” (Whitman) and “Let America Be America Again” (Hughes), OR “Richard Cory” (Robinson) and “A Man of the Middle Class” (Brooks). Identify and evaluate the poets’ themes and purposes through an examination of literary elements such as (but not limited to) diction, tone, syntax, imagery, and figurative language. Why did each poet make the choices she or he did, and how were those choices intended to impact readers? Remember to include historical and cultural context when examining each poet’s message and intended audience.

### SKILL BUILDING TASKS

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: What does it mean to succeed? Are there different definitions and metrics for measuring success?**

**TASK: Pre-reading and contextualization pt. 1: Introducing the concepts and ideas relevant to this unit and how they relate within historical and contemporary American culture.**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8RI4: 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.

ELACC8RLS: 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.

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SL2: 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.

ELACC8SI3: 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.

Instruction:

- Have musical soundtrack playing as students assemble into class and provide handouts with a selection of song lyrics ([www.lyricsfreak.com](http://www.lyricsfreak.com);

[www.songlyrics.com](http://www.songlyrics.com); etc.). **Be sure to check for appropriate content.** Make sure you include lyrics that offer diverse perspectives on success, wealth, and related topics. After the anticipation activity, divide the class into smaller groups and distribute handouts for reading and close examination of lyrics.

- Lower volume to appropriate level allowing for discussion and continue playing soundtrack as students respond to the following anticipation guide. Inform students as they complete the guide to place a mark by any statements they wish to discuss. Encourage students to keep this guide so they can compare/contrast their responses at the end of the unit to determine if anyone has had a change of attitude and to reflect on what they have learned.

Anticipation guide. Allow time for discussion/clarification when necessary (if technology is available, this can be projected onscreen and responses can be recorded with class set of multiple choice remote controls—in which case each statement can be discussed as it is presented). Teachers may wish to compose their own statements/questions.

After each statement, respond by indicating your level of agreement or disagreement.

*Disagree strongly* (b) *Disagree somewhat* (c) *No opinion/unsure* (d) *Agree somewhat* (e) *Agree strongly*

1. There are many different definitions for success and different ways to measure achievement.
2. Success is most meaningfully measured through material wealth.
3. Having money and material possessions equals happiness.
4. People can be quite content and happy without a lot of money and/or possessions.
5. The only way to truly succeed at anything is by dogged determination and diligent practice, putting in long hours and never giving up nor giving in.
6. As long as no one finds out, it's OK to cut corners and/or cheat at something in order to attain a measure of success.
7. Knowing that I've tried my hardest and put forth my best effort at a job is the most meaningful reward for performing the task.
8. If I fail at something, I have nothing and no one but myself to blame.
9. As long as a person works hard and plays by the rules, everyone in America can achieve success.
10. Only really smart people are successful, and a high IQ guarantees success.
11. Real opportunities come around only once in life; if an opportunity is wasted, the chance is gone forever.
12. My identifying characteristics (gender, age or date of birth, ethnicity, race, socio-economic status, etc.) have no influence on my chances of succeeding at a particular task.
13. I believe that I have the ability to succeed at anything I attempt.

- Have students begin a double-entry journal notebook recording notes on each day's information, as well as responses and reflections. Model effective note-taking for students and inform them that you will conduct regular note checks that will impact their grades for the class.
- Identify and clarify the concept of a close reading of a text (<http://owl.english.purdue.edu/owl/resource/751/01/>; <http://www.criticalthinking.org/pages/critical-thinking-the-art-of-close-reading-part-one/509>; or <http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html>) Inform students that close readings will guide the text studies throughout this unit.
- Share slideshow of Americans from many walks of life—include public figures such as politicians, professional athletes, movie stars, fashion models, etc., lesser known but obviously wealthy persons, career professionals, skilled and unskilled laborers, ordinary middle-class citizens, less financially secure persons, even indigents. Be sure to include representatives from all social and financial strata. Allow ample time for student comments on their ideas of who fits their concepts of success and what the attendant signifiers of success are for those people (e.g. apparel, grooming, surroundings, material possessions, etc.). Students may even engage in a guessing game about the possible occupation of each person.
- Divide class into smaller groups and distribute a set of 3-5 song lyrics to each group. Tell them that each lyric offers some sort of commentary or

opinion about achievement and success, wealth, power, and/or in some cases fame. Students will conduct a close reading of the lyrics and work collaboratively to identify key concepts such as authorial tone, purpose, and intent, musical genre, literal and figurative language, poetic structure (i.e., lyric v. narrative, meter, rhyme, etc.). *Note: This is an excellent opportunity to teach/reteach the terminology of poetry since students will be reading selections of poetry in this unit* (<http://www.poets.org/page.php/prmID/85>; <http://www.slideshare.net/mungo13/teaching-poetry>). Provide appropriate graphic organizers or instruct students to record ideas and findings in notebook-journal.

- Reconvene class for discussion and any additional relevant note-taking. **Ensure that the discussion addresses educational success and achievement.**

#### Homework

- In notebook-journals, respond to the following prompt:  
*What does success mean to you? What is your concept of how society and popular culture measure and rate success and achievement? Compare/contrast your ideas about success to those found in some of the song lyrics and/or ideas covered during class discussions.*
- Instruct students to be prepared to share some of their writing in class, either through direct reading or discussion of ideas. As an initial motivational factor, offer small incentives to students who are willing to share their journals/ideas.

### ESSENTIAL QUESTION: How can context and background knowledge improve my reading experience?

#### TASK: Pre-reading and contextualization pt. 2: Historical and cultural background on authors and selected readings; introduction of poetic texts.

##### Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
 ELACC8RL2: 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.  
 ELACC8RL3: 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.  
 ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  
 ELACC8RL5: 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.  
 ELACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
 ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

##### Instruction:

- Warm-up: Journal sharing and discussion.
- Reteach or introduce and clarify appropriate terminology: syntax, tone, purpose, literal language, figurative language (metaphor, simile, hyperbole, etc.), diction; and rhetorical strategies (ethos, pathos, and logos).
- Through Webquest, Slideshare, or other visual media, activate background knowledge on Walt Whitman, Edwin Arlington Robinson, Langston Hughes, Gwendolyn Brooks, and, finally, Malcolm Gladwell, including the historical and cultural atmosphere in which each author wrote/writes—e.g., regarding Walt Whitman, include information on Civil War and post-war America, Realist literature, Westward Expansion; for Robinson the context would be the *fin de siècle* and America's Gilded Age; Langston Hughes's segment would include an overview of the Jazz Age, sanctioned segregation, and the Harlem Renaissance; Brooks' would include Modernism, post-war midcentury America, and the burgeoning Civil Rights movement; Gladwell's might focus on a post-colonial and post-modern perspective that includes his Caribbean heritage. Whatever visual media is employed, this can be divided up into several to coincide with the actual day students begin reading the respective author. Ensure that students take appropriate notes.
- Review and/or clarify the concept of a "close reading" of texts (see web links above). Using Whitman's poem as an example, guide students through the process of a close read. Ensure students take appropriate notes.
- Whole-class reading: "I Hear America Singing" by Walt Whitman.

#### Homework:

- Respond to the following prompt:  
*What is something at which you have succeeded? What circumstances and events led to the success? Looking back, is there anything you would have done differently? How might this different approach have changed the outcome?*

### **ESSENTIAL QUESTION: How does an author's use of literary elements affect an author's intended message?**

### **TASK: Comparing the linguistic approaches of two poets and examining their respective authorial purpose and audience.**

#### Standards:

- ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC8RL2: 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.
- ELACC8RL5: 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.
- ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- EIACC8WI: Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.



e. Establish and maintain a formal style.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

Instruction:

- Warm-up: Journal sharing and note check.
- Re-read “I Hear America Singing” (whole-class or smaller groups).
- Guided by notes from yesterday’s close read, discuss Whitman’s use of language and literary elements.
  - Strategies/topics to consider: How does Whitman use the metaphor of singing to address the different characters populating the poem? Does the fact that the characters are metaphorically singing contribute to the notion of success and happiness? Why do you think he identifies all of them by occupation and gives none a name? Do we distinguish these characters as individual people or just anonymous “types” with no actual identity? What might have been Whitman’s purpose in classifying these characters by their occupations? Speaking of classification, what socio-economic class do these people occupy? Who might be the intended audience?
- Guide the students through a close read of Hughes’s “Let America Be America Again.” *Note: This poem is a bit lengthier; the reading, analysis, and discussion may need to be extended over two or more days.* Ensure students take appropriate notes.
- Working as a whole class, individually, or in groups, students shall identify and discuss the language and literary elements of Hughes’s poem including, but not limited to, diction, tone, literal and figurative language (similar to the approach taken with Whitman’s poem and all subsequent poems).
  - Strategies/topics to consider: What does the title of the poem mean? What differences in America existed between those of Hughes’s generation and socio-economic class and other groups? What might Hughes have thought was the origin or cause of this discrepancy? What is the tone—plaintive or demanding (or both at different times)? Do the tone and diction imply any measure of success and/or happiness? Who is the intended audience? How might Hughes’s and Whitman’s audiences have differed? Hughes chooses to identify and classify people either by occupation (as Whitman did) or by race, class, ethnicity, or socio-economic status (and, like Whitman, anonymously). How does Hughes’s approach differ from Whitman’s? How does each author’s tone contrast? Unlike Whitman, Hughes has inserted himself into the text by repeated references to “me.” Is he writing about himself specifically or as a representative of a larger group? (You may wish to point out that although Whitman does not do so in “I Hear America Singing,” many of his poems are indeed self-referential.) Why might a poet insert himself or herself into his or her work? Does it strengthen or weaken the tone and purpose? Does Hughes’s poem offer a response or rebuttal to Whitman’s, and if so, how?

Homework:

- In notebook journals, respond to the following prompt:  
*Do you consider that America has historically been a land of equal opportunity which leads to success for all who are willing to put forth a concerted effort? Why or why not? Are chances for achievement more or less equalized for everyone in our contemporary society? How so?*
- Begin organizational notes toward a written comparison and contrast of Whitman’s “I Hear America Singing” and Hughes’s “Let America Be America Again.” This exercise may take the form of imagined correspondence between the two writers, in which case students should be paired for the task.

**ESSENTIAL QUESTION: How do other poets use language and literary devices to offer commentary on success and achievement in America?**



**TASK: Reading, analyzing, and comparing/contrasting Arlington's and Brooks' texts.**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELACC8RL5: 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.

ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

EIACC8WI: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

EIACC8W7: 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.

EIACCSW8: 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.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Warm-up: journal sharing and note checks from previous days readings and analysis.
- Share slideshow of Gilded Age portraiture by John Singer Sargent, Grant Wood's "American Gothic," Dorothea Lang's depression-era Dust Bowl photography and other art images that depict various impressions relevant to the unit topics of success and achievement (or the opposite). Historically and culturally contextualize the images and allow time for whole-class or group discussion of these visual representations of Americans during the turn of the 19<sup>th</sup> century and the first half of the 20<sup>th</sup>.
- Provide computer stations for research overview of America's Gilded Age, the stock market crash of 1929, and the subsequent Great Depression. This could be done as a "think/pair/share" activity.
- Now that you have guided students through two close readings of poetry, allow them to work individually or in pairs to conduct a close reading of Robinson's "Richard Cory" and Brooks' "A Man of the Middle Class." Ensure students focus on the language in each poem and make appropriate notes.

- Reconvene class for discussion of the language, tone, message, and authorial purpose of each poem. Who do they think is the intended audience for each text? What are the similarities and differences between the two texts?
- After a check for appropriate notes on the close reads, reiterate the historical and cultural contexts for each poem and discuss how these texts relate to the ideas of success and failure.
  - Strategies/topics to consider: How does each poem use literal and figurative language to describe the trappings of wealth or the lack thereof? Does financial success guarantee happiness? Are appearances always accurate? What does it mean to be “middle-class?” How might economic and class disparity effect chances for opportunity and success? What sequence of events brought the nation from the Gilded Age of prosperity to the onset of the Great Depression? How were different segments of the population effected by these events?

Homework:

- In notebook-journals, students shall respond to the following prompt:
  - Describe a time when you have failed at something. What factors contributed to this failure? If you were to make another attempt, what would you do differently? How do you think these changes would affect the outcome?
- Begin organizational notes for a written comparison between Robinson’s and Brooks’ texts.

**ESSENTIAL QUESTION: How can sentence fluency—structure and variety—improve my compositional skills?**

**TASK: Identify different types of sentence structures, diagram sentences, and echo-write sentences toward greater compositional fluency and clarity.**

Standards:

EIACCSW3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACCSL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

d. Recognize and correct inappropriate shifts in verb voice and mood.

ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 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).

ELACC8L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Administer pre-assessment for sentence structure and fluency.
- Introduce/reteach and clarify sentence structure—simple, compound, complex, compound-complex sentences, and sentence variety/fluency. <http://busyteacher.org/6163-teach-sentence-structure-easy-object-lesson.html>; <http://languagearts.pppst.com/sentencestructure.html>; <http://www.webenglishteacher.com/sentences.html>; [www.atteg.org/grammar/tips/bike.ppt](http://www.atteg.org/grammar/tips/bike.ppt);
- Model sentence diagramming (branch or bubble).
- Provide mentor text excerpts to model sentence variety within a paragraph.
- Instruct students to work in groups to identify and diagram two examples of each type of sentence structure.
- Allow students to use sentence strips to construct examples of each type of sentence structure.
- Emphasize the inclusion of sentence structure and variety in compositional assessment rubric
- Review literary concepts to be analyzed in assessment writing: diction, syntax, tone, figurative language, imagery, motif, symbol, and theme. Ensure appropriate note-taking.

#### Homework:

- In journal-notebooks, students will compose a mini-narrative or reflection relating to the relevant concepts of success, achievement, or failure using a minimum of five examples of each type of sentence structure. You may wish to provide a prompt or allow students to rely on their own imaginations.
- Remind students, in an effort to focus on textual flow, to vary sentence types as they write.

### **ESSENTIAL QUESTION: How can verbs function as other parts of speech?**

#### **TASK: Identify and understand gerunds, participles, and infinitives**

#### Standards:

ELACC8SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

ELACC8SL2. Analyze the purpose of information presented in diverse media and formats (e.g., visual, quantitative, oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELACC8SL3. 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.

ELACC8L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

ELACC8L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Instruction:

- Warm-up: journal sharking and note check.
- Check and discuss sentence structure assignment from previous day.
- Administer pre-assessment of gerunds, participles, and infinitives.
- Introduce and clarify verbal forms and functions (gerunds, participles, infinitives). <http://prezi.com/tfjtdudrdqv1/verbals/>; <http://www.uhv.edu/ac/efl/pdf/verbsgerunds.pdf>; <http://languagearts.pppst.com/verbals.html>; <http://www.slideshare.net/gerryhill/grammar-lesson-10-verbals>;
- Pull mentor text sentences and/or use sentence strips to demonstrate verbal forms and functions.
- Students shall work in groups or individually to generate sentences that demonstrate standard grammatical competency of gerunds, infinitives, and

participles.

Homework:

- In notebook-journals, students will generate a mini-narrative (addressing the theme of success, achievement, and/or failure) of their own sentences using a minimum of three each of gerunds, participles, and infinitives. Teacher may wish to provide a specific prompt or encourage students to depend on their imaginations and what they have learned so far about success and achievement.

**ESSENTIAL QUESTION: What is the difference between transitive and intransitive verbs and how does each function in a sentence?**

**Task: Identifying and clarifying proper use of transitive and intransitive verbs and the function of subjects and direct and indirect objects.**

Standards:

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACCSL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.

ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 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).

ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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.

ELACC8L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Administer pre-assessment for transitive and intransitive verbs.
- Introduce and clarify the differences between transitive and intransitive verbs with specific attention to direct subject and direct/indirect object.  
<http://www.youtube.com/watch?v=1FL05uW4Fg>; <http://www.k12reader.com/transitive-and-intransitive-verbs/>;  
<http://www.writingcentre.uottawa.ca/hypergrammar/trnsintr.html>.
- Clarify that transitive verbs MUST have a direct object for a sentence's meaning to be complete.
- Provide vocabulary examples of both types of verbs and allow students to work in pairs or groups to correctly identify which are transitive and which are intransitive.
- Pull mentor text sentences and/or use sentence strips to demonstrate the correct use of transitive and intransitive verbs.

Homework:

- In notebook-journals, students will generate eight to ten sentences with transitive verbs and direct objects to demonstrate competency with transitive and intransitive verbs.

**ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?**

**TASK: Pre-writing**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
ELACC8RL2: 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.  
ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text  
ELACC8RI2: 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.  
ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  
EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
e. Establish and maintain a formal style.  
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  
EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  
EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)  
EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.  
EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Check notebooks for previous day's assignment.
- Place the prompt for this culminating writing task (see above) on chart paper or smart board
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 8<sup>th</sup> grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment
- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion

- Review the grammatical concepts included in this study (sentence structure, variety, phrases and clauses; verbals; transitive/intransitive verbs) and make sure they are meaningfully included in the rubric
- Have students return to their groups and brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in these text studies?**

**TASK: Writing Assessment**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
 ELACC8RL2: 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.  
 ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text  
 ELACC8RI2: 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.  
 ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  
 EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
 a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
 b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
 c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
 d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
 e. Establish and maintain a formal style.  
 f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  
 EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  
 EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 and including grade 8.)  
 EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.  
 EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  
 b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Whole-class discussion/review of poetic texts and the accompanying visual images and respective historic/cultural context.
- Assign and clarify purpose of literary analysis essay.
- Model and discuss the concept of a strong thesis statement.



- Model and discuss “power writing/power sentences” for paragraph organization—main idea, primary supporting sentences, secondary supporting sentences.
- Distribute and explain use of graphic organizers for pre-writing (idea gathering) and paragraph planning.
- Allow class time for planning and draft writing in response to the assessment prompt:

(One of the four writing assessments may be in the alternative genre focus. This is a literary analysis prompt.)

Compare and contrast the poems “I Hear America Singing” (Whitman) and “Let America Be America Again” (Hughes), OR “Richard Cory” (Robinson) and “A Man of the Middle Class” (Brooks). Identify and evaluate the poets’ themes and purposes through an examination of literary elements such as (but not limited to) diction, tone, syntax, imagery, and figurative language. Why did each poet make the choices she or he did, and how were those choices intended to impact readers? Remember to include historical and cultural context when examining each poet’s message and intended audience.

## **PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task***

We have read poems by Walt Whitman, Langston Hughes, and Edwin Arlington Robinson, and Gwendolyn Brooks that all show late 19<sup>th</sup> century and early to mid 20<sup>th</sup> century concepts relating to American success and achievement. As we progress on to reading and analyzing our extended informational text (Gladwell’s *Outliers: The Story of Success*), students will more closely examine the use of rhetorical strategies and statistical data to support an author’s claims. Students will also conduct individual research on the career paths of people they admire for success and achievement.

Prompt: Informative/Explanatory:

Using Gladwell’s theories about opportunity and achievement discussed in “Part One” Opportunity” (cultural and other advantages/disadvantages, long hours of training/preparation, demographics, etc.) examine and evaluate his argument with regard to the three rhetorical strategies of ethos, logos, and pathos. Citing specific examples from the text, discuss how, why, and where he chooses to use each strategy, and how his language (diction, tone, figurative, etc.) works with or against a particular strategy to support his claims. In your analysis, be sure to address statistical evidence and which rhetorical strategy statistics address.

## **SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How do reading literary texts differ from reading informational text?**

**TASK: Pre-reading: Activating background knowledge. Reading: introduction of informational text.**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8RI4: 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. .

ELACC8RI6: 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.

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELACC8RI8: 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.

ELACC8RI9: 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.

ELACC8SL2: 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.

ELACC8SI3: 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.

ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

c. Consult general and specialized 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.

d. 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).

ELACC8LS: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

ELACC8L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Instruction:

- If not already done, activate background information on journalist Malcolm Gladwell. Be sure to include his ethnic and cultural make-up as this will be relevant to concepts in the text, especially the final chapter in which he traces the life and career trajectories of his grandparents and parents.
- Be sure to discuss with students that this text is a work of non-fiction that is to be read and analyzed for the information offered. Students will need to “shift gears” and focus on evaluating the information and claims the author provides with regard to accuracy, clarity, and concision rather than the usual literary analysis of figurative language, etc. Ensure that they understand that while they will still need to use some of the strategies learned from reading fiction and poetry, this text will also require them to take a closer look at rhetorical strategies (persuasive language) and analyze statistical data in the form of charts and graphs. Introduce and discuss the crucial concept of “healthy skepticism” in reading and analyzing informational texts and the importance of evaluating the author’s claims for veracity and accuracy.
- Introduce/re-teach, discuss, and clarify rhetorical strategies: <http://owl.english.purdue.edu/owl/resource/588/04/>; [http://www.teachertube.com/viewVideo.php?video\\_id=41007](http://www.teachertube.com/viewVideo.php?video_id=41007); <http://www.iupui.edu/~uwc/pdf/Rhetorical%20Triangle.pdf>.
- Provide and share a range of multimedia texts that employ persuasive speech (e.g., political/campaign speeches, TV news reports (be sure to include sound bites as well as longer examples), news report parodies such as The Onion, The Daily Show, or The Colbert Report, TV/radio commercials, editorials from a newspaper’s or magazine’s op-ed pages, etc. as appropriate. Ensure that students take appropriate notes. Guide students in an exploration of persuasive speech and rhetorical strategies. Help them identify intended audiences for each type of text. Students will work together as a whole class to identify distinct strategies, purpose, and the effectiveness of the strategies.
- Introduce and discuss with students the concept of reading and understanding statistical data. Teacher may wish to coordinate this with an 8<sup>th</sup> grade Mathematics instructor to come up with strategies and activities, or you may consult the web (e.g. <http://www.learner.org/courses/learningmath/data/>).
- Define for students the term “outlier,” (pg. 3 of text) and ask them if they can think of any examples that fit the definition. Be prepared to offer examples,

possibly one or two pulled from the text.

- Discuss again the definition of “outlier.” Allow students to engage in a small-group or think-pair-share activity to come up with examples. In addition to “outlier,” Generate a weekly vocabulary list, and be sure to allow students access to dictionaries (print or electronic) and encourage them to research additional unknown words. Have each student be responsible for learning and teaching at least one additional vocabulary word throughout the unit.
- Read introduction (divided or whole class)
- Conclude with a whole-class or smaller group discussion that includes predictions about the text (students will record observations/predictions in journal).

Homework:

- Read part 1, “Opportunity,” chapter1, “The Matthew Effect” (pp. 15-34) and continue notations with particular attention to Gladwell’s argument (thesis) and statistical data, analyzing for effectiveness.
- Students are to use newly acquired background knowledge of diction, syntax, imagery, figurative language, tone, style, rhetoric, etc. in daily notations. Announce that these elements will form the basis for each day’s class discussion.

### **ESSENTIAL QUESTION: How do rhetorical strategies support an author’s claims?**

#### **TASK: Analyzing rhetorical strategies and how they work to support the text.**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RI2: 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..

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8RI4: 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.

ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ELACC8RI6: 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.

ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

EIACC8W7: 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.

EIACCSW8: 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.

ELACC8L9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC8SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.

Instruction:

- In notebook-journals, have students respond to the following prompt:
  - Has your age or date of birth ever been a factor in your ability to perform or succeed at a task or activity? What were the circumstances? Were you able to take advantage of this opportunity or overcome it as an obstacle? How so? What was the outcome?
- Conduct whole-class or small group discussion of previous day's reading including notations and literary/informational terms (e.g., rhetoric).
- Statistical data exercise (whole-class, group, or individual): Have students record in-class observations of each other regarding such data as eye color, hair color, ethnicity, age, birth month, height, gender, etc., and enter the data into Microsoft Excel (or similar program). Once data is collected and recorded, demonstrate how statistical information can be translated into a chart or graph. Provide computer stations and allow students to work in pairs or teams to construct charts and/or graphs that show their findings. Reconvene class and discuss how this data can be analyzed to draw conclusions about the physical make-up of the class.
- Divide class into three groups and instruct each group to search text for rhetorical strategies. Provide, introduce, and model graphic organizers for identifying and noting rhetorical strategies.
- Conduct whole-class discussion of Gladwell's use of rhetorical strategies in chapter 1, part 1
- Conduct literary circle read-alouds or silent reading of beginning of part 1, chapter 2, "The 10,000-Hour Rule" (pp.35-68).

#### Homework:

- Finish reading part 1, chapter 2 of text: "The 10,000 Hour Rule" (pp. 35-68)
- Work to complete graphic organizers for rhetorical strategies.
- Announce that, in addition to reading informational texts about success and achievement, each student will be responsible for outside research and data collection on someone whom she or he admires for some specific achievement. The person can be someone of whom they have direct knowledge (a family or community member) or someone famous (professional performer, athlete, politician, etc.). If they pick a celebrity or someone with whom they are not acquainted, encourage them to have a 2<sup>nd</sup> choice of someone in the local community who is more accessible. Students are to deliberate on this assignment for two or three days and come to class on the assigned day prepared with a short proposal naming and describing the person and relating the reasons they consider this person an inspiration for success and achievement. **Although this will be the final culminating writing assignment for the entire unit, students should begin research early in order to better organize their findings.**
- In notebook-journals, respond to the following prompt:
  - Describe a time or circumstance in which you had to prove your dedication through extra hours and work to achieve success performing a particular task (e.g., competing in an athletic or academic arena, learning/mastering a school subject or assignment, learning/mastering a musical instrument, gaining the confidence of a parent or other adult, working chores toward amassing and saving money for something, etc.). What steps did you take? What was the outcome? Knowing what you know now, would you do anything differently and how so?

**ESSENTIAL QUESTION: What is text structure and how does it work to support an author's claims?**

**Task: Identifying and clarifying the six types of text structure.**

#### Standards:

ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept  
 ELACC8RI6: 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.  
 ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELACC8RI8: 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.

ELACC8RI9: 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.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

EIACC8W7: 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.

EIACCSW8: 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.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

#### Instruction:

- Provide computer stations for brief research on some of the persons discussed in "The 10,000 Hour Rule" chapter of *Outliers* (The Beatles, Bill Gates, Steve Jobs, Bill Hewlitt, Bill Joy, etc.). Ensure students take appropriate notes. Reconvene for a discussion of findings.
- Direct teaching/review of the six types of text structure (chronological, sequential, spatial, cause/effect, problem/solution, compare/contrast): <http://www.slideshare.net/elkissn/understanding-text-structures>. Emphasize that authors sometimes use more than one type of structure within a single paragraph, so be sure students read effectively and be thorough in their searches of text structure.
- Divide class into pairs or small groups and assign appropriate passages for each group to read and locate examples of various text structures. Either provide graphic organizers for this task or instruct students to make the appropriate notes in their notebook-journals.
- Have students participate in the "divergence test" described on pages 86-89 of *Outliers*. [Have each student list, separately, uses for a brick and a blanket.] Do not relate to the students the purpose of this exercise; rather wait until they have read the passage, allowing them to discover it for themselves. Engage in a whole-class discussion of the students' entries regarding uses for the brick and blanket, comparing and contrasting the answers listed. Note and discuss any particularly creative or unusual answers. Monitor carefully for appropriateness.
- Begin reading part one, chapter three: "The Trouble with Geniuses, Part 1 (pp. 69-90), making the usual appropriate notations with regard to content, language, rhetoric, text structure, and literary elements.

#### Homework:

- Instruct students to finish reading part one, chapter three of *Outliers*, "The Trouble With Geniuses, Part 1" (pp. 69-90) taking appropriate notes or completing graphic organizers on the usual topics (rhetoric, literary devices, etc.).
- Remind students about their research project (see above).

**ESSENTIAL QUESTION: How do the examples of other's achievements inspire me and influence me to succeed?**

**TASK: Part one (mini-assessment, formative): Composing an interview questionnaire.**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ELACC8RI6: 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.

ELACC8RI8: 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.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

EIACC8W7: 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.

EIACCSW8: 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.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

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.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SL2: 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.

Instruction:

- Conduct collaborative discussion on homework reading with regard to language, rhetorical strategies, and text structure in text. What does Gladwell have to say regarding high IQ and achievement? How does he use language, etc. to support his claims?
- Inform students that part of their career path research will include generating a questionnaire for their respective subjects to complete. The questionnaire will be sent as an enclosure with a business letter of introduction and purpose (letters will be composed the next class day). Each questionnaire should include approximately twenty questions relevant to the subject's background and career path.
- As a whole-class, individually, or in groups, students will brainstorm for relevant question ideas. Encourage specificity regarding questions. Allow students to generate their own questions while simultaneously guiding them to include questions relevant to the text and its topics (e.g.: How did the



person get her or his start?; What advantages or disadvantages did the subject initially possess—i.e., were age, culture, ethnicity, physical attributes, etc. relevant and how so?; What specific type of education or special training was required?; How much time did the subject have to put in?; What types of sacrifices—if any—did the subject have to make? etc.). Provide computer stations for the students to format and type their questionnaires.

- Begin reading Part 1, chapter four, “The Trouble With Geniuses, Part 2” (pp. 91-115). Students should continue taking appropriate notes.

Homework:

- Finish reading “The Trouble With Geniuses, Part 2,” taking appropriate notes.

**ESSENTIAL QUESTION: What is the best and most effective way to establish contact with an interview/research subject?**

**TASK: Part Two (Mini-assessment, formative): Composing business correspondence.**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ELACC8RI6: 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.

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELACC8RI8: 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.

EIACC8WI: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

EIACC8W7: 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.

EIACCSW8: 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.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a discipline-specific tasks, purposes, and audiences.

Instruction:

- In notebook-journals, have students respond to the following prompt:
  - In this section, Gladwell relates the concept of "practical intelligence" as opposed to academic or educational intelligence. Discuss what you feel are your strengths and weaknesses regarding practical intelligence or, as some may put it, common sense. In what situations might practical intelligence be advantageous? How can practical intelligence supplement academic intelligence and vice versa?
- Continue discussions about the text, with particular attention to rhetoric and language.
- Inform students that as part of their formative assessment for this unit, each shall compose a business letter requesting an interview in which the questionnaire will be enclosed. Begin instruction on how to write a business letter and send business emails.  
<http://owl.english.purdue.edu/owl/resource/653/01/>; [http://writing.colostate.edu/guides/documents/business\\_writing/business\\_letter/](http://writing.colostate.edu/guides/documents/business_writing/business_letter/);  
<http://www.dailywritingtips.com/how-to-format-a-us-business-letter/>; <http://iwritecoach.com/blog/2010/04/19/business-correspondence-5-tips-to-write-effectively/>.
- Provide computer stations and divide class into pairs. Each student will correspond with partner via email over an agreed-upon subject (e.g., borrowing supplies like pencil or paper, arranging for a study date, clarifying a point of discussion, etc.) using business correspondence standards and etiquette.
- Guide students in drafting business letters to their career research subjects. With teacher guidance, students will peer-review letters. Provide appropriate note-sheets or graphic organizers for review. Emphasize the importance of specificity and accuracy when offering editing suggestions.
- Using computer stations, guide class in to researching addresses and typing final drafts of letters. Provide business envelopes and guide students through the process of printing addresses and return addresses (recommend all return addresses are that of the school in care of teacher's name).
- Begin reading part two of chapter five, "The Three Lessons of Joe Flom" (pp. 116-158). Be sure to identify and clarify the term *demographic*. Ensure appropriate note taking.

Homework:

- Read to the end of subchapter "Lesson Number Two: Demographic Luck" (middle of pg. 139). Take appropriate notes.

**ESSENTIAL QUESTION: How do people look for and recognize opportunity, and how might one turn a disadvantage into an advantage?**

**TASK: Pre-writing for assessment #2.**

Standards:

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SI3: 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.

Instruction:

- Warm-up: In notebook-journals, respond to the following prompt.
  - How did Joe Flom's religious/ethnic/cultural heritage of Judaism impact his career? How was it both an advantage and a disadvantage? How might you make a perceived disadvantage work in your favor?
- Students will work in groups of three to brainstorm for writing task.
- Each student in each group will write a brief narrative or argument on an agreed-upon idea or topic. Each one will employ only one of the three rhetorical strategies, making sure each one uses a different strategy.
- Have students share writings and examine/discuss the strengths and weaknesses of each composition.
- Combining and editing ideas, the students will work together to generate a single, shared composition that employs ethos, logos, and pathos.

Homework:

- Finish reading Part One, chapter Five "The Three Lessons of Joe Flom" (pp. 139-158). Make appropriate notes.

**ESSENTIAL QUESTION: What are the ways in which subjects and verbs must agree?**

**TASK: Review subject-verb agreement.**

Standards:

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

ELACCSSL4: 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.

ELACCSL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 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).

Instruction:

- Lead class in a review of subject-verb agreement in number, tense, and mood. <http://owl.english.purdue.edu/owl/resource/599/01/> and/or [http://www.youtube.com/watch?v=YITosux9JJA&feature=player\\_embedded#!](http://www.youtube.com/watch?v=YITosux9JJA&feature=player_embedded#!)
- Provide activity sheet for exercises in correct subject-verb agreement and have students work individually or in pairs to complete.
- In pairs, have students generate 3 examples of noun-verb (subject-verb) agreement errors that are common in vernacular English among their peers.
- Compare the charts to find the most common purposeful mis-uses of language.
- Invite students to consider why these mis-uses have been adopted and what they are meant to convey.

**ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?**

**TASK: Pre-writing writing**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or smart board
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 8th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment
- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion
- Review the grammatical concepts included in this study (phrases and clauses) and make sure they are meaningfully included in the rubric
- Have students return to their groups and brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?**

**Task: Writing Assessment**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
ELACC8RL2: 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.  
ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text  
ELACC8RI2: 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.  
ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  
EIAACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
e. Establish and maintain a formal style.  
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  
EIAACCSW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  
EIAACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3

including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Whole-class discussion of text as read and comprehended thus far.
- Assign and clarify purpose of an informational/explanatory essay.
- Model and discuss the concept of a strong thesis statement.
- Model and discuss "power writing/power sentences" for paragraph organization—main idea, primary supporting sentences, secondary supporting sentences.
- Distribute and explain use of graphic organizers for pre-writing (idea gathering) and paragraph planning.
- Allow class time for planning and draft writing in response to the assessment prompt:

Writing prompt:

Informational/Explanatory: Using Gladwell's theories about opportunity and achievement discussed in "Part One" Opportunity" (cultural and other advantages/disadvantages, long hours of training/preparation, demographics, etc.) examine and evaluate his argument with regard to the three rhetorical strategies of ethos, logos, and pathos. Citing specific examples from the text, discuss how, why, and where he chooses to use specific strategies, and how his language (diction, tone, figurative, etc.) works with or against a particular strategy to support his claims. In your analysis, be sure to address statistical evidence and which rhetorical strategy statistics address.

### **PLANS FOR ASSESSMENT 3:** *integrating reading selections from the unit into a writing task*

Argumentative: In the chapter, "Marita's Bargain," Gladwell informs us about the student success rates at the first KIPP middle school in the Bronx, NY, and that part of that success is owed to the fact that students continue their studies over and during the summer months. Argue whether or not you agree with the premise of the "summer slump," and if you think that summer coursework and/or reading are necessary for academic success. NOTE: there is a KIPP-affiliated school in Atlanta, and you may wish to conduct interviews with students, parents, and/or faculty there to inform your argument

### **SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION:** Do the traditions and attitudes inherited from our forebears play a role in our ability to succeed? What part do legacy and stereotype play in achievement and success, and how might you use it to your advantage or overcome it as an obstacle?

**TASK:** Examining stereotypes and legacies and their effects on achievement and success.

Standards:

ELACC8RI6: 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.

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELACC8RI8: 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.

ELACC8RI9: 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.

EIACC8W7: 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.

EIACCSW8: 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.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SL2: 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.

ELACC8SI3: 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.

Instruction:

- In notebook-journals, have students respond to the following prompt:
  - What does honor mean to you? What lengths would you go to in defending your honor or that of a relative or close friend?
- Share PowerPoint with images of people from various cultural/socio-economic backgrounds (can be same slideshow shown at the beginning of unit) and allow students to discuss stereotypes associated with some of the people shown).
- Initiate whole class discussion on ways people and groups can be stereotyped (e.g., geographically, through language, physical appearance, manners and attitude) and how stereotypes can be overcome or perpetuated.
- Provide computer stations for students to conduct brief research on some of the ethnic and cultural stereotypes and legacies discussed in part 2 of the text (e.g., those of Appalachians, Asians, inner-city adolescents, and Caribbeans). Guide students in selecting and evaluating relevant websites.
- Students will work individually or in groups to amass notes toward a debate activity on whether and how stereotypes and cultural legacies can impact achievement.
- Read part two, chapter 6: "Harlan, Kentucky" (pp. 161-176). Ensure students take appropriate notes.

Homework:

- Read through subchapter 8 of part two, chapter 7: “The Ethnic Theory of Plane Crashes” (pp. 177-200). Make appropriate notes.

**ESSENTIAL QUESTION: What impact, if any, does cultural legacy contribute to a person’s chances of success?**

**TASK: Exploring the socio-cultural stereotypes though legacy, mannerisms, and attitudes.**

Standards:

ELACC8W7: 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.

ELACCSW8: 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.

ELACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.

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.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SL2: 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.

ELACC8SI3: 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.

ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 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).

Instruction:

- Discuss previous day’s readings with a particular focus on Gladwell’s thesis of taking cultural legacies seriously. How does he use language and rhetoric used to support his claims? Can any of the claims be refuted? Why or why not?
- Provide computer stations for students to continue research for class debate.
- Debate exercise: preparation. Divide class into three groups, one group taking an affirmative stance, one assuming the opposition, and the final group acting as the judging panel. Introduce and clarify the rules of a formal classroom debate: [oz.plymouth.edu/~davidl/bu342/Debates.DOC](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf) or [http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf).
- Introduce, clarify, deconstruct, and discuss debate prompt:
  - *Identifying factors such as date of birth, gender, race, ethnicity, or other cultural factors have no effect on a person’s chances of achieving success. (Or, conversely: Identifying factors . . . have a definite effect on a person’s chances of achieving success.)*
- Over the course of the next few class periods, allow ample time for debate preparation.
- Finish reading chapter 7, “The Ethnic Theory of Plane Crashes” (pp. 200-223). Make appropriate notes.

Homework:

- Read chapter 8, “Rice Paddies and Math Tests” (pp. 224-249).
- Continue to take appropriate notes focusing on ideas for the debate.

**ESSENTIAL QUESTION: How can I use the rhetoric of spoken language to argue for or against a topic?**

**TASK: Formal debating.**

Standards:

ELACSSSL4: 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.

ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instruction:

- Review rules and regulations for civilized debating.
- Allow for a brief time for groups to meet and finalize strategies.
- With teacher guidance and minimal intervention, students will conduct the debate Two days may be necessary to complete activity.
- In note-book journals, students shall compose a reflection of the debate activity. What did they learn? What concepts were reinforced and/or overturned?

Homework:

- Read chapter 9: “Marita’s Bargain” (pp. 250-269). Make appropriate notes with regard to language, rhetoric, and purpose.

**ESSENTIAL QUESTION: How does public education impact my opportunities for achievement? What are the responsibilities of instructors and administration? What are my responsibilities as a student?**

**TASK: Researching alternative methods of instruction and education.**

Standards:

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

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.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SL2: 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.

ELACC8SI3: 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.

EIACC8W7: 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.

EIACCSW8: 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.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

EIACC8W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Discuss previous day's reading.
- In notebook-journals, respond to the following prompt:
  - Up to this point in your education, what resources have instruction and lessons provided you? Do you feel that your public school system is doing an adequate job preparing you for high school, college, and/or career and how so? Do you feel that you will be ready to compete in the national and global marketplaces? What steps could your teachers and administration take to improve your educational opportunities? Be specific, defend your claims, and use concrete examples in your response. Be sure to incorporate rhetorical strategies.
- Provide computer stations for brief research activity on KIPP charter schools: [www.kipp.org/](http://www.kipp.org/); and <http://www.kipp.org/school-content/kipp-atlanta-collegiate> and other alternative schools (local or national).
- Reconvene class for a discussion of findings.

Homework:

- In notebook-journals, respond to the following prompt:
  - Do you find yourself ready and able at the beginning of each school year? Why or why not? Is it easy or difficult for you to slide back into the routine of academic studies? Do you take the state's summer reading assignment seriously or do you "blow it off" and focus primarily on other things? How so?
- Read the epilogue, "A Jamaican Story" (pp. 270-285). Make appropriate notes.

**ESSENTIAL QUESTION: What lessons regarding success and achievement, positive or otherwise, can I learn from previous generations and others in my immediate circle of family and friends?**

**TASK: Media project: constructing a learning autobiography.**

Standards:

EIACCSW3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

EIACC8W7: 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.

EIACCSW8: 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.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACCSL4: 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.

ELACC8SLS: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instruction:

- Guided by notes, discuss previous day's reading. Pay particular attention to Gladwell's and his forebears' own personal narratives. What choices did his grandparents and parents make that impacted his career trajectory and his chances of success? What lessons was he able to glean from their experiences?
- Using Photostory, Movie Maker, or other visual media program, model for and guide students in making a learning autobiography video.
- Guidelines for Learning Autobiography video:

*One aspect of becoming a better and more efficient learner is gaining an understanding of and critically thinking about those experiences we have as students in schools and other places where learning occurs.*

*There are several domains (people and places) where learning occurs. For example, we learn from our family, peers, communities, teachers, schools, and ourselves. I want you to reflect on those domains and create a snapshot of your learning autobiography (thus far) through a media presentation using pictures, narrations and music. Think broadly about the definition of autobiography and self and portrait. You can be as individualistic and creative as you want in designing your story. You can compare your learning as a student in kindergarten, elementary school, and middle school, as well as your experiences outside the classroom.*

*You can blend the six domains into one story or choose several domains on which to focus. The sky's the limit. Your presentation should take no more than 5-8 minutes.*

- Allow for several days for students to complete this project and set aside one or two days for presentations.

**ESSENTIAL QUESTION: What is another perspective on overcoming obstacles to success?**

**TASK: Reading, examining, and evaluating a short story for theme and message.**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
ELACC8RL2: 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.  
ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.  
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.  
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

Instruction:

- Introduction of new texts: "Determination Leads to Success" by Adithya Mallya
- Engage class in a discussion of what forces can be obstacles to achievement.
- Share webquest or slideshow on disabilities and disability studies. <http://disstudies.org/>; [http://thechp.syr.edu/Disability\\_Studies\\_2003\\_current.html](http://thechp.syr.edu/Disability_Studies_2003_current.html).
- Read "Determination Leads to Success." This is a very brief text and reading should take no longer than 15-20 minutes.
- Discuss the idea of the character's physical disability as both a literal and metaphorical obstacle.
- Allow students to work in pairs to make lists of personal obstacles to achievement they have encountered or might encounter in the future.
- Reconvene class for discussion and comparisons of lists.

**ESSENTIAL QUESTION: How might I overcome obstacles—external or self-imposed—to achieve success?**

**TASK: Narrative writing exercise.**

Standards:

EIACCSW3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.



Instruction:

- Teacher will introduce, clarify, and deconstruct narrative writing prompt:
  - In “Determination Leads to Success,” Ekalavya eventually teaches Drona, the archery instructor, that “bounds and limits are in the mind, [and that r]eal courage is fighting against the wrong limits and respecting the correct ones.” Gladwell writes about the obstacles Joe Flom faced when he began interviewing for positions at legal firms, as well as impediments faced by others. Write a descriptive narrative that tells about a time when you or someone you know well had to overcome limits—self-imposed and/or external—to achieve a measure of success at something.
- Allow time for typical drafting/revising/editing of students’ narratives.

**ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?**

**TASK: Pre-writing writing**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or smart board
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 8th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment
- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion
- Review the grammatical concepts included in this study (phrases and clauses) and make sure they are meaningfully included in the rubric
- Have students return to their groups and brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to ensure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?**

**Task: Writing Assessment**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Whole-class discussion of finished text.
- Assign and clarify purpose of persuasive or argumentative essay.
- Model and discuss the concept of a strong thesis statement.
- Model and discuss "power writing/power sentences" for paragraph organization—main idea, primary supporting sentences, secondary supporting sentences.
- Distribute and explain use of graphic organizers for pre-writing (idea gathering) and paragraph planning.
- Allow class time for planning and draft writing in response to the assessment prompt:

Writing prompt:

Argumentative: In the chapter, "Marita's Bargain," Gladwell informs us about the student success rates at the first KIPP middle school in the Bronx, NY, and that part of that success is owed to the fact that students continue their studies over and during the summer months. Argue whether or not you agree with the premise of the "summer slump," and if you think that summer coursework and/or reading are necessary for academic success. NOTE: there is a KIPP-affiliated school in Atlanta, and you may wish to conduct interviews with students, parents, and/or faculty there to inform your argument

#### **PLANS FOR ASSESSMENT 4:** *integrating reading selections from the unit into a writing task*

Informational/Explanatory: Guided by your career subject interview and research, as well as ideas from at least two of the texts studied (written or visual) discuss the efficacy of Gladwell's theories of opportunity, legacy, success, and achievement. How did the subject's experiences impact her or his chances at success? How do her or his experiences compare/contrast with characters from any of the texts? Did the subject's experiences adhere to Gladwell's theories or depart from them? How so? What lessons and/or inspiration did you derive from your research and interview? How might this exposure assist you in preparing for your chosen career path? Be sure to cite both textual evidence and examples from your research and interview.

#### **SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION:** What perspectives does popular American culture present regarding achievement and success?

**TASK:** Examining visual media and drawing comparisons between written and visual texts.

Standards:

ELACC8RL5: 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.

ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create

such effects as suspense or humor.

ELACC8RL7: 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 the director or actors.

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8RI4: 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.

ELACC8RI6: 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.

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SL2: 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.

ELACC8SI3: 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.

Instruction:

- Review information about America's Gilded Age, the Jazz Age, and the stock market crash of 1929 to contextualize the film. You may also wish to review Arlington's and Brooks' poems.
- Guide students through a discussion of "reading" visual texts such as film, and the similarities and differences between visual and written texts. James Marco's instructional video *How to read a film* is an indispensable resource on this topic. Discuss choices that directors make in film (e.g., lighting, sets, costumes, characters, dialogue, camera shots, editing, linear vs. fractured narrative, use of color, composition, texture, etc.) and compare them to the writer's craft of using diction, tone, figurative and literal language, rhetoric, etc.
- Inform students that this film is an adaptation of one of America's great novels, and that they will likely be reading and studying the written text in high school and/or college.
- Provide worksheets for recording observations during film viewing and inform class that these notes will form the basis of discussions and a written assessment.
- Begin viewing *The Great Gatsby* (TV version, Robert Markowitz, dir.) only through chapter 1. Interrupt film as necessary for observations/discussions.

**ESSENTIAL QUESTION: How do film and written versions of a text compare?**

**TASK: Writing task: Compare the opening passages of Fitzgerald's novel to the opening scenes of the film.**

Standards:

ELACC8RL5: 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.

ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

ELACC8RL7: 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 the director or actors.

ELACC8RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

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.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

ELACC8SI3: 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.

Instruction:

- Provide copies of the first chapter of the novel *The Great Gatsby* (pp. 1-22) for the students to read and make appropriate notes.
- Allow students to work in pairs or small groups, and, guided by notes from the novel and worksheets from the film, perform a double column comparison of the visual and written texts. What are the similarities and differences? Which text does a better and more thorough job of presenting the initial material?
- As a class, make predictions about the text regarding plot, etc. What are the visual clues? What clues are found in the first chapter of the novel? How do they hold up to a side-by-side comparison?
- Working individually, students will compose a first draft of their written comparisons and swap with another student for peer review/edits.

Homework:

- Revise written and visual text comparisons into a final draft ready to be typed during the next class session.

**ESSENTIAL QUESTION: Can rhetorical strategies be used in visual media?**

**TASK: Identifying and examining ethos, logos, and pathos in a visual text.**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RL3: 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.

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and

texts, building on others' ideas and expressing their own clearly.

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.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

Instruction:

- Provide computer stations for students to type final drafts of text comparisons.
- Guide students through a review of rhetorical strategies/persuasive speech. Pose the question of whether and how rhetoric translates into visual media such as a film.
- Provide students will worksheets or graphic organizers for observations of possible rhetorical strategies used in the film.
- Continue film viewing of *The Great Gatsby* (through chapter 4), interrupting as necessary for observations, notations, and discussions.
- Reserve a few minutes at the end of class for a discussion of any rhetorical strategies observed in the film. How and why were the effective or ineffective?

**ESSENTIAL QUESTION: What strategies does a filmmaker use to convey literary elements such as (but not limited to) tone, motif, symbol, and/or theme?**

**TASK: Continuing analysis of visual text.**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RL3: 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.

ELACC8RL5: 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.

ELACC8RL7: 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 the director or actors.

EIACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

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.

c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELACC8SL2: 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.

ELACC8SI3: 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.

Instruction:

- In notebook-journals, have students respond to the following prompt:
  - How far are you willing to go to attain success? Would you flout convention? Cut corners? Break laws? Be specific and offer concrete examples of what you would or would not do toward achieving a goal.
- Review/reteach literary elements such as characterization, plot development, tone, message, motif, symbol, and theme and encourage students to consider how these elements might translate into visual media.
- Provide appropriate graphic organizers for students to record observations during viewing.
- Continue viewing film through chapter 7. Interrupt viewing as necessary for observations, notations, and discussions.
- Reserve a few minutes at the end of class for discussion and clarification of plot and character development and analysis of literary terms.

**ESSENTIAL QUESTION: Is there a darker, more malevolent side to achieving success?**

**TASK: Mini-writing assessment.**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RL3: 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.

ELACC8RL5: 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.

ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

ELACC8RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

EIACC8WI: Write arguments to support claims with clear reasons and relevant evidence.

ELACC8RI9: 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 and interpretation.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying

approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 including grade 8.)

Instruction:

- Finish viewing film and, guided by notes, allow time for student discussions (either whole-class or smaller groups). Be sure to guide them in focusing on Gatsby's motives and methods for achieving success.
- Have students begin a draft responding to the following prompt:
  - In some of the texts we have examined (e.g., the poem "Richard Cory," the film *The Great Gatsby*, and certain song lyrics such as "Mo' Money Mo' Problems"), we have looked at darker, less achievement-oriented aspects of success that focus on the downside of "success at all costs". Collectively, and at least on the surface, American culture seems to measure success monetarily and materialistically. Do you agree or disagree with this notion? Why or why not? If not monetarily and materialistically, what are the things by which you personally measure success?
- Allow students to engage in the typical draft/review/edit process. Provide appropriate worksheets for review.

Homework:

- Guided by peer reviews, finalize draft and be prepared for typing during next class session.

**ESSENTIAL QUESTION: What is the relationship and what are the boundaries between business and institutions of higher learning? Should these relationships be more closely monitored?**

**TASK: Reading and analyzing a short informational text.**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8RI4: 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.

ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ELACC8RI6: 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.

ELACC8RI8: 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.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

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.

- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
  - c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
- ELACC8SL3: 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.

Instruction:

- Provide and share webquest, slideshow, or other visual media on Stanford University in Palo Alto, California, the internet tech bubble, various social media and the respective developers, and other relevant aspects of information technology.
- Distribute copies of "Get Rich U" by Ken Auletta (magazine article, The New Yorker).
- Read "Get Rich U." Though this is magazine article, its language can be rather complex, so it should be read together as a whole class, with teacher guiding students through the text and clarifying any new or confusing concepts. Reading should probably be stretched over two days to allow for clarification and discussion of themes.
- Allowing students to work in pairs or small groups, guide them in identifying and deconstructing the author's message and rhetorical strategies. Provide appropriate worksheets or graphic organizers for notations.

**ESSENTIAL QUESTION: How can I work collaboratively evaluate the author's claims in this informational text and demonstrate my understanding of the text? Do I agree or disagree and how so?**

**TASK: Mini-writing assessment.**

Standards:

- ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- ELACC8RI2: 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.
- ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- ELACC8RI6: 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.
- EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Finish reading "Get Rich U" and, using notes as guides, engage class in a discussion of the author's claims and assertions. Help them identify and clarify specific strengths or weaknesses in the author's argument (thesis).
- Guide students in responding to the following prompt:
  - Is higher education (undergraduate and postgraduate studies) absolutely necessary for success? If so, what about outliers such as Bill Gates and Mark Zuckerberg, both of whom did not finish college yet went on to become successful and wealthy leaders in the information technology

sector? If not (and college is admittedly not the right path for everyone), then what steps must I take toward the goal of a successful career? What opportunities are available for those who do not choose college? At least part of your answer will depend on your individual definition of success, which we have discussed periodically throughout the unit.

**ESSENTIAL QUESTION: What lessons have I taken from this unit and the related text studies?**

**TASK: End of unit reflection essay.**

**Standards:**

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text  
ELACC8RI2: 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.  
ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  
EIAACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").  
EIAACC8WI0: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

**Instruction:**

Guide students in generating a written reflection on the unit:  
Referring back to their individual responses to the anticipation guide questions, on what, if anything, have students changed their outlooks regarding their chances for success and achievement? Regardless of whether attitudes have changed, be specific and detailed and cite any and all relevant textual evidence to support their opinions.

**ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?**

**TASK: Pre-writing writing**

**Standards:**

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
ELACC8RL2: 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.  
ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text  
ELACC8RI2: 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.  
ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  
EIAACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings),

graphics (e.g., charts, tables), and

multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

ELACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.

ELACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or smart board
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 8th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment
- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion
- Review the grammatical concepts included in this study (phrases and clauses) and make sure they are meaningfully included in the rubric
- Have students return to their groups and brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in these text studies and my research?**

**Task: Writing Assessment**

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL2: 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.

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8RI2: 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.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

EIACCSW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

EIACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

EIACCSW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 including grade 8.)

EIACCSW6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

EIACCSW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

Instruction:

- Whole-class discussion of finished text.
- Assign and clarify purpose of informational analysis essay.
- Model and discuss the concept of a strong thesis statement.
- Model and discuss "power writing/power sentences" for paragraph organization—main idea, primary supporting sentences, secondary supporting sentences.
- Distribute and explain use of graphic organizers for pre-writing (idea gathering) and paragraph planning.
- Allow class time for planning and draft writing in response to the assessment prompt:

Informational/Explanatory: Guided by your career subject interview and research, as well as ideas from at least two of the texts studied (written or visual) discuss the efficacy of Gladwell's theories of opportunity, legacy, success, and achievement. How did the subject's experiences impact her or his chances at success? How do their experiences compare with characters from any of the texts? Did the subject's experiences adhere to Gladwell's theories or diverge from them? How so? What lessons and/or inspiration did you derive from your research and interview? How might this exposure assist you in preparing for your chosen career path? Be sure to cite both textual evidence and examples from your research and interview.