

**Crawfordsville Community Schools
Course Description**

**Tyranny and Justice
Grade 8 - High Ability**

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MASTER 7/18/2022

NARRATIVE DESCRIPTION

The eighth-grade high-ability language arts curriculum will examine the themes of tyranny and justice integrated with topics from history. Using historical events and conflicts, the eighth grade curriculum will provoke thought, provide opportunities for students to gather and evaluate information, analyze patterns of behavior among real people and fictional characters, and practice a variety of written and oral communication skills. The high ability curriculum will focus on academic writing in interpreting literature and reporting research findings.

High-ability students will be encouraged to think about and discuss large societal issues involving government, legal systems, rights, freedoms they take for granted, and the moral dilemmas created by societal decision-making. The framework for this kind of analysis will be two major topics in history (The Holocaust and the American civil rights struggles) and science fiction with its utopian focus on human relations and technology.

Students will begin to recognize commonalities between the large decisions that get made by leaders, the small decisions that have been made by ordinary people throughout history, and the everyday decisions they themselves make in interacting with others.

Grammar

In addition to the above literature focus, students will study grammar throughout the year using the Michael Clay Thompson series *The Magic Lens*. The beginning of the year will focus on review of grammar fundamentals, then 4-level sentence analysis will be used throughout the year using *4-Practice*, the Thompson workbook of sentences. Students will be encouraged to recognize the analytical thought processes involved in grammar analysis and their application in other areas. (8.6.1-8.6.7)

Vocabulary

Vocabulary will be studied using Michael Clay Thompson's *The Word Within the Word Volume 2*. In volume 1, students have been taught the most common 500 "stems." "Stems" are Latin and Greek prefixes, suffixes, and roots that are commonly used in English words. As they memorize these stems, they work with words built upon them. The final third of volume 1 and all of volume 2 teach and test on words built upon the stems. All units in *The Word Within the Word* employ random review of stems previously memorized. Activities include complex analogies and translations of complex paragraphs into ordinary English. (8.1.1-8.1.3)

Academic Writing

Writing focus for the high-ability student will be on academic writing. Students will use Michael Clay Thompson's *Advanced Academic Writing, Volume I*. This curriculum involves powerful description of what academic writing is and examples of what this writing style looks like. Thompson explains clearly the role of the writer in relation to his subject and provides excellent description of the analytical process required for academic writing. The book also focuses on the writing tools of grammar, sentence structure, vocabulary, and citation format. The program provides introductory experience with MLA format and also provides a series of academic writing assignments that help the student move to increasingly complex assignments. They begin with a literary analysis of one work and move on to producing increasingly complex research papers with proper citations.

Poetry

The vocabulary of literary and poetry analysis will be presented at the beginning of the year in lecture format, and then poetry will be studied and analyzed throughout the literary units. In particular students will be exposed to ballads, elegies, odes, and sonnets. They will study meter, rhyme scheme, and figurative language.

Differentiated District-Wide Goals

The high-ability student will maximize his/her gifted potential by pursuing challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

Differentiated Learner Objectives

The eighth-grade high-ability student in language arts will understand that human nature encompasses the entire spectrum of good and evil and will demonstrate this through writing journal entries and essays.

The eighth-grade high-ability student in language arts will recognize that societies function on a spectrum from tyranny to justice and demonstrate through debates, presentations, and reflective essays.

The eighth grade high-ability student in language arts will evaluate moral dilemmas in literature using class discussions, research reports, and fictional stories.

Course Concepts

Human nature encompasses the entire spectrum of good and evil.

Societies function on a spectrum from tyranny to justice.

Literature reflects moral dilemmas of real-life conflicts.

UNITS

<u>THEMES</u>	<u>LENGTH OF TIME</u>
Experiencing Tyranny	9 weeks
Striving for Justice	9 weeks
Imagining the Future	9 weeks
Sampling the Classics	9 weeks

Evaluation

Journal entries and essays that encourage the student to understand that human nature encompasses the entire spectrum of good and evil will be evaluated by the teacher using professional judgment.

Debates, presentations, and reflective essays that help the student recognize that societies function on a spectrum from tyranny to justice will be evaluated by teacher and/or students using jointly developed criteria.

Class discussions, research reports, and fictional stories that evaluate moral dilemmas in literature will be evaluated by the teacher and/or students using jointly developed criteria.

Selected Resources

Teacher Resources

The Language of Literature Teacher's Edition. McDougal Littell. Evanston: 2002.

This anthology provides a variety of short works to supplement the books to be read by students in the units of the 8th grade high ability curriculum. These items include background information on the life and death of Anne Frank, writings of Frederick Douglass, Harriet Tubman, and Isaac Asimov, as well as a variety of poetry.

Thompson, Michael Clay. *Poetry and Humanity*. Royal Fireworks Press. Unionville: 2004.

Michael Clay Thompson's poetry series combines detailed instruction in poetic structure and vocabulary with a wonderful conceptual approach to poetry as an art form. These works also focus on poetics in prose writing. They focus the student on analytical processes and promote examination of students' thinking.

Thompson, Michael. *The Magic Lens*. Royal Fireworks Press. Unionville: 2004.

This grammar series by Michael Clay Thompson provides a comprehensive, year-long program of grammar instruction and practice using Thompson's four-level sentence

analysis. The program is integrated with Thompson's other programs for vocabulary building and academic writing.

Thompson, Michael. *The Word Within the Word*. Royal Fireworks Press. Unionville: 2004.

This vocabulary building program begins with memorization of word-parts—Latin and Greek stems and roots. The testing is weekly and cumulative. Students begin right away with exercises using words employing the “stems,” and eventually the lessons involve words. Lessons incorporate high level thinking skills and analysis, in addition to the weekly memorization.

Busching, Beverly, and Betty Ann Slesinger. *“It’s Our World Too” Socially Responsive Learners in Middle School Language Arts*. NCTE. Urbana: 2002.

This work sets out ideas for use of student inquiry and collaborative learning in a language arts classroom. The book focuses on habits of literacy and citizenship to create a structure for honing skills and stimulating social consciousness.

Student Resources

The Language of Literature. McDougal Littell. Evanston: 2002.

This anthology provides a variety of short works to supplement the books to be read by students in the units of the 8th grade high ability curriculum. These items include background information on the life and death of Anne Frank, writings of Frederick Douglass, Harriet Tubman, and Isaac Asimov, as well as a variety of poetry.

Prentice Hall Literature: Silver. Prentice Hall. Englewood Cliffs: 1994.

This anthology similarly supplements the books in the curriculum with short works. The essay selections in this volume are very good.

Adventures for Readers, Book Two. Harcourt Brace Jovanovich. Orlando: 1979.

This anthology provides some different selections, especially non-fiction selections that are not in the other two anthologies.

Language Network. McDougal Littell. Evanston: 2001.

This book is a basic grammar and writing text that serves as a style manual and reference book for students.

Best Poems. Jamestown Publishers. Lincolnwood: 1998

This is a basic anthology of poetry that includes classic and modern pieces. The poems are grouped according to the poetic elements that they illustrate well. There are writing exercises and comprehension questions included.

STATE STANDARDS

(Critical Standards are in ***bold and italics***)

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- 8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- ***8.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.***
- ***8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.***
- 8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- ***8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.***

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- ***8.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.***
- ***8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.***
- 8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- 8.RN.3.1: Students are expected to build upon and continue applying concepts learned previously.
- ***8.RN.3.2: 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.***
- 8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- ***8.RN.4.1: 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.***
- 8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.RN.4.3: 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.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- 8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2: Students are expected to build upon and continue applying concepts learned previously.
- 8.RV.2.3: Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- 8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.
- 8.RV.3.3: Interpret figures of speech (e.g., verbal irony, puns) in context.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- 8.W.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- **8.W.3.1: Write arguments in a variety of forms that –**
 - *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 effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
 - *Establish and maintain a consistent style and tone appropriate to purpose and audience.*
 - *Provide a concluding statement or section that follows from and supports the argument presented.*
- **8.W.3.2 : Write informative compositions in a variety of forms that –**
 - *Introduce a topic clearly, previewing that 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 from various sources and texts.*
 - *Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*
 - *Choose language and content- specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
 - *Establish and maintain a style appropriate to the purpose and audience.*
 - *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

- **8.W.3.3 : Write narrative compositions in a variety of forms that –**
 - *a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.*
 - *b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*
 - *c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.*
 - *d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
 - *e. Provide an ending that follows from and reflects on the narrated experiences or events.*

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- **8.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –**
 - *a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.*
 - *b. Use technology to interact and collaborate with others to generate produce, and publish writing and present information and ideas efficiently.*

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- **8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.**
 - Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- **8.W.6.1: Demonstrate command of English grammar and usage, focusing on:**
 - **8.W.6.1A: Pronouns – Students are expected to build upon and continue applying conventions learned previously.**
 - **8.W.6.1B: Verbs – explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and**

using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

- *8.W.6.1C: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.*
- *8.W.6.1D: Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.*
- *8.W.6.1E: Usage –*
- *Students are expected to build upon and continue applying conventions learned previously.*
- *8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:*
 - *8.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously.*
 - *8.W.6.2B: Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission.*
 - *8.W.6.2C: Spelling – Students are expected to build upon and continue applying conventions learned previously.*

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 8.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

Crawfordsville Community Schools

Skeletal Unit Plan

March 16, 2022

8 ELA HA

Unit 1 10 weeks

How should the needs of society as a whole compare to individual needs? Many dystopian futures depict the dangers of conformity.

The Giver

Fahrenheit 451

Flowers for Algernon

High-Ability [8]

DIFFERENTIATED DISTRICT-WIDE GOALS

The eighth-grade high-ability student will maximize his or her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his or her learning experiences allowing him or her to become an independent yet interactive learner and leader.

The eighth-grade high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The eighth-grade high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The eighth-grade high-ability student in language arts will effectively respond to text with writing, providing correct cited evidence to support responses using the RACE method. (Restate, answer, cite, explain). Students will use this technique in all short answer responses unless stated otherwise.

The eighth-grade high-ability student in language arts will explore and evaluate conflicts between one or more characters from fictional works.

The eighth-grade high-ability student in language arts will examine, compare and contrast, and evaluate the ethics of the leaders from two or more fictional societies through class discussions, debates, and position papers. Students will learn how to effectively discuss differing perspectives and viewpoints.

MAJOR CONCEPTS

Authors express themselves in a variety of styles, genres, and forms that can be analyzed structurally and emotionally.

Appreciation of literature reflects one's personal values and can be qualified through writing and analysis.

Problem-solving is a key element in the development of a story and its characters. Conflicts are resolved by the end of a story's plot.

CONTENT OUTLINE

- I. Reading nonfiction articles in which students can compare/contrast with our novel.
 - A. Understanding of facts and analysis of data
 - B. Clear communication of scientific information
 - C. Synthesis of information about the world for new purposes
- II. Students will read our novels and discuss the question of why society must use technology in a way that is consistent with principles
 - A. The Giver, a society of “sameness” rather than equality
 - B. Fahrenheit 451, a society of thought control
 - C.
- III. Students will compare/contrast many different pieces of text and discuss why ethical societies must require wise leaders.
 - A. Evaluation of information about science and technology
 - B. Evaluation of moral issues raised by science and technology
- IV. Students will participate in a class discussion asking the following question: “What do heroes and leaders look like in a society?” using the following texts.
 - A. Miracle Worker
 - B. Racing the Great Bear
 - C. Otoonah
 - D. Flowers For Algernon

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will define the word, “debate.” Students will brainstorm a list of the elements that make a debate effective, as well as evaluate the soundness of the reasoning and relevance. (8.SL.3.2, 8.SL.2.1, 8.SL.2.3)

Students will watch or read examples of famous debates or watch an episode of a current events show that sets up a debate situation and considers both sides of a question; discuss the structure and persuasive elements of the “debate.” Students will reflect on whether this structure is effective at advancing the search for truth on the issue debated. (8.SL.2.5, 8.SL.3.2)

Students will be able to define censorship; examine the relationship between freedom of speech and censorship; review different views of censorship in different historical and cultural contexts. Students will also evaluate the appropriateness of censorship in some contexts, and create a graphic organizer summarizing one of these three issues. (**8.RN.2.1**, 8.ML.1)

Students will respond to a journal prompt entitled, “What makes a perfect society?” (**8.W.3.3; 8.W.3.2**; 8.SL.2.4)

DEVELOPMENTAL ACTIVITIES

Students will read *Fahrenheit 451*. Students will discuss the character of Guy Montag. Students will create a graphic illustration of the changes Montag undergoes through the course of the book. (8.RL.1, **8.RL.2.1**, **8.RL.2.2**)

Students will examine the role of television in *Fahrenheit 451*. Students will evaluate the use of visual media in Montag's society. Students will compare and contrast the television culture of Montag's future with our present media culture. Students will create a PowerPoint presentation showing this comparison. (8.SL.1, **8.RN.3.3**, 8.SL.4.1)

Students will participate in a class discussion considering what makes a hero. Students will give evidence from the story to support said answer. (8.SL.2.1, 8.SL.2.2, 8.SL.2.3)

Students will define morality and moral drift. Students will brainstorm a group definition of the concept and of issues that have shown changes over time in what is considered "right" and "wrong." (**8.SL.2.1**)

Students will review Hero's Journey. Students will watch video, discuss handout, and then use to compare/contrast with Montag. (8.RL.3.1, **8.RN.3.3**, **8.RL.2.1**)

Students will read *Racing Bear*. Students will then compare and contrast with the hero's Journey. (8.RL.3.1, **8.RL.2.1**)

Students will read, *Flowers For Algernon*. Students will complete Narrative writing in journal form. (**8.W.3.3**)

Students will participate in free-write journals (8.W.1, **8.W.3.3**)

CULMINATING ACTIVITIES

Students will master grade appropriate literary terms (8.RV.1)

Students will complete an OToonah alternative ending writing (**8.W.3.3**)

Students will complete Part 1 Final exam over *Fahrenheit 451* to ensure comprehension and theme acknowledgement is present (**8.RL.2.2**, 8.RL.2.3)

Students will complete a Final Exam for 451 to ensure comprehension and theme acknowledgement is present (**8.RL.2.2**, 8.RL.2.3)

Students will complete a *Flowers for Algernon* narrative writing (**8.W.3.3**)

Students will complete a theme paper on *The Miracle Worker* (**8.W.3.3**)

EVALUATION

The eighth-grade high-ability student in language arts will effectively respond to text with writing, providing correct cited evidence to support responses using the RACE method. (Restate, answer, cite, explain). Students will use this technique in all short answer responses unless

stated otherwise. The teacher will evaluate writing responses using a pre-determined/developed rubric. The teacher will use the rubric to analyze specific writing traits (restating, cited evidence, explanation, conventions) within the piece of writing.

The eighth-grade high-ability student in language arts will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a pre-determined/developed rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student's response for accuracy of response, identification of central ideas from the pieces of writing, and proper response formatting (transitions, central idea, supporting main ideas).

The eighth-grade high-ability student in language arts will explore and evaluate conflicts between one or more characters from fictional works. The teacher will evaluate class discussions and debates utilizing checklists, descriptive narratives, product analysis, and professional judgment.

The eighth-grade high-ability student in language arts will examine, compare and contrast, and evaluate the ethics of the leaders from two or more fictional societies through class discussions, debates, and position papers. Students will learn how to effectively discuss differing perspectives and viewpoints. The teacher will evaluate class discussions and debates utilizing checklists, descriptive narratives, product analysis, and professional judgment.

The eighth-grade high-ability students will participate in class discussions, debates, and position papers that examine, compare and contrast, and evaluate the ethics of the leaders from two or more fictional societies will be evaluated by the teacher and fellow students using jointly developed criteria. The teacher will evaluate class discussions and debates utilizing checklists, descriptive narratives, product analysis, and professional judgment.

SELECTED RESOURCES

TEACHER RESOURCES

Lowry, Lois. *The Giver*. Random House. New York: 1993.

This is an eighth grade classic showing a utopian society with a dark side. A major theme is the response of the society to differences between people. Given the responses in history to diverse groups, this provides an excellent framework for students to consider these topics and compare them to historical periods that they will study.

Bradbury, Ray. *Fahrenheit 451*. Simon & Schuster. New York: 1993.

This is the classic utopian novel about freedom of speech and freedom of thought. It mirrors the book-burning oppression of the Nazis while showing apparently well-meaning policy-makers trying to make things “pleasant.” It is a more sinister view of concepts explored in the first two novels, and it echoes historical issues that students must consider.

Gibson, William. *Miracle Worker*. Bantam Books. New York: 1962.

Based on the remarkable true story of Helen Keller and her teacher Annie Sullivan, this inspiring and unforgettable play has moved countless readers and become an American classic. Young Helen Keller, blind, deaf, and mute since infancy, is in danger of being sent to an institution because her inability to communicate has left her frustrated and violent. In desperation, her parents seek help from the Perkins Institute, which sends them a "half-blind Yankee schoolgirl" name Annie Sullivan to tutor their daughter. Despite the Kellers' resistance and the belief that Helen "is like a little safe, locked, that no one can open," Annie suspects that within Helen lies the potential for more, if only she can reach her. Through persistence, love, and sheer stubbornness, Annie breaks through Helen's walls of silence and darkness and teaches her to communicate, bringing her into the world at last. - Back cover.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

STUDENT RESOURCES

Lowry, Lois. *The Giver*. Random House. New York: 1993.

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Crawfordsville Community Schools
Skeletal Unit Plan
March 16, 2022
8 ELA HA
Unit 2 - Estimated Length: 7 weeks

Throughout Chasing Lincoln's Killer, the way people seek to use violence to prove their principles often goes astray. Violence, the threat of violence, or danger often fails to have the effect of supporting the principles that those committing the acts of violence hope to serve.

Chasing Lincoln's Killer
Poetry Study
High-Ability [8]

DIFFERENTIATED DISTRICT-WIDE GOALS

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The eighth-grade high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The eighth-grade high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The eighth-grade high-ability student in language arts will effectively respond to text with writing, providing correct cited evidence to support responses using the RACE method. (Restate, answer, cite, explain). Students will use this technique in all short answer responses unless stated otherwise.

The eighth-grade high-ability student in language arts will recognize important historical events through Civil War times. Students will also understand historical events are often the result of unpredictable circumstances, rather than methodically planned agendas.

The eighth-grade high-ability student in language arts will understand that a free and just society must address conflicts and will apply this understanding to an American problem in an argumentative paper.

MAJOR CONCEPTS

Authors express themselves in a variety of styles, genres, and forms that can be analyzed structurally and emotionally.

Appreciation of literature reflects one's personal values and can be qualified through writing and analysis.

Problem-solving is a key element in the development of a story and its characters. Conflicts are resolved by the end of a story's plot.

The eighth-grade high-ability students will read multiple nonfiction texts and identify the main/central idea in each text. Some focal central ideas for this unit are as follows:

America is founded on principles of justice.

Even in America people must struggle for justice.

A free and just society must address conflicts.

Students will respond to reading by citing text evidence effectively.

CONTENT OUTLINE

- I. Students will discuss how America was founded on principles of justice.
 - A. The Declaration of Independence and the Preamble to the Constitution form the foundation of our principles.
 - B. Important writings articulate America's principles in times of conflict..
 - 1. Speeches of King, Lincoln, and Obama
- II. Students will research, discuss, and write about people in America who must struggle for justice.
 - A. Literature and film about slavery and the civil rights movement
 - B. Hispanic-American literature
 - C. Literature about the issues of Native Americans
 - D. Literature and film of Japanese American internment during WWII
- III. III. Students will read, research, and discuss how a free and just society must address conflicts.
 - A. Reflections, oral and written, about these struggles.
 - B. Argumentative writings regarding early unjust judicial systems.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will complete a KWL Chart regarding Lincoln and their predetermined knowledge.
(8.SL.2.1)

Students will complete a free-write journal discussing historical events and interests (**8.W.1, 8.W.3.3, 8.W.3.2**)

DEVELOPMENTAL ACTIVITIES

Students will work one lesson per two weeks in our textbook, Word Within Words (8.RV.2.4)

Students will be able to complete CRQ responses citing text evidence over Chapters 1, 3, 5, 7, 10 (**8.W.3.1**)

Students will be re-introduced to Literary Terms in which they will be able to use in context, as well as identify by definition. (8.RV.1, 8.RV.2.1, 8.RV.3.1)

Students will participate in Canvas posted discussions regarding specific passages. (**8.W.3.2, 8.SL.2.1, 8.SL.4.1**)

Students will be asked to provide Journal entries of varying degrees. (8.W.1, **8.W.3.2, 8.W.3.3**)

Students will complete reading and responding to nonfiction articles based on differing perspectives (**8.RN.2.2, 8.W.3.1, 8.RN.4.1**)

Students will participate in a class discussion defining justice. Give evidence from the story to support your answer. (8.SL.2.1, 8.SL.4.1)

Students will read *Chasing Lincoln's Killer* and participate in classroom discussions regarding justice, consequences, and punishment. (8.RL.1, **8.RL.2.1, 8.RN.4.1**)

Students will participate in free-write journals (8.W.1, **8.W.3.2, 8.W.3.3**)

Students will focus on characterization throughout the text (**8.RL.2.2**)

CULMINATING ACTIVITIES

Students will master Literary Terms Exam (8.RV.1)

Students will submit an Argumentative writing (**8.W.3.1**)

Students will complete CLK Final Exam (**8.RL.2.1, 8.RL.2.2, 8.RL.2.3**)

Students will complete Ch. 1-8 Test (**8.RL.2.2, 8.RN.2.1**)

Students will complete a characterization quiz (8.RL.2.3)

Students will read Nonfiction articles based on historical events and injustices (**8.RN.2.1, 8.RN.2.2, 8.RN.2.3**)

EVALUATION

The eighth-grade high-ability student in language arts will effectively respond to text with writing, providing correct cited evidence to support responses using the RACE method. (Restate, answer, cite, explain). Students will use this technique in all short answer responses unless stated otherwise. The teacher will evaluate writing responses using a predetermined/developed rubric. The teacher will use the rubric to analyze specific writing traits (restating, cited evidence, explanation, conventions) within the piece of writing.

The eighth-grade high-ability student in language arts will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a pre-determined/developed rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student's response for accuracy of response, identification of central ideas from the pieces of writing, and proper response formatting (transitions, central idea, supporting main ideas).

The eighth-grade high-ability students will participate in Class discussions, debates, and position papers that examine, compare and contrast, and evaluate the ethics of the judicial system throughout history will be evaluated by the teacher and fellow students using jointly developed criteria. The teacher will evaluate class discussions and debates utilizing checklists, descriptive narratives, product analysis, and professional judgment

SELECTED RESOURCES

TEACHER RESOURCES

Swanson, J., 2012. *Chasing Lincoln's Killer*. [Place of publication not identified]: Scholastic Inc. Based on rare archival material, obscure trial manuscripts, and interviews with relatives of the conspirators and the manhunters, CHASING LINCOLN'S KILLER is a fast-paced thriller about the pursuit and capture of John Wilkes Booth: a wild twelve-day chase through the streets of Washington, D.C., across the swamps of Maryland, and into the forests of Virginia.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

STUDENT RESOURCES

Swanson, J., 2012. *Chasing Lincoln's Killer*. [Place of publication not identified]: Scholastic Inc. Based on rare archival material, obscure trial manuscripts, and interviews with relatives of the conspirators and the manhunters, CHASING LINCOLN'S KILLER is a fast-paced thriller about the pursuit and capture of John Wilkes Booth: a wild twelve-day chase through the streets of Washington, D.C., across the swamps of Maryland, and into the forests of Virginia.

Crawfordsville Community Schools
Skeletal Unit Plan
March 16, 2022
8 ELA HA
Unit 3 (8 Weeks)

All actions, both good and bad, have consequences. To make wise choices that produce positive consequences, human beings must have basic necessities met. If all of those needs are met, we are free to explore our “growth needs” or our uniquely human need to grow as an individual.

Maslow’s Hierarchy of Needs
Whirligig
High-Ability [8]

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize his or her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his or her learning experiences allowing him or her to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The eighth-grade high-ability student in language arts will effectively respond to text with writing, providing correct cited evidence to support responses using the RACE method. (Restate, answer, cite, explain). Students will use this technique in all short answer responses unless stated otherwise.

The eighth-grade high-ability student in language arts will explore and evaluate many different types of conflicts between one or more characters, along with internal conflict, from fictional works.

The eighth-grade high-ability student in language arts will examine, compare and contrast, many different themes from our novel, *Whirligig*. Students will write an essay stating and supporting themes. Students will learn how to effectively discuss differing perspectives and viewpoints.

MAJOR CONCEPTS

Authors express themselves in a variety of styles, genres, and forms that can be analyzed structurally and emotionally.

Appreciation of literature reflects one's personal values and can be qualified through writing and analysis.

Problem-solving is a key element in the development of a story and its characters. Conflicts are resolved by the end of a story's plot.

CONTENT OUTLINE

- I. Reading nonfiction articles in which students can compare/contrast with our novel.
 - A. Understanding of facts and analysis of data
 - B. Clear communication of scientific information
 - C. Synthesis of information about success/failure in everyday America.
- II. Students will read our novel and discuss the question of all actions, both good and bad, have consequences.
 - A. *Whirligig*, to every action comes a consequence.
 - B. Maslow's Hierarchy of Needs, understanding without basic necessities, humans will experience distress/failure.
- III. Students will compare/contrast consequences and the outcome of said consequences.
 - A. Evaluation of different scenarios in everyday living and the outcome of said scenarios.
 - B. Observation of poor decisions and how one's decisions can affect multiple people.
- IV. Students will participate in a class discussion asking the following question: "What do I need to be successful and grow as a person?" using the following texts:
 - A. *Whirligig*
 - B. Maslow
 - C. Nonfiction texts such as, "Homeless to Harvard."

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will complete an anticipation guide regarding certain beliefs and expectations in society today. Classes will engage effectively in a range of collaborative discussions based on results. (8.SL.2.1, 8.SL.2.3)

Students will discuss the differences between wants/needs. Students will complete a pre-activity store purchase sheet describing their perfect life. Classes will then break into groups based on their results. (8.RN.2.3, 8.RV.2.1, 8.SL.2.5, 8.SL.3.2)

Students will respond to a journal prompt entitled, "What makes a perfect life?" (8.W.3.3; 8.W.3.2; 8.SL.2.4)

DEVELOPMENTAL ACTIVITIES

Students will read *Whirligig*. Discuss the protagonist, Brent and his changes in characterization throughout the novel. (8.RL.1, **8.RL.2.1**, **8.RL.2.2**)

Students will participate in a class discussion considering actions and consequences. Give evidence from the story to support your answer. (8.SL.2.1, 8.SL.2.2, 8.SL.2.3)

Students will define the differences between wants and needs based on the article, *Homeless to Harvard*. (**8.RN.2.1**; **8.RN.2.2**; **8.RN.4.1**; 8.SL.2.2; 8.SL.2.3).

Students will write an objective summary over Chapter 4 of *Whirligig*. (**8.W.3.3**; 8.W.6.2)

Students will complete Narrative writing in journal form responding to specific prompts. (**8.W.3.3**)

Students will participate in free-write journals (**8.W.1**)

CULMINATING ACTIVITIES

Students will master grade appropriate literary terms (8.RV.1)

Students will complete a persuasive writing on a theme for *Whirligig* (**8.W.3.1**)

Students will complete a Final Exam to ensure comprehension and theme acknowledgement is present (**8.RL.2.2**, 8.RL.2.3)

Students will complete the activity entitled, “Life Store,” after studying Maslow’s Hierarchy of Needs. Students will discuss in groups the varying answers of wants/needs. (8.RN.2.3; 8.RN.4.3; 8.SL.2.1; 8.SL.3.1)

EVALUATION

The eighth-grade high-ability student in language arts will effectively respond to text with writing, providing correct cited evidence to support responses using the RACE method. (Restate, answer, cite, explain). Students will use this technique in all short answer responses unless stated otherwise.

The eighth-grade high-ability student in language arts will explore and evaluate conflicts between one or more characters from fictional works, and delineate round and dynamic characters.

The eighth grade high ability student in language arts will examine, compare and contrast, the needs of members of society, as well as their peers through class discussions, debates, and position papers. Students will learn how to effectively discuss differing perspectives and viewpoints.

The eighth grade high ability students in language arts will complete writings of varying degrees including, but not limited to: summaries, persuasive, and informative essays; discussing theme, consequences, and text to world and self connections. These writings will be evaluated by the teacher and fellow students using jointly developed criteria.

SELECTED RESOURCES

TEACHER RESOURCES

Fleischman, Paul. *Whirligig*. Square Fish, 2010.

When sixteen-year-old Brent Bishop inadvertently causes the death of a young woman, he is sent on an unusual journey of repentance, building wind toys across the land.

In his most ambitious novel to date, Newbery winner Paul Fleischman traces Brent's healing pilgrimage from Washington State to California, Florida, and Maine, and describes the many lives set into new motion.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

STUDENT RESOURCES

Fleischman, Paul. *Whirligig*. Square Fish, 2010.

When sixteen-year-old Brent Bishop inadvertently causes the death of a young woman, he is sent on an unusual journey of repentance, building wind toys across the land.

In his most ambitious novel to date, Newbery winner Paul Fleischman traces Brent's healing pilgrimage from Washington State to California, Florida, and Maine, and describes the many lives set into new motion.

Crawfordsville Community Schools
Skeletal Unit Plans
July 18, 2022
8 HA ELA

Unit #4 - Estimated Length: 9 Weeks

Experiencing Tyranny

Through analyzation of the Holocaust and other major historical events, we see the dangers of prejudice, discrimination, and dehumanization. This unit also reveals the full range of human responses - raising important considerations about societal and individual motivations and pressures that lead people to act as they do - or to not act at all. During a crisis, we see why at times the absence of voice is needed, in contrast to how speaking up can also affect critical outcomes.

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize his/her gifted potential by pursuing challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

DIFFERENTIATED LEARNER OBJECTIVES

The eighth-grade high ability student in language arts will recognize the potential for heroism in many different individuals and will demonstrate his/her understanding of that concept through reflective performances and writings including elegies, and essays.

The eighth-grade high ability student in language arts will understand that every character's decisions play a role in upholding justice and will demonstrate this understanding in essays, and narrative diary entries.

The eighth-grade high ability student in language arts will research a historical hero and create an outline, along with a research essay describing their hero while organizing ideas, providing relevant facts, using appropriate transitions, and establishing a style appropriate to purpose and audience.

The eighth-grade high ability students will discuss, respond, write, and develop individual and unique responses to various forms of reading including novels, and various nonfiction pieces or articles. The students will share their findings through a multitude of different avenues depending on the piece of writing they are responding to.

The eighth-grade high ability students will create engaging presentations that include multimedia components and visual displays in presentations to clarify information.

MAJOR CONCEPTS

A variety of nonfiction texts can be analyzed and objectively summarized without personal bias or input.

Nonfiction pieces can be actively explored through various forms of research while providing an opportunity for learners to grow and develop further understanding of different concepts through continued reading and analysis.

Nonfiction analysis provides an opportunity for students to develop a deeper understanding of new topics and allows them to demonstrate their gained knowledge through a variety of responses like writing and presentations.

Authors demonstrate a deep understanding and connection with a topic while presenting factual information and avoiding personal bias.

CONTENT OUTLINE

- I. Everyone is a potential hero.
 - A. Ordinary people are heroic in many ways..
 - 1. The young twins, Eva and Miriam, are heroes.
 - B. Ordinary people become historical and literary figures because of their response to tyranny.
 - 1. Films and websites show many examples of individual cowardice and heroism during the Holocaust.
 - 2. Eva Kor, Anne Frank, Miep Gies, Elie Weisel are ordinary people who became heroes during the Holocaust.
- II. Everyone is responsible for upholding justice.
 - A. During the Holocaust, individuals played a critical role for both good and evil.
 - 1. Germans allowed Hitler to come to power and individuals betrayed people like Anne Frank.
 - 2. Ordinary people saved Jews from the Holocaust or stood up to the Nazi regime. (Anne Frank's helpers, individuals from *Night*, The White Rose Society)
 - B. Bystanders, by doing nothing, permit tyranny to flourish.
- III. Responses to conflict and use of power create tyranny or justice.
 - A. The Holocaust itself was the result of one approach to conflict and power.
 - B. The writings of survivors and victims teach society other ways to respond to conflict and to use power.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will watch the film, *Anne Frank*, to show how ordinary people become extraordinary. Discuss “bystander” concept.

Students will complete an anticipation guide regarding certain beliefs and expectations in society today. Classes will engage effectively in a range of collaborative discussions based on results. (8.SL.2.1, 8.SL.2.3)

Students will read the background article about the Lodz Ghetto. Watch film online “The Children of Lodz.” Examine animated map of Lodz and view artifacts on USHMM website. Discuss the practical problems of operating the ghetto faced by leaders who want to help residents live as normal a life as possible. (8.SL.2.1, 8.SL.4.1)

Students will respond to a journal prompt entitled, “Describe a time when you saw injustice?” (8.W.3.3; 8.W.3.2; 8.SL.2.4)

Students will explore United States Holocaust Memorial Museum website and other selected websites along with survivor and liberator testimonies and other video. Rehearse and retell the person’s story. Relate a clear incident, event, or situation, reveal the significance of the incident event, or situation, use narrative and descriptive strategies to support the presentation. (8.SL.4.1; 8.RN.2.1; 8.RN.2.2)

DEVELOPMENTAL ACTIVITIES

Students will begin analysis of nonfiction through the reading and discussion of the class novel, *Night*. (8.RN.2.1; 8.RN.2.2; 8.RN.2.3; 8.RN.3.3)

Students will read and analyze nonfiction articles for written responses. Students will utilize the RACE writing method when identifying text evidence to support analysis. (8.RN.1; 8.RN.2.1; 8.RN.2.3; 8.RN.3.2; 8.RN.3.3; 8.RN.4.2; 8.RV.1; 8.W.1; 8.W.6.2)

Students will develop journal entries to demonstrate understanding throughout a piece of writing. (8.W.3.3; 8.RN.2.1)

Students will read and analyze various nonfiction articles for written responses. Students will utilize the Objective Summary format when summarizing the overall article. (8.RN.1; 8.RN.2.1; 8.RN.2.2; 8.RN.2.3; 8.RN.3.2; 8.RN.3.3; 8.RN.4.2; 8.RV.1; 8.W.1; 8.W.6.2)

Students will compare and contrast different excerpts from literature. Students will draw on personal life experiences to also compare those works of literature to their own lives. Students will utilize class discussions and different forms of writing to demonstrate their understanding of this concept. (8.RL.4.2; 8.W.1; 8.W.3.3)

CULMINATING ACTIVITIES

Students will define and discuss “responsibility” and “accountability” regarding conflict and power and the Holocaust. Consider interpersonal conflicts, political conflicts, the role of individual bystanders, other nations as bystanders (including the United States. Complete an organized list explaining most responsible to least responsible when it comes to fault. For

example, discuss the moral implications of the United States delaying entry into the war. (8.W.5; 8.SL.2.1; 8.SL.2.2; 8.SL.2.3; 8.SL.2.4; 8.SL.2.5; 8.SL.4.1)

Students will select a “Holocaust Hero” and research his or her life. Students will develop an informative essay in conjunction with their hero. Students will develop the topic with relevant facts. Students will use appropriate transitions to clarify the relationships among ideas and concepts. (**8.W.3.2**; 8.W.4; 8.W.5)

Students will conduct research and gather relevant information from multiple sources, as well as present a presentation for their peers. (8.W.5; 8.SL.4.1)

Students will respond to various questions asking for textual evidence utilizing the RACE response format. (**8.RN.2.1**; **8.RN.2.3**; **8.RN.3.2**; **8.W.3.1**; **8.W.3.3**)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (**8.RN.2.1**; 8.RN.2.3; 8.RN.3.2; **8.RN.3.3**; 8.RN.4.2; 8.W.6.2)

EVALUATION

The eighth-grade high-ability students will utilize writing strategies to effectively develop an informative writing, in response to our classroom novel. This writing will demonstrate the student’s ability to research, organize, provide relevant facts, and use appropriate transitions to clarify the relationships among ideas and concepts. The teacher will evaluate informative writing pieces using a predetermined rubric. The teacher will use the rubric to analyze specific writing traits within a piece of writing.

The eighth-grade high-ability students will accurately respond to constructed response questions requiring cited evidence from the text utilizing the RACE method writing format (Restate, answer, cite, explain). This format can be used when responding to nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined rubric focusing on the RACE writing method. The teacher will use this rubric to analyze the student’s response for accuracy of response, utilization of text evidence, and proper response formatting.

The eighth-grade high-ability students will analyze nonfiction articles and text to determine the central idea of a text. The student will then develop clear and concise objective summaries highlighting the essential elements of that piece of text. The teacher will evaluate the objective summaries utilizing a predetermined rubric focusing on the elements of objective summary writing. The teacher will use this rubric to analyze the student’s response for accuracy of response, identification of central ideas from pieces of writing, and proper response formatting.

The eighth-grade high-ability students will participate in Class discussions, debates, and position papers that examine, compare and contrast, and evaluate the ethics of the judicial system throughout history will be evaluated by the teacher and fellow students using jointly developed criteria. The teacher will evaluate class discussions and debates utilizing checklists, descriptive narratives, product analysis, and professional judgment

SELECTED RESOURCES

Teacher Resources

ADL, USC Shoah Foundation Institute, Yad Vashem. *Echoes and Reflections: A Multimedia Curriculum On the Holocaust*. 2005.

This is a detailed curriculum for teaching about the Holocaust. It includes a dvd of video clips of testimony by survivors and other witnesses. The focus of the program is on primary source materials. The binder contains background information and black line masters for handouts on a variety of topics. There is also a website with additional materials. There are excellent glossaries of vocabulary needed to understand the Holocaust. The material on the Lodz Ghetto was provided an excellent introduction to *The Cage* and *Anne Frank*.

United States Holocaust Memorial Museum. *Days of Remembrance April 3-10, 1994. Fifty Years Ago: Darkness Before Dawn*. United States Holocaust Memorial Council. 1994.

This is a large book is a planning guide for commemoration programs. It has a wealth of primary source documentation, including essays, maps, timelines, speeches, Nazi decrees, diaries, and letters from resistance members.

Scholle, Inge. *The White Rose: Munich 1942-1943*. Wesleyan University Press. Middletown: 1983.

This book is a memoir by Inge Scholle about her sister Sophie, her brother Hans and their friends who formed the White Rose Society, a resistance movement inside Nazi Germany. Hans, Sophie, and four of their friends were summarily tried and executed for treason simply for distributing pamphlets criticizing the Nazi government. The Scholle's were members of the Hitler Youth who became troubled when the true implications of National Socialism became clear to them. This story presents a remarkable profile of courage and strength.

Wiesel, Elie. *Night*. Trans. Stella Rodway. Bantam. New York: 1960.

Elie Wiesel won the Nobel Peace Prize in 1986 for his work as a “messenger to mankind” and as someone who was “one of the most important spiritual leaders and guides in an age when violence, repression and racism continue to characterise the world.” (sic). *Night* is one of his most influential works, and one of the most important works of Holocaust literature.

Mowat, Ralph, and Charles Dickens. *A Tale of Two Cities*. Oxford University Press, 2008.

The novel tells the story of the French Doctor Manette, his 18-year-long imprisonment in the Bastille in Paris, and his release to live in London with his daughter Lucie whom he had never met. The story is set against the conditions that led up to the French Revolution and the Reign of Terror.

Shakespeare, William, 1564-1616. *A Midsummer Night's Dream*. New York :Signet Classic, 1998.

Four Athenians run away to the forest only to have Puck the fairy make both of the boys fall in love with the same girl. The four run through the forest pursuing each other while Puck helps his master play a trick on the fairy queen.

Student Resources

Frank, Anne. *Anne Frank: The Diary of a Young Girl*. Trans. B.M. Mooyart-Doubleday. Bantam. New York: 1993.

Anne Frank has written one of the most widely read works of non-fiction in history. Her diary is useful as primary source material about the Holocaust. It is also important to the language arts curriculum as an excellent example of autobiography and personal storytelling. It provides a moving, dramatic and real story that students of a historical figure with whom students can readily identify. It introduces them to a mystery (Who betrayed the Franks?), and a real life example of the power of individual voices to make a difference in the world.

Wiesel, Elie. *Night*. Trans. Stella Rodway. Bantam. New York: 1960.

Elie Wiesel won the Nobel Peace Prize in 1986 for his work as a “messenger to mankind” and as someone who was “one of the most important spiritual leaders and guides in an age when violence, repression and racism continue to characterise the world.” (sic). *Night* is one of his most influential works, and one of the most important works of Holocaust literature.

The United States Holocaust Memorial Museum website. United States Holocaust Memorial Council. May 28, 2009. <www.ushmm.org>

This website contains a wealth of material about all aspects of the Holocaust, including a focus on more modern genocides. The site has many videos, documentary films, photos, artifacts, and well organized texts about the events before, during, and after the war. This resource provides an easily accessible source of material for original inquiry about the topic

Mowat, Ralph, and Charles Dickens. *A Tale of Two Cities*. Oxford University Press, 2008.

The novel tells the story of the French Doctor Manette, his 18-year-long imprisonment in the Bastille in Paris, and his release to live in London with his daughter Lucie whom he had never met. The story is set against the conditions that led up to the French Revolution and the Reign of Terror.

Shakespeare, William, 1564-1616. *A Midsummer Night's Dream*. New York :Signet Classic, 1998.

Four Athenians run away to the forest only to have Puck the fairy make both of the boys fall in love with the same girl. The four run through the forest pursuing each other while Puck helps his master play a trick on the fairy queen.