

**Magoffin County Schools  
English Language Arts  
Kentucky Core Academic Standards Planning Guide**

Teacher: **Suggested Unit 1**

Date: **August 10-September 16, 2011**

Title: **Urban Settings in America**

Unit: **1**

Lesson Plan: **5.5** weeks

Grade Level: **8th**

- **Overview** – Students continue to explore characters and plots, but this unit takes a unique approach to examining how setting, directly or indirectly, affects these story elements. Students work on citing textual evidence that uncovers the setting, analyze the impact of the setting on individuals and events, and write their own urban narrative. This unit ends with an open-ended reflective essay response to the essential question.
- **Essential Question:** What does the urban setting contribute to these stories?

**Focus Standards**

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Language
<p>RL.8.1. <b>Cite</b> the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.4. <b>Determine</b> the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <b>analyze</b> the impact of specific word choices on meaning and tone, including analogies or allusions to</p>	<p>RI.8.1: <b>Cite</b> the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.6: <b>Determine</b> an author’s point of view or purpose in a text and <b>analyze</b> how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.4. <b>Determine</b> the meaning of words and phrases</p>	<p>W.8.3: <b>Write</b> narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.9. <b>Draw</b> evidence from literary or informational texts to support analysis, reflection, and research.            a. <b>Apply grade 8 Reading standards</b> to literature (e.g., “Analyze how a modern work of fiction draws on themes,</p>	<p>SL.8.1: <b>m</b> effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.8.1 (a): <b>Come</b> to discussions prepared, having read or researched material under study; explicitly <b>draw</b> on that preparation by referring to evidence on the topic, text, or issue to probe</p>	<p>L.8.4: <b>Determine</b> or <b>clarify</b> the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.4 (a): <b>Use</b> 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.</p> <p>L.8.4 (b): <b>Use</b> common, grade-</p>

other texts.	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.	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. <b>Apply grade 8 Reading standards</b> 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").	and reflect on ideas under discussion.  SL.8.1 (b): <b>Follow</b> rules for collegial discussions and decision-making, <b>track</b> progress toward specific goals and deadlines, and <b>define</b> individual roles as needed.	appropriate Greek or Latin affixes roots as clues to the meaning of a word (e.g., precede, recede, secede). Common Core State Standards, ELA (1.5 MB)
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<b>Student Objectives :</b>	Knowledge/Understanding	Reasoning	Performance Skill	Product
	<ul style="list-style-type: none"> <li>•Read and discuss a variety of fiction and nonfiction, specifically what these genres reveal about life in urban America.</li> <li>•Write a variety of responses to literature, poetry, and informational text.</li> <li>•Compare and contrast story characters, plots, themes, and settings from stories about urban America.</li> <li>•Analyze different accounts of the same event (i.e., September 11, 2001).</li> <li>•Write poetry (concrete or haiku) and perform it for classmates.</li> <li>•Compare elements of the musical Chicago to other poetry and prose about Chicago.</li> <li>•Define relationships between words (e.g., urban, urbanization, suburban; city, citify; metropolitan, metropolis).</li> <li>•Participate in group discussions.</li> </ul>			

### Resources

<b>Literary Texts</b> <i>Poems</i> <ul style="list-style-type: none"> <li>•"Chicago" (Carl Sandburg) (E)</li> </ul>
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- “O Captain! My Captain!” (Walt Whitman) (E)
- Stone Bench in an Empty Park (Paul Janeczko)
- Technically, It’s Not My Fault (John Grandits)

Short Stories

(Note: These are used again in unit 2.)

- American Eyes: New Asian-American Short Stories for Young Adults (Lori Carlson)
- America Street: A Multicultural Anthology of Stories (Anne Mazer)
- Join In: Multiethnic Short Stories (Donald R. Gallo)

Stories

- The Great Fire (Jim Murphy) (E)
- Kiki Strike: Inside the Shadow City (Kirsten Miller)
- The Catcher in the Rye (J.D. Salinger)
- All of the Above (Shelley Pearsall)
- A Long Way from Chicago: A Novel in Stories (Richard Peck) [easy to read]
- Bag in the Wind (Ted Kooser and Barry Root) (easier)
- The King of Dragons (Carol Fenner) (easier)

Picture Books (Introductory Material)

- City By Numbers (Stephen T. Johnson)

Informational Texts

Informational Text

- The Building of Manhattan (Donald Mackay) (E)
- Skyscraper (Lynn Curlee)
- The New York Subways (Great Building Featsseries) (Lesley DuTemple)
- New York (This Land is Your Land series) (Ann Heinrichs)
- September 11, 2001: Attack on New York City: Interviews and Accounts (Wilborn Hampton)
- September 11, 2001 (Cornerstones of Freedom, Second Series) (Andrew Santella)
- "The Evolution of the Grocery Bag" (American Scholar Magazine, Autumn 2003) (Henry Petroski) (E)
- America’s Top 10 Cities (Jenny E. Tesar)
- An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 (Jim Murphy) (EA)

Art, Music, and Media

Media

- Video footage from September 11, 2001

Activities -	Assessments –
<p><b>Introductory Activity (for the year)</b> You will be reading a variety of literature and informational texts this year, and perhaps even some genres you haven't read before. Your teacher will give you a list of twenty genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) from which to select titles. One of your goals by the end of the year is to read books from at least four genres that are new to you. (RL.8.10, RI.8.10)</p> <p><b>Graphic Organizer</b> As you read one of the novels and/or short stories from this unit, take notes in your journal about the story characters, plot, theme, and setting. As you take notes about these categories, think about how the setting impacts the story. Be sure to note page numbers with relevant information that is explicitly stated or implied, so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> <li>•Who are the major character(s)?</li> <li>•What is the problem faced by the character(s)? How does he/she/they resolve the problem?</li> <li>•What is the theme of the novel? (i.e., good vs. evil; overcoming challenges, etc.)</li> <li>•What is the impact of the setting(s) on the characters?</li> <li>•Is the impact of the setting stated or implied?</li> <li>•What unique words and phrases are used to describe the setting(s)?</li> </ul> <p>Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.8.1, RL.8.2, RL.8.4)</p> <p><b>Introductory Activity/Class Discussion</b> Your teacher will read <i>Alphabet City</i> and <i>City by Numbers</i>, both by Stephen Johnson, to the class. What is the author's purpose in creating these texts? How can we use this to begin looking at cities (urban settings) in a different way? What are the advantages and disadvantages to using picture books to examine setting? Write responses to these questions in your journal and share with a partner prior to class discussion. (RI.8.1, RI.8.5, RI.8.6, RI.8.7)</p> <p><b>Class Discussion</b></p>	<p><b>Informational Text Response</b> Read various informational texts about New York City, from books about the architecture in Manhattan to books about the events of September 11, 2001. Analyze how different texts make connections and distinctions among individuals, ideas, or events. Write your thoughts in your journal, share ideas with a partner, and revise your ideas if desired. (RI.8.1, RI.8.3, RI.8.7, RI.8.9, SL.8.2, L.8.1a, L.8.2a)</p> <p><b>Narrative Writing</b> While reading the short stories in this unit, explore your own style of writing. Compare and contrast the following among the stories: Which author orients the reader to a story in a manner that is similar to your own? What sensory details do authors use that you like to use too? How does the author incorporate setting as an integral part of the story? What new vocabulary words can you incorporate into your story? How will your story end? Write your own short story of a real or imagined experience that effectively explores the impact of an urban setting on characters and plot. (You may conduct brief research on a city of choice and incorporate facts about that city into your story if you wish.) Publish your story as a podcast or on a class blog and request feedback on your literary style from your classmates. (W.8.3a, b, c, d, e, W.8.7, L.8.1a, L.8.2a)</p> <p><b>Write a Poem</b> Read haiku poems from <i>Stone Bench in an Empty Park</i> by Paul Janeczko and concrete poems from <i>Technically, It's Not My Fault</i> by John Grandits. Next, compare the portrayal of the grocery bag in <i>Bag in the Wind</i> by Ted Kooser to "The Evolution of the Grocery Bag" by Hentry Petroski. How does the structure of each text impact the meaning? Write a concrete or haiku poem about a grocery bag and accompanied by a visual/digital illustration. Share your poem with your classmates. (RL.8.5, W.8.4, RL.8.2, RI.8.2, SL.8.6)</p> <p><b>Media Appreciation/Class Discussion</b> Compare and contrast the poem "Chicago" by Carl Sandburg and <i>The Great Fire</i> by Jim Murphy. These take place in the same city. How is the urban setting portrayed in each? How does the structure of each lend credence to its</p>

Compare and contrast settings, characters, plots, and themes of the various novels read. Can you begin to make any generalizations about the impact the urban setting has on these stories? What are they? (SL.8.1a, b, RL.8.4)

### **Class Discussion**

Compare how different poems about the same item (i.e., the grocery bag) are unique in presentation, structure, and style. Which of these elements impacts the meaning of the poem? Why? Write your thoughts in your journal and share with a partner prior to class discussion. (SL.8.1a,b)

### **Class Discussion**

It has been said that places have a character of their own. How is setting used as a “character”? Write your thoughts in your journal and share with a partner prior to class discussion. Be sure to cite specific information from texts read. (SL.8.1a, b, RL.8.1, RI.8.1)

### **Word Study**

Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meaning? This is why we study etymology.

### **Additional Resources:**

Exploring Setting: Constructing Character, Point of View, Atmosphere, and Theme (ReadWriteThink) (RL.8.1)

Though many texts do not rely heavily on setting for meaning, students need to be equipped with the knowledge and skills necessary to read for setting, especially as it relates to the construction of other elements of a short story or novel. (Note: This is a unit for grades 9-12, but could be modified for eighth grade.)

Critical Media Literacy: Commercial Advertising (ReadWriteThink) (RI.8.8)

By looking at advertising critically, students begin to understand how the media oppresses certain groups, convinces people to purchase certain products, and influences culture.

meaning? Write your thoughts in your journal and share with a partner prior to class discussion. (RI.8.1, RI.8.9, RL.8.7, RL.8.5)

### **Literature Response**

What’s in a name? Write a journal entry where you respond to this question based on a place read about in class, such as New York City or Chicago. (W.8.9a, b, RL.8.1, RI.8.1)

Create a personal dictionary of terms found, learned, and used throughout this unit (e.g., urban, urbanization, suburban, city, citify, metropolitan, metropolis, etc.). This dictionary will be used all year long to explore the semantics (meanings) of words and their origins, especially those with Greek and Latin roots. (L.8.4a, b)

### **Reflective Essay**

Write a response to the essential question: “What makes the urban setting unique to these stories?” Make sure to include words and phrases learned in this unit, including figurative and connotative language. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast on the class webpage for this unit. (W.8.2a, b, c, d, e, f, W.8.4, W.8.9a, b, SL.8.1a, b, L.8.1a, L.8.2a)

Internalization of Vocabulary Through the Use of a Word Map (ReadWriteThink) (RL7.4, RI7.4)

This lesson provides a concrete way for students to learn vocabulary.

Improve Comprehension: A Word Game Using Root Words and Affixes (ReadWriteThink) (RL7.4, RI7.4)

Middle school students love friendly competition, and word games can be an ideal context to help them study the meaning, structure, and spelling of words.

Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary (ReadWriteThink) (RL7.4, RI7.4)

The Flip-a-Chip activity turns ordinary poker chips into teaching tools, showing students how different affixes and roots can be joined to make words and then placed into a context-rich paragraph.

You Can't Spell the Word Prefix Without a Prefix (ReadWriteThink) (RL7.4, RI7.4)

Students learn in a cooperative setting to identify, define, and construct words with prefixes.

### Terminology/Vocabulary

- connotative meaning
- explicit textual evidence
- implicit textual evidence
- literal vs. figurative language
- setting
- theme

**Notes:**