

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

**Teacher:** Suggested Unit 2

**Date:** September 17-October 31, 2011

**Title:** Rural Settings in North America

Unit: 2

5.5 weeks

**Grade Level:** 8th

- **Overview** – In this unit, students specifically refer back to unit one, comparing and contrasting rural settings to urban ones. This unit also expands beyond the borders of the United States to Canada and Mexico. Students examine how text structures contribute to meaning, the characteristics of different genres, and begin writing arguments to support the point of view they choose to take. This unit ends with an open-ended reflective essay response to the essential question.
- **Essential Question:** What does the rural setting contribute to these stories?

**Focus Standards**

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Language
RL.8.5: <b>Compare</b> and <b>contrast</b> the structure of two or more texts and <b>analyze</b> how the differing structure of each text contributes to its meaning and style.	RI.8.2: <b>Determine</b> a central idea of a text and <b>analyze</b> its development over the course of the text, including its relationship to supporting ideas; <b>provide</b> an objective summary of the text.  RI.8.7: <b>Evaluate</b> the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	W.8.1: <b>Write</b> arguments to support claims with clear reasons and relevant evidence.  W.8.5. With some guidance and support from peers and adults, <b>develop</b> and <b>strengthen</b> writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have	SL.8.1: <b>Engage</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.  SL.8.1 (c): <b>Propel</b> conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full	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.  L.8.4 (c): <b>Consult</b> general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or

		<p>been addressed.</p> <p>W.8.6. <b>Use</b> technology, including the Internet, to <b>produce</b> and <b>publish</b> writing and <b>present</b> the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.8.1 (d): <b>Respond</b> thoughtfully to diverse perspectives; <b>synthesize</b> comments, claims, and evidence made on all sides of an issue; <b>resolve</b> contradictions when possible; and <b>determine</b> what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>determine</b> or clarify its precise meaning or its part of speech.</p> <p>L.8.4 (d): <b>Verify</b> the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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<b>Student Objectives :</b>	Knowledge/Understanding	Reasoning	Performance Skill	Product
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- I can...**
- Read and discuss a variety of fiction and nonfiction, specifically what these genres reveal about rural life in North America.
  - Compare and contrast information learned about rural life with the previous study of urban life; begin to examine “suburban” life as a combination of rural and urban.
  - Compare and contrast story characters, plots, themes and settings from stories about rural North America.
  - Write a variety of responses to literature, poetry, and informational text.
  - Evaluate the structure of various texts and discuss the impact of the structure on its meaning.
  - Write an argument, supported by clear reasons and evidence, about the presentation of rural North America you believe was the most memorable.
  - Recognize nuances in meaning among similar words (e.g., rural, agrarian, agriculture, hamlet, village, country, country side, rustic).
  - Participate in group discussions.

**Resources**

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

## Literary Texts

### Stories

#### Rural United States

- Travels with Charley: In Search of America (John Steinbeck) (E)
- This Land Was Made for You and Me: The Life and Songs of Woody Guthrie (Elizabeth Partridge) (E)
- The Adventures of Tom Sawyer (Mark Twain) (E)
- Roll of Thunder, Hear My Cry (Mildred D. Taylor) (E)
- The Land (Mildred D. Taylor)
- Of Mice and Men (John Steinbeck)
- The Last of the Mohicans (James Fenimore Cooper)
- Shane (Jack Schaefer)
- The Daybreakers (The Sackett series) (Louis L'Amour)

#### Rural North America

- Barrio Boy (Ernesto Galarza)
- The Incredible Journey (Sheila Burnford)

### Poems

- "The Railway Train" (Emily Dickinson) (E)
- "Mending Wall" (Robert Frost) (EA)
- My America: A Poetry Atlas of the United States (Lee Bennett Hopkins)
- You Hear Me?: Poems and Writing by Teenage Boys (Betsy Franco)

### Short Stories

(Note: These were also used in unit 1.)

- 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)

### Picture Books (Introductory Material)

- A Mountain Alphabet (Margriet Ruurs)
- B is for Big Sky Country: A Montana Alphabet (Sneed B. Collard, III and Joanna Yardley)
- P is for Piñata: A Mexico Alphabet (Tony Johnston)

### Informational Texts

#### Informational Text

#### Rural United States

- The Alamo (Cornerstones of Freedom, Second Series) (Tom McGowen)
- African-Americans in the Old West (Cornerstones of Freedom series) (Tom McGowen)

- Trail of Tears (Cornerstones of Freedom series) (R. Conrad Stein)
  - Wild Horses I Have Known (Hope Ryden)
  - Wildflowers Around the Year (Hope Ryden)
- American Science/Technical Subjects
- California Invasive Plant Council (Invasive Plant Inventory) (E)
  - Geeks: How Two Lost Boys Rode the Internet out of Idaho (Jon Katz) (E)
  - “The Marginal World” (1955) in The Edge of the Sea (Rachel Carson)
- North America
- Never Cry Wolf: The Amazing True Story of Life Among Arctic Wolves (Farley Mowat)
  - One Hundred & One Beautiful Small Towns in Mexico (Guillermo Garcia Oropeza and Cristobal Garcia Sanchez)
- Additional Resources
- History of Landscape Painting
- Art, Music, and Media
- Art
- Grant Wood, American Gothic (1930)

#### Activities –

##### **Introductory Activity/Class Discussion**

Your teacher will read A Mountain Alphabet by Margriet Ruurs or P is for Piñata: A Mexico Alphabet by Tony Johnston to the class. What is the author’s purpose in creating these texts? How are these books presenting rural life as a contrast to the previous study of urban life? What are the advantages and disadvantages to using picture books to examine setting? How is this presentation similar to, or different from, information you find online? Write responses to these questions in your journal and share with a partner prior to class discussion. Consider creating your own ABC book while reading the stories in this unit, and you will find it can be as easy or as complex as you choose to make it. (RI.8.1, RI.8.2, RI.8.6, RI.8.7)

##### **Graphic Organizer**

As you read 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, especially in comparison to the urban settings discussed in the previous unit. Be sure to note page numbers with relevant information, or mark your book with Post-It notes, so you can go back and cite the text during class discussion.

#### Assessments –

##### **Writing an Argument**

What has been the most memorable presentation of rural America you have read? What made it memorable to you? How did having urban settings to contrast with help or hinder the powerful effect of the piece you chose? Write an argument and support your claims with clear reasons and relevant evidence. (If needed, you may conduct brief research on your rural area choice and incorporate those facts into your argument.) Publish your story on a class blog and request feedback on the strength of your argument from your classmates. (W.8.1a, b, c, d, e, W.8.7, W.8.5, W.8.6, L.8.1a, b, L.8.2a, b)

##### **Word Study (1)**

[Continuing activity from the first unit] Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meaning? Add words found, learned, and used throughout this unit to your personal dictionary (e.g., rural, agrarian, agriculture, hamlet, village, country, countryside, rustic, etc.). This dictionary will be used all year long to explore the semantics (meanings) of words and their origins. (L.8.4a, b, c, d)

##### **Reflective Essay**

- Who are the major character(s)?
- What is the problem faced by the character(s)? How do he/she/they resolve the problem?
- What is the theme of the novel? (i.e., good vs. evil, overcoming challenges, etc.)
- What is the impact of the setting(s) on the characters?
- Is the impact of the setting stated or implied?
- What unique words and phrases are used to describe the setting(s)?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.8.5, RL.8.1, RL.8.2, R.L8.4)

### **Class Discussion**

Compare and contrast settings, characters, plots, and themes among the various novels read as well as to those with urban settings from the previous unit. Can you begin to make any generalizations about the impact the rural setting has on these stories? What are they? (SL.8.1a, b, c, d, RL.8.4)

Informational/Literature Text Response Comparison

Read and compare the presentation of Canada in *Never Cry Wolf: The Amazing True Story of Life Among Arctic Wolves* by Farley Mowat to *The Incredible Journey* by Sheila Burnford. Develop a multimedia presentation that explores the similarities and differences visually. (RI.8.1, RI.8.2, RL.8.2, RL.8.5, L.8.1a, b, L.8.2a, b)

### **Literary Response**

*Travels with Charley* is considered a travelogue. How does the structure contribute to the meaning in a manner different than poetry? Talk about your ideas with a partner. Then, in your journal, describe how Steinbeck uses point of view and other literary devices to convey his thoughts and feelings about America. Cite specific examples/page numbers from the text. (RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.6, L.8.1a, b, L.8.2a, b)

### **Informational Text Response**

What "power of nature" does Carson find in "The Marginal World"? How does the structure contribute to the meaning? Talk about your ideas with a partner. Then, in your journal, include the phrase "the shore has a dual nature" in your explanation, and cite additional support from the text. (RI.8.1, RI.8.2, RI.8.3,

Write a response to the essential question: "What makes the rural setting unique to these stories?" Make sure to include words and phrases learned as part of word study, 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.8.4, W.8.9a, b, SL.8.1a, b, c, d, L.8.1a, b, L.8.2a, b)

RL.8.4, RI.8.5, RI.8.6, L.8.1a, b, L.8.2a, b)

### **Poetry Response/Class Discussion**

Respond to this line from the poem "Mending Wall," by Robert Frost: "Good fences make good neighbors." Why does this surface contradiction make sense, not only in the context of the poem, but also in daily life? How does the structure contribute to the meaning? Write responses to these questions in your journal and share with a partner prior to class discussion. (RL.8.1, RL.8.2, RL.8.4, RL.8.5, SL.8.1a, b, c, d, SL.8.3)

### **Dramatization/Fluency**

After reading selections from My America: A Poetry Atlas of the United States by Lee Bennett Hopkins, select your favorite poem. How does the structure of poetry contribute to its meaning in a different manner than prose? What does the poem reveal about life in America? Write responses to these questions in your journal and share with a partner prior to reciting your favorite poem for your classmates. (RL.8.5, SL.8.6)

### **Art Appreciation/Class Discussion**

How is rural life in America portrayed in Grant Wood's famous painting, American Gothic? Notice the symmetry of the elements in the painting and the frontality of the figures. How does the structure of art impact meaning in a way similar to/different from literature and informational text? Write responses to these questions in your journal and share with a partner prior to class discussion. (RL.8.5, SL.8.1a,b,c,d)

### **Class Discussion/Word Study (2)**

Discuss the etymology of the word "suburban." Based on experience, what elements of urban and rural settings qualify as "suburban"? Discuss similarities and differences found in suburban settings. (SL.8.1a, b, c, d, L.8.4a, b, c, d)

<b>Terminology/Vocabulary</b>			
<ul style="list-style-type: none"> <li>•genre</li> <li>•(review of) setting</li> <li>•text structures</li> <li>•(review of) explicit textual evidence</li> <li>•(review of) implicit textual evidence</li> <li>•travelogue</li> </ul>			
<b>Notes:</b>			