

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

Teacher: **Suggested Unit 3**

Date: **October 1 – December 16**

Title: **Looking Back on America**

Unit: 3

**5.5 weeks**

Grade Level: **8th**

- **Overview – Students read works of historical fiction and discuss how authors' perspectives might produce accounts of historical events that differ from what we know happened. Students work collaboratively to reconcile different authors' points of view and discuss why these differences occur. Students read "Paul Revere's Ride" by Henry Wadsworth Longfellow and also study the actual events of that night, thus revealing the impact that poetry can have on historical memory. An in-depth research project accompanied by a multimedia presentation is a highlight of this unit because the process integrates skills and meaningful content. Last but certainly not least, this unit ends with an open-ended reflective essay response to the essential question.**

(Note: The suggested works below are intended to be illustrative, not a comprehensive list. It is our hope that the teacher will supplement these resources with additional works and perspectives that represent the diversity of the classroom, school, and local community.)

**Essential Question:** How does learning history through literature differ from learning through informational text.

**Focus Standards**

<b>Reading - Literature</b>	<b>Reading - Informational</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.8.9: <b>Analyze</b> how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including <b>describing</b> how the material is rendered new.	RI.8.3: <b>Analyze</b> how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  RI.8.9: <b>Analyze</b> a case in which two or more texts	W.8.7: <b>Conduct</b> short research projects to answer a question (including a self-generated question), drawing on several sources and <b>generating</b> additional related, focused questions that allow for multiple avenues of exploration.	SL.8.5: <b>Integrate</b> multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  SL.8.6: <b>Adapt</b> speech to a variety of contexts and tasks,	L.8.3: <b>Use</b> knowledge of language and its conventions when writing, speaking, reading, or listening.

	provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	W.8.8. <b>Gather</b> relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	demonstrating command of formal English when indicated or appropriate	
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<b>Student Objectives :</b>	Knowledge/Understanding	Reasoning	Performance Skill	Product
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<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>•Read and discuss a variety of fiction and nonfiction about events from America’s past.</li> <li>•Compare and contrast story characters, plots, themes, and settings from stories about American history.</li> <li>•Analyze how historical fiction draws on themes, patterns of events, or character types from myths or traditional stories.</li> <li>•Write a variety of responses to literature, poetry, and informational texts, notably the Constitution.</li> <li>•Determine an author’s point of view in a text, and discuss the impact that has on what was written.</li> <li>•Recite poetry with classmates.</li> <li>•Conduct an in-depth research project on a historical event of choice, followed by a multimedia report that includes insights from historical fiction.</li> <li>•Participate in group discussions.</li> </ul>
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<p>Suggested Works (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.</p> <p>Literary Texts Poems •"Paul Revere's Ride" (Henry Wadsworth Longfellow) (E)</p>	Resources
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- “I, Too, Sing America” (Langston Hughes) (E)
- “I Know Why the Caged Bird Sings” (Maya Angelou)
- Hour of Freedom: American History in Poetry (Milton Meltzer)
- Stories (Historical Fiction, From Some Non-Traditional Perspectives)
- George vs. George: The American Revolution As Seen from Both Sides (Rosalyn Schanzer)
- 1621: A New Look at Thanksgiving (I Am American) (Catherine O'Neill Grace)
- Cast Two Shadows: The American Revolution in the South (Great Episodes) (Ann Rinaldi)
- 33 Things Every Girl Should Know About Women's History: From Suffragettes to Skirt Lengths to the E.R.A. (Tonya Bolden)
- Good Women of a Well-Blessed Land: Women's Lives in Colonial America (Brandon Marie Mailler)
- Having Our Say: The Delany Sisters' First 100 Years (Sarah L. Delaney and A. Elizabeth Delany)
- We Were There, Too!: Young People in U.S. History (Phillip M. Hoose)
- The Boys' War: Confederate and Union Soldiers Talk About the Civil War (Jim Murphy) (EA)
- Girls: A History of Growing Up Female in America (Penny Colman)
- Johnny Tremain (Esther Forbes) (easier to read)
- America's Paul Revere (Esther Forbes and Lynd Ward) (easier to read)
- Code Talker: A Novel About the Navajo Marines of World War Two (Joseph Bruchac) (easier to read)
- The Year of the Hangman (Gary Blackwood) (easier to read)

#### Informational Texts

#### Picture Books (Introductory Material)

- We the People (Peter Spier)

#### Informational Text

- "Letter on Thomas Jefferson" (John Adams) (E)
- Preamble to the United States Constitution (1787) (E)
- First Amendment to the United States Constitution (1791) (E)
- The Words We Live By: Your Annotated Guide to the Constitution (Linda R. Monk) (E)
- Freedom Walkers: The Story of the Montgomery Bus Boycott (Russell Freedman) (E)
- The Real Revolution: The Global Story of American Independence (Marc Aronson)
- The American Revolutionaries: A History in Their Own Words 1750-1800 (Milton Meltzer)
- Lincoln: A Photobiography (Russell Freedman)
- We Shall Not Be Moved: The Women's Factory Strike of 1909 (Joan Dash)
- Day of Infamy, 60th Anniversary: The Classic Account of the Bombing of Pearl Harbor (Walter Lord) (EA)
- The Making Of America (Robert D. Johnston)

#### Biographies

- George Washington, Spymaster: How the Americans Outspied the British and Won the Revolutionary War (Thomas B. Allen)
- Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America (Tonya Bolden)
- The Signers: The 56 Stories Behind the Declaration of Independence (Dennis Brindell Fradin)

#### Art, Music, and Media

#### Art

•Grant Wood, *Midnight Ride of Paul Revere* (1931)

The Real Midnight Ride ([KidsandHistory.Com](http://KidsandHistory.Com)) (RI.8.9)

Additional Resources:

Read this timeline of events to find out the “real story.” Then use the graphic organizer to compare and contrast “Paul Revere’s Ride” with this factual account.

Pocahontas married John Rolfe on this date in 1614 ([ReadWriteThink](http://ReadWriteThink)) (RI.8.9)

Show students the fresco that tells the legend of Pocahontas saving Captain John Smith’s life.

Battling for Liberty: Tecumseh’s and Patrick Henry’s Language of Resistance ([ReadWriteThink](http://ReadWriteThink)) (SL.8.3)

Patrick Henry’s statement “Give me liberty or give me death!” has become such a part of American culture that students may not know where the phrase came from, though many will have heard it before. Yet how many know Tecumseh’s equally persuasive “Sell a country? Why not sell the air?”

It’s Independence Day! Or Is it? ([ReadWriteThink](http://ReadWriteThink)) (W.8.7)

Many people celebrate the Fourth of July as the birthday of the United States, but the actual events on that day involved only a half dozen people. On July 4, 1776, the Declaration of Independence was approved and signed by the officers of the Continental Congress in Philadelphia, Pennsylvania.

Myth and Truth: The “First Thanksgiving” ([ReadWriteThink](http://ReadWriteThink)) (RI.8.9)

By exploring myths surrounding the Wampanoag, the pilgrims, and the “first Thanksgiving,” this lesson asks students to think critically about commonly believed myths regarding the Wampanoag Indians in colonial America.

The History Behind Song Lyrics ([ReadWriteThink](http://ReadWriteThink)) (RI.8.7)

The events described in Billy Joel’s song “We Didn’t Start the Fire” span about forty years of U.S. history. The lyrics include references to people, places and events from four decades of world occurrences.

Esther Forbes, author of *Johnny Tremain*, was born in 1891 ([ReadWriteThink](http://ReadWriteThink)) (W.8.3)

Written more than sixty years ago, *Johnny Tremain* is a children’s literature classic that continues to find a place in classrooms around the country. Esther Forbes published several books, but is best known for her Pulitzer Prize-winning 1943 biography, *Paul Revere and the World He Lived In*, and *Johnny Tremain*, a 1943 Newbery Medal winner.

Picturing America: Grant Wood's Midnight Ride of Paul Revere, 1931 (National Endowment for the Humanities)

The Paul Revere House (Paul Revere Memorial Association)

The True Story of Paul Revere's Ride (Archiving Early America)

15 Historical Events that Fascinate Us (Frikoo.Com)

## Activities –

### Graphic Organizer

As you read historical fiction from this unit, take notes in your journal about the story characters, plot, themes, patterns of events, and setting. As you take notes about these categories, continue to think about how the historical setting impacts the story. Be sure to note page numbers with relevant information, or mark your text with Post-It notes, so you can go back and cite the text during class discussion.

- Who are the major character(s)?
- Do they remind you of any character types from myths or other traditional stories? How?
- What is the problem faced by the character(s)? How does 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 historical setting(s) on the characters, plot, or theme?
- Are there any recognizable patterns of events? What are they and what do they remind you of?

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, RL.8.9)

### Class Discussion

Compare and contrast the impact of historical settings on characters, plots, and themes of the various novels read. Can you begin to make any generalizations

## Assessments –

Summarize what you learned by outlining the main ideas behind the Preamble to the Constitution and the First Amendment by creating a comic strip of key ideas. Be sure to note the page/paragraph numbers that each box refers to so you can go back and cite the text during class discussion. (RI.8.1, RI.8.2, RI.8.7, RI.8.9, L.8.3, SL.8.5)

Make a list of new vocabulary words that you learned from this book and encounter in other (fictional) texts read. (RI.8.4)

Literary/Informational Text Response

### Report Writing

Choose an event from America's past to research, focusing on the connections among individuals, ideas, and events. Draw on several sources, including a variety of literary, informational, and multimedia texts in order to find multiple perspectives on an event. Write a report and work with classmates to strengthen the quality of your report. Prior to publishing, integrate multimedia and/or visual displays into your report to clarify information and strengthen your claims with evidence. Present your report to the class and upload it to a class webpage for this unit. (RL.8.6, RI.8.3, RI.8.6, RI.8.7, RI.8.8, W.8.2a, b, c, d, e, f, W.8.7, W.8.5, W.8.6, L.8.3, SL.8.4, SL.8.5, L.8.1a, b, c, L.8.2a, b, c, L.8.3)

### Reflective Essay

Write a response to the essential question: "How is learning history through

about the impact historical setting has on these stories? What are they?  
(SL.8.1a, b, c, d, RL.8.9)

### **Class Discussion/Informational Text Response**

Read the Preamble and First Amendment to the United States Constitution and compare this to how they are presented in *We the People* by Peter Spier. Discuss how the illustrations help you to understand the text. Then read *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk and discuss how the annotations help you further. Write responses to these questions in your journal and share with a partner prior to class discussion. Then do the following:

Girls: A History of Growing Up Female in America by Penny Colman presents the female perspective throughout history as revealed in diaries, memoirs, letters, photographs, and popular magazines. Compare this to John Adams' "Letter on Thomas Jefferson." What do these texts reveal about the historical time period they were written in/about? Talk about your ideas with a partner. Then, in your journal, describe how an author's point of view influences readers' thoughts and feelings about America. Cite specific examples/page numbers from the text.

(RL.8.1, RI.8.1, RL.8.2, RI.8.2, RL.8.3, RI.8.3, RI.8.6, RI.8.9, W.8.9b, L.8.1a, b, c, L.8.2a, b, c, L.8.3)

### **Literary Response**

Compare the two sides of the American Revolution as presented in *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer. Or, compare the "traditional" story you were told of Thanksgiving to the one presented in *1621: A New Look at Thanksgiving (I Am American)* by Catherine O'Neill Grace. In your journal, describe how an author's point of view influences their thoughts and feelings about America. What specific lines or incidents helped you to re-examine your pre-conceived notions about these events? Cite specific examples/page numbers from the text. (RL.8.1, RL.8.2, RL.8.3, RL.8.6, W.8.9a, L.8.1a, b, c, L.8.2a, b, c, L.8.3)

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

Respond to this line from the poem "Paul Revere's Ride" by Henry Wadsworth Longfellow: "The fate of a nation was riding that night." What is the literal versus figurative meaning of this line? Discuss how literature can give a different view of history than informational texts. Why are we so drawn to

literature different than learning through informational texts?" Make sure to include words and phrases learned as part of word study, including figurative and connotative language, and refer to literature and informational texts read. 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, or other multimedia format, on the class webpage for this unit. (W.8.4, W.8.9a, b, SL.8.1a, b, c, d, SL.8.4, L.8.3, L.8.1a, b, c, L.8.2a, b, c, L.8.3)

poetry? 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, L.8.3)

**Dramatization/Fluency**

After reading “I Know Why the Caged Bird Sings” by Maya Angelou, discuss the meaning of this poem as it relates to life in America. 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? Does the caged bird remind you of any character types from other stories read? Decide how to share lines/stanzas with a classmate, and perform a dramatic reading of this poem for your classmates. (RL.8.5, RL.8.9, SL.8.6, L.8.3)

**Art Appreciation/Class Discussion**

How does art help us to look back on America in a different way than informational or literary texts do? How does the visual depiction of an event, such as the painting *Midnight Ride of Paul Revere* by Grant Wood, tell a deeper story than text alone? 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, L.8.3)

**Word Study**

[Continuing activity from the second unit] Add the words we’ve found, learned, and used throughout this unit to your personal dictionary (e.g., from “Paul Revere’s Ride”: moorings, muster, barrack, grenadiers, belfry, encampment, 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)

## Terminology/Vocabulary

- character types
- historical fiction
- patterns of events
- point of view
- pre-conceived notion

Notes: