EXPEDITIONARY LEARNING

Grade 8: Module 2A:
Overview

EXPEDITIONARY
LEARNING

In this second module, students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of *To Kill a Mockingbird* by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end of Unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the *To Kill a Mockingbird* film that strongly convey the novel's themes, and they will analyze how the film remains true to the original text as well as how it veers from the original.

In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus's character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Students will form groups to create a Readers Theater montage in which they select one key quote; then they will select scenes from the novel that reveal the message of the quote. Students will recreate these scenes in a Readers Theater structure and provide commentary on how their script remains true and veers from the original text. This Readers Theater final performance task centers on **NYSP12 ELA Standards RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b.**

Guiding Questions And Big Ideas

- **How does taking a stand in small ways show integrity?**

- **Is it worth taking a stand for one's self? For others?**

- **What do we know that Scout doesn't?**

- **How does the idea of taking a stand connect to the dramatic irony and Scout's perspective?**

- *Authors use the structure of texts to create style and convey meaning.*

- *Authors use allusions to layer deeper meaning in the text.*

Performance Task
Readers Theater and Analytical Commentary: Taking a Stand in Maycomb After reading *To Kill a Mockingbird*, students will analyze key quotes from the novel that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group's assigned quote. Their group Readers Theater script combines these individual scene selections and will be accompanied by two short written pieces that students will write on their own: a justification (students' Mid-Unit 3 Assessment) in which students justify and explain how the passage develops the main idea of their group's quote and a commentary (students' End of Unit 3 Assessment) in which they explain how their script is a response to To Kill a Mockingbird and how it connects to and diverges from the novel. The final performance task will be a presentation of the Readers Theater Script by the small group. This Readers Theater final performance task centers on **NYSP12 ELA Standards RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b**.

Content Connections
N/A

CCS Standards: Reading—Literature	Long-Term Learning Targets
• RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• I can cite text-based evidence that provides the strongest support for my analysis of literary text.
• RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	• I can determine a theme or the central ideas of literary text. • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). • I can objectively summarize literary text.
• RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
• RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) • I can analyze the impact of word choice on meaning and tone (analogies or allusions).
• RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	• I can compare and contrast the structure of multiple texts. • I can analyze how different structures impact meaning and style of a text.
• RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	• I can analyze how difference in points of view between characters and audience create effects in writing.
• RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	• I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. • I can evaluate the choices made by a director or actors in presenting an interpretation of a script.

CCS Standards: Reading—Literature	Long-Term Learning Targets
• RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	• I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types).
• RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	• I can interpret, analyze, and evaluate narratives, poetry, and drama artistically by making connections to other texts, ideas, cultural perspectives, time periods, personal events, and situations. • I can select texts to read to develop personal choices in reading. • I can evaluate and make informed judgments about the quality of texts based on a set of criteria.
CCS Standards: Reading—Informational Text	**Long-Term Learning Targets**
• RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• I can cite text-based evidence that provides the strongest support for an analysis of literary text.
• RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	• I can determine a theme or the central ideas of an informational text. • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). • I can objectively summarize informational text.
• RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • I can analyze the impact of word choice on meaning and tone (analogies or allusions).
• RI.8.5. 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.	• I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept).

CCS Standards: Reading—Informational Text	Long-Term Learning Targets
• RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	• I can determine an author's point of view or purpose in an informational text. • I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
• RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	• I can evaluate the advantages and disadvantages of using different mediums to present an idea.

CCS Standards: Writing	Long-Term Learning Targets

• W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows from and supports the argument presented.
	• I can write arguments to support claims with clear reasons and relevant evidence.

CCS Standards: Writing	Long-Term Learning Targets
• W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.
• W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• I can produce clear and coherent writing that is appropriate to task, purpose and audience.
• W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	• With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed.

CCS Standards: Writing	Long-Term Learning Targets
• W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	I can use evidence from literary or informational texts to support analysis, reflection, and research.
• W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connects and explains divergences from the original. a. Make well-supported personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g., videos, artwork).	• I can create a presentation, piece of artwork, or a text in response to a piece of literature. • I can comment on how my work connects to and diverges from the original literature.

CCS Standards: Speaking & Listening	Long-Term Learning Targets

• SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on eighth-grade topics, texts, and issues, building on others' ideas and expressing their own clearly.
 	
  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 	
  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 	
  c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
 	
  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.
	
	• I can express my own ideas clearly during discussions.
	
	• I can build on others' ideas during discussions.

CCS Standards: Language	**Long-Term Learning Targets**

• L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 	
  b. Use an ellipsis to indicate an omission.
 	
  c. Spell correctly.
	• I can use correct capitalization, punctuation and spelling to send a clear message to my reader.

CCS Standards: Language	Long-Term Learning Targets

• L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 	
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 	
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 	
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word, or determine or clarify its precise meaning, or its part of speech.
 	
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	• I can use a variety of strategies to determine the meaning of unknown words or phrases.

• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
  a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 	
  b. Use the relationship between particular words to better understand each of the words.
 	
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	• I can analyze figurative language, word relationships and nuances in word meanings.

Central Texts
1. Harper Lee, *To Kill a Mockingbird* (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2.
2. Shirley Chisholm, "Equal Rights for Women," speech made on May 21, 1969.
3. Sojourner Truth, "Ain't I a Woman?" speech made in May 1851.
4. Lyndon Johnson, "The Great Society," speech made on May 22, 1964.
5. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.
6. Robert Hayden, "Those Winter Sundays," 1966.
7. Countee Cullen, "Incident," 1925.
8. Ella Wheeler Wilcox, "Solitude," 1883.

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Taking a Stand			
Weeks 1-4	• Launching the module: taking a stand • Analyzing Shirley Chisholm's speech "Equal Rights for Women" for perspective, structure, and meaning • Summarizing Chisholm's speech	• I can objectively summarize informational text. (RI.8.2) • I can determine a theme or the central ideas of an informational text. (RI.8.2) • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) • I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5) • I can determine an author's point of view or purpose in informational text. (RI. 8.6) • I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)	

Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-4	• Analyzing Sojourner Truth's speech "Ain't I a Woman" for perspective, structure, and meaning • Launching the novel To Kill a Mockingbird: building reading routines	• I can determine a theme or the central ideas of an informational text. (RI.8.2) • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) • I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5) • I can determine an author's point of view or purpose in informational text. (RI.8.6) • I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)	• Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (RI.8.2, RI.8.5, and RI.8.6)

Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-4	• Continuing with novel launch • Comparing text to film • Analyzing how literature draws on themes from the Bible: the Golden Rule • Reading poems related to the Golden Rule • Analyzing the structure of narrative text	• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7) • I can evaluate the choices made by a director or actors in presenting an interpretation of a script. (RL.8.7) • I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9) • I can compare and contrast the structure of multiple texts. (RL.8.5) • I can analyze how different structures impact meaning and style of a text. (RL.8.5)	

Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-4	• Character analysis: Atticus • Analyzing how text structure in poetry and narratives contribute to meaning and style • Understanding figurative language	• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (RL.8.4) • I can compare and contrast the structure of multiple texts. (RL.8.5) • I can analyze how different structures impact meaning and style of a text. (RL.8.5) • I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9) • I can analyze figurative language, word relationships and nuances in word meanings. (L.8.5a)	• End of Unit 1: Analyzing Author's Craft in To Kill a Mockingbird: Allusions, Text Structure, Connections to Traditional Themes, and Figurative Language (RL.8.4, RL.8.5, RL.8.9, and L.8.5a)

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: Atticus			
Weeks 5-7	• Text to film comparison • Character analysis: Atticus	• I can objectively summarize literary text. (RL.8.2) • I can analyze how differences in points of view between characters and audience create effects in writing. (RL.8.6) • I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7)	• Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of To Kill a Mockingbird (RL.8.2, RL.8.6, and RL.8.7)
	• Taking a stand: Text evidence • Close reading: character analysis • Analyzing a model essay	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)	

Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 5-7	• Working with evidence • Organizing the strongest evidence • Drafting and writing the argumentative essay	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) • I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) • I can use punctuation (comma, ellipsis, dash) to indicate a pause or break. (L.8.2a) • I can use an ellipsis to indicate an omission. (L.8.2b)	• End of Unit 2: Argument Essay: Taking a Stand (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b.)

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Readers Theater			
Week 8	• Scene selection: identifying scenes related to the quote • Explain the connection between the quote and the scenes • Craft a narrative from the scenes selected • Organize individual narratives into one Readers Theater script • Analysis of script: connection and divergences from the original text. • Practice and perform Readers Theater	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) • I can use evidence from informational texts to support analysis, reflection and research. (W.8.9) • I can comment on how my work connects to and diverges from the original literature. (W.8.11) • I can create a presentation, piece of artwork, or a text in response to a piece of literature. (W.8.11b)	• Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (RL.8.1, W.8.9a) • End of Unit 3 Assessment: Readers Theater Commentary (RL.2, RL.8.3, and W.8.11) • Final Performance Task: Readers Theater Performance: Taking a Stand in Maycomb (RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b)

Close Reading

- This module introduces a new Close Reading Guide (for Teacher Reference). This guide was developed in order to streamline the detailed lesson agenda and provide an easy "cheat sheet" for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.

Multimedia

- As students study the novel's text and the film version of the novel, consider using the following website to develop your own knowledge and understanding of media literacy: http://www.frankwbaker.com/INTRODUCTION.htm

Independent Reading

This module introduces a more robust independent reading structure. However, it makes sense to wait until after students have completed Bud, Not Buddy to launch this, specifically after the Mid-Unit 2 Assessment. See two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. The second half of Unit 2 includes time to maintain the independent reading routine (calendared into the lessons). But you may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students' needs.