

# Unit 2 - The Challenge of Utopia

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **35-38 days**  
Status: **Published**

## Unit Overview

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We probably all agree that we would like to live in an ideal society where everyone is free and happy, but what does that actually mean, and why do definitions of the ideal society differ so greatly? In this unit, you will read, write, and engage in various types of collaborative discussions to explore these universal questions. Then you will move from discussion and explanation into debate and effective argumentation as you research and develop a claim about a contemporary issue.

The year was 2081, and everyone was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else.

-from "Harrison Bergeron" by Kurt Vonnegut

## Transfer

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AP/College Readiness

Analyzing writer's craft (Activities 2.2, 2.3, 2.5, 2.7, 2.8, 2.13, 2.15, 2.17)

Making careful observations of textual detail (Activities 2.2, 2.3, 2.6, 2.13, 2.15, 2.16)

Using textual evidence to support a literary interpretation (Activities 2.3-2.9)

Applying a literary archetype to literary text (Activities 2.7, 2.8, 2.9)

Focusing deliberate attention on the craft of sentence-level writing (Activities 2.3, 2.7, 2.9, 2.15, 2.16)

Produce informational, analytical, and argumentative texts that introduce a complex idea and develop it with evidence, explanations, and transitions (Activities 2.2, 2.3, 2.5, 2.15, 2.16, 2.17)

Create and sustain arguments based on readings, research, and/or personal experience (Activities 2.15, 2.16, 2.17)

Recognizing and correcting lack of agreement between subject and verb (Activity 2.3)

## **Meaning**

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### **Understandings**

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To analyze a novel for thematic development.

To recognize and analyze literary elements in a novel.

To analyze characteristics of argumentative and informational texts by evaluating ideas, structure, and language.

To develop informative/explanatory texts using the compare/contrast organizational structure.

To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect.

### **Essential Questions**

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- To what extent can a perfect or ideal society exist?
- What makes an argument effective?

## **Application of Knowledge and Skill**

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### **Students will know...**

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#### **Language and Writer's Craft**

- Verb Moods (2.2)
- Subject-Verb Agreement and Prepositions (2.5)
- Active vs. Passive Voice (2.9)
- Correct Capitalization (2.17)

#### **Academic Vocabulary**

- perspective
- Socratic
- seminar

- argument
- illustration
- analogy
- anecdote
- debate
- controversial
- research

## Literary Terms

- science fiction
- protagonist
- antagonist
- flashback
- foreshadowing

## Students will be skilled at...

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### Embedded Assessment 1: Writing an Explanatory Essay

- Maintain a focused thesis in response to one of the prompts.
- Develop ideas thoroughly with relevant supporting details, facts, and evidence.
- Provide insightful commentary and deep analysis.
- Have an engaging introduction.
- Use an effective organizational structure for a multi-paragraph essay.
- Use a variety of transitional strategies to create cohesion and unity among ideas.
- Provide an insightful conclusion.
- Convey a consistent academic voice by using a variety of literary terms and precise language.
- Demonstrate command of conventions of English capitalization, punctuation, spelling, grammar, and usage (including a variety of syntax).

### Embedded Assessment 2: Writing an Argumentative Essay

- Support a claim with compelling, relevant reasoning and evidence.
- Provide extensive evidence of the research process.
- Address counterclaim(s) effectively.
- Use a variety of persuasive appeals.
- Have an introduction that engages the reader and defines the claim's context.
- Follow a logical organizational structure.
- Use a variety of effective transitional strategies.
- Contain an insightful conclusion.
- Use precise diction and language effectively to convey tone and persuade an audience.
- Demonstrate command of conventions of English capitalization, punctuation, spelling, grammar, and usage.
- Include an accurate, detailed annotated bibliography.

## Academic Vocabulary

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### Academic Vocabulary

- perspective
- Socratic
- seminar
- argument
- illustration
- analogy
- anecdote
- debate
- controversial
- research

### Literary Term

- science fiction
- protagonist
- antagonist
- flashback
- foreshadowing

## Learning Goal 1 - Level Three

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Students will write an essay that compares and contrasts life in a dystopian society with modern-day society. Students will write an essay that explains how the protagonist (hero) changes as a result of conflict with his dystopian society (Road of Trials). Explain how this change connects to the novel's theme (the Crossing or Return Threshold).

## Digital Assessments

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- 2.4 - Previewing the Unit
- 2.5 - Contemplating Conflicting Perspectives
- 2.6 - Questioning Society
- 2.7 - A Shift in Perspective: Beginning the Adventure
- 2.8 - Navigating the Road of Trials
- 2.9 - The End of the Journey

## 2.1 Previewing the Unit

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SWBAT

- Preview the big ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge necessary to be successful in completing Embedded Assessment 1.

LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## **Learning Strategies**

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### **Learning Strategies:**

- Think-Pair-Share
- QHT
- Close Reading
- Marking the Text
- Paraphrasing
- Graphic Organizer

## **Independent Reading Link**

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- p. 122 Reading Plan

## **2.2 Informational Writing: Compare/Contrast**

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### **SWBAT**

- Evaluate the use of the organizational pattern of compare/contrast to present a thesis in an informational text.
- Write a paragraph that uses the compare/contrast organizational pattern to present a key idea.

	supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.8	Gather 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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.

## Learning Strategies

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### Learning Strategies:

- Graphic Organizer
- QHT
- Close Reading
- Marking the Text
- Rereading
- Brainstorming
- Drafting

## Formative Assessment Opportunities

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- p. 127 Making Observations
- p. 128-131 Text Questions
- p. 131 Check Your Understanding
- p. 132 Informational Writing Prompt

## Language & Writer's Craft: Verb Moods

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- p. 132 Verb Moods

## 2.3 Utopian Ideals and Dystopian Reality

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### SWBAT

- Closely read a story and explain how its setting influences the values and beliefs of its characters.
- Make connections between a character's beliefs and values and the events of a story.
- Integrate ideas from multiple texts to build knowledge and vocabulary about utopian and dystopian societies.

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.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.
LA.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.
LA.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.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.9.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”).
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in

LA.L.8.6

word meanings.

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

## **Learning Strategies**

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### **Learning Strategies:**

- Close Reading
- Rereading
- Diffusing
- Paraphrasing
- Marking the Text
- Shared Reading
- Think Aloud

## **Formative Assessment Opportunities**

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- p. 134 Knowledge Quest
- p. 139 Knowledge Quest
- p. 140 Focus on the Sentence
- p. 140-142 Text Questions
- p. 142-143 Image Knowledge Quest
- p. 144 Knowledge Quest
- p. 144 Setting Analyzation Chart
- p. 145 Check Your Understanding
- p. 145 Informational Writing Prompt

## **Language Checkpoint: Using Subject-Verb Agreement**

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- p. 146-147 Subject-Verb Agreement

## **2.3 Independent Reading Link: ZINC**

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- p. 144 ZINC - fiction: utopia/dystopia

## **2.4 Previewing the Novel**

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SWBAT



- Collaboratively analyze the opening chapters of a fictional text, citing text evidence to support your analysis.
  - Examine the relationship between character and setting in a fictional text.
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LA.RL.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.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.

LA.L.8.4.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).

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## **Learning Strategies & Vocabulary**

### **Learning Strategies:**

- Visualizing
- Levels of Questioning
- Inferring
- Graphic Organizer
- Note-Taking
- Discussion Groups

### **Vocabulary:**

- science fiction
- protagonist
- antagonist

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## **Formative Assessment Opportunities**

- p. 148-150 Novel Prep Questions
- p. 150 Check Your Understanding

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## **Independent Reading Link**

- p. 150 Read & Respond

## 2.5 Contemplating Conflicting Perspectives

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### SWBAT

- Identify conflicting perspectives within the novel and explain how themes are developed through interactions between characters.
- Identify and analyze the importance of specific vocabulary to the story.

LA.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.
LA.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.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.4.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).

## Learning Strategies & Vocabulary

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### Learning Strategies:

- Shared Reading
- Close Reading
- Rereading
- Questioning the Text
- Note-taking
- Discussion Groups

### Vocabulary:

perspective

## Formative Assessment Opportunities

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- p. 151-152 Perspective Charts
- p. 152 Check Your Understanding

- p. 152 Informational Writing Prompt

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## Language and Writer's Craft: Subject-Verb Agreement and Prepositions

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- p. 153 Subject-Verb Agreement & Prepositions

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## 2.6 Questioning Society

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SWBAT

- Make connections between specific rules and laws in a fictional society and those of present society, referencing the text and notations from additional research and reading materials.
- Participate collaboratively on this topic in a Socratic Seminar.

LA.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.
LA.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.
LA.SL.8.1	Engage 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.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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## Learning Strategies & Vocabulary

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Learning Strategies:

- Shared Reading
- Marking the Text
- Questioning the Text
- Socratic Seminar
- Fishbowl

Vocabulary:

- socratic
- seminar

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## LGBTQ

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<http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10>

## Formative Assessment Opportunities

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- p. 155-157 Working from Text Questions
- p. 157 & 159 Socratic Seminar
- p. 157 Check Your Understanding
- p. 158 Fishbowl Strategy

## 2.7 A Shift in Perspective: Beginning the Adventure

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### SWBAT

- Identify how the Departure stage of the Hero's Journey archetype provides a framework for understanding the actions of the protagonist.
- Analyze how an author uses nonlinear plot development.
- Organize coherent writing by using transitions.

LA.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.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.8	Gather 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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Learning Strategies & Vocabulary

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### Learning Strategies:

- Summarizing
- Close Reading
- Marking the Text
- Skimming/Scanning
- Rereading
- Drafting

## Vocabulary:

- flashback
- foreshadowing

## Formative Assessment Opportunities

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- p. 160 Flashback Graphic Organizer
- p. 161 Foreshadowing Graphic Organizer
- p. 161 The Departure Stage Chart
- p. 162 Focus on the Sentence
- p. 162 Informational Writing Prompt

## 2.8 Navigating the Road of Trials

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### SWBAT

- Analyze how a character's dialogue influences the events of a narrative.
- Demonstrate how the Initiation stage of the Hero's Journey archetype provides a framework for the protagonist in the class novel.

LA.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.
LA.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.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.8	Gather 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.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Learning Strategies

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## Learning Strategies:

- Close Reading
- Rereading
- Graphic Organizer
- Shared Reading
- Marking the Text
- Note-Taking
- Discussion Groups

## Formative Assessment Opportunities

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- p. 163-164 Road of Trials and Experience with Unconditional Love Chart/Questions
- p. 164 Check Your Understanding
- p. 164 Informational Writing Prompt

## 2.9 The End of the Journey

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### SWBAT

- Contrast the hero and another character in the novel and consider how their differences convey the author's message in the text.
- Explore the final stage of the Hero's Journey archetype and its portrayal in the novel.
- Analyze the theme of the class novel.

LA.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.
LA.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.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.8	Gather 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.

LA.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.L.8.1.B

Form and use verbs in the active and passive voice.

LA.L.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

## **Learning Strategies**

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### **Learning Strategies:**

- Discussion Groups
- Shared Reading
- Close Reading
- Note-taking
- Drafting

## **Formative Assessment Opportunities**

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- p. 165 Character Transformation Chart
- p. 165 Focus on the Sentence
- p. 166-167 Hero/Conflict Chart, Questions
- p. 168 Check Your Understanding
- p. 168 Informational Writing Prompt

## **Language & Writer's Craft: Active vs. Passive Voice**

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- p. 166 Active vs Passive Voice

## **Independent Reading Link**

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- p. 166 Read & Connect
- p. 168 Independent Reading Checkpoint: RAFT

## **Embedded Assessment 1: Writing an Informational Essay**

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SWBAT

Think about how writers organize and develop ideas in informational writing. Use an informational organizational structure to

communicate your understanding of the concept of dystopia or the concept of the Hero's Journey. Select one of the prompts below:

- Write an essay that compares and contrasts life in the dystopian society of the novel you read with our modern-day society.
- Write an essay that explains how the protagonist (hero) changes as a result of conflict with his dystopian society (Road of Trials), and explain how this change connects to the novel's theme (the Crossing, or Return Threshold).

LA.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.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## **Learning Goal 2 - Level 3**

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Students will write an argumentative essay in which you convince an audience to support your claim about a debatable idea. Use your research and experience or observations to support your argument.

## **2.10 Previewing Embedded Assessment 2**

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SWBAT

- Review vocabulary, using a dictionary to improve understanding of difficult terms.
- Review the assessment and scoring guide to paraphrase the expectations.

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.SL.8.1	Engage 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.
LA.L.8.4.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).

## **Learning Strategies**

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**Learning Strategies:**

- QHT
- Close Reading
- Paraphrasing



- Graphic Organizer

## **Independent Reading Link**

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- p. 171 Reading Plan

## **2.11 Understanding Elements of Argumentation**

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### SWBAT

- Explore the genre of argumentative writing.
- Understand the parts of an argumentative essay.

LA.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.
LA.RI.8.8	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.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## **Formative Assessment Opportunities**

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- p. 174 Construct Argument Chart
- p. 174 Text Questions
- p. 175 Check Your Understanding
- p. 175 Peer Edit Chart
- p. 175 Refine Claim Chart

## **Gaining Perspectives**

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- p. 175 "Private Eyes"

## **Learning Strategies & Vocabulary**

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### Learning Strategies:

- Marking the Text
- Graphic Organizer

## Vocabulary:

argument

## 2.12 Don't Hate - Debate!

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### SWBAT

- Plan both sides of a debate using rhetorical appeals.
- Use anecdote, illustration, or analogy to support a claim.

LA.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.
LA.RI.8.8	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.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.9.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”).
LA.SL.8.1.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.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## Formative Assessment Opportunities

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- p. 176-178 Debate Charts
- p. 178 Check Your Understanding

## Independent Reading Link

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- p. 176 Read & Discuss

## Learning Strategies & Vocabulary

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### Learning Strategies:

- Visualizing
- KWHL
- Debate
- Brainstorming
- Note-taking
- Graphic Organizer

### Vocabulary:

- illustration
- analogy
- anecdote
- debate

## 2.13 Highlighting Logos

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### SWBAT

- Identify and analyze parts of arguments, including counterarguments.
- Determine the intended audience in two texts.
- Integrate ideas from multiple texts to build knowledge and vocabulary about self-driving cars.

LA.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.
LA.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.
LA.RI.8.8	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.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for

writing types are defined in standards 1–3 above.)

LA.W.8.8	Gather 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.
LA.W.8.9.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”).
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.4.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.
LA.L.8.4.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).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.

## **Formative Assessment Opportunities**

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- p. 179 Independent Reading Link
- p. 181 Knowledge Quest
- p. 182-183 Text Questions
- p. 184 Knowledge Quest
- p. 186 Knowledge Quest
- p. 186-187 Text Questions
- p. 188 Write a Review
- p. 189 Argument Writing Prompt

## **Gaining Perspectives**

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- p. 188 "The Promise of a Post-Driver Life"

## **Learning Strategies**

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### **Learning Strategies:**

- Marking the Text

- Close Reading
- Rereading

## **2.14 Forming and Supporting a Debatable Claim**

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SWBAT

- Identify the components of a debatable claim.
- Use valid reasons and evidence to support a debatable claim.

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## **Formative Assessment Opportunities**

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- p. 190 Independent Reading Link: Read & Discuss
- p. 190-191 Debatable Claims
- p. 191 Quickwrite

## **Learning Strategies & Vocabulary**

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**Learning Strategies:**

- Summarizing
- Brainstorming
- Outlining
- Freewriting
- Marking the Draft

**Vocabulary:**

controversial

## **2.15 Conducting Effective Research**

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SWBAT

- Create a model research plan before reading.
- Write a list of research questions and update them after reading.
- Evaluate sources for reliability, credibility, and bias.
- Integrate ideas from multiple texts to build knowledge and vocabulary about self-driving cars.

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.RI.8.8	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.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather 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.
LA.W.8.9.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”).
LA.L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.

## Formative Assessment Opportunities

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- p. 192-194 Research Questions/Chart
- p. 195 Knowledge Quest
- p. 197 Focus on the Sentence

- p. 197 Knowledge Quest
- p. 198-200 Text Questions
- p. 200 Argument Writing Prompt

## Learning Strategies & Vocabulary

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### Learning Strategies:

- Skimming/Scanning
- Close Reading
- Marking the Text
- Note-taking

### Vocabulary:

- research (v)
- research (n)

## 2.16 Gathering and Citing Evidence

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### SWBAT

- Understand how to paraphrase source material.
- Cite sources and use source materials ethically.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the topic of self-driving cars.

LA.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.
LA.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.
LA.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.
LA.RI.8.8	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.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.

LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.8	Gather 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.
LA.L.8.4.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).
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.

## Formative Assessment Opportunities

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- p. 201 Citation Questions
- p. 201 Independent Reading Link
- p. 202 Knowledge Quest
- p. 207 Knowledge Quest
- p. 207-209 Text Questions
- p. 208 Independent Reading Link
- p. 208 Knowledge Quest
- p. 210 Argument Writing Prompt

## Learning Strategies

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### Learning Strategies:

- Graphic Organizer
- Summarizing
- Paraphrasing
- Note-taking
- Marking the Text
- Questioning the Text

## 2.17 Organizing and Revising Your Argument

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### SWBAT

- Synthesize information from multiple sources to refine arguments and develop a supported argument.
- Edit drafts for organization and development as well as sentence-level errors.

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible



	sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## **Formative Assessment Opportunities**

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- p. 211 Research Plan Chart
- p. 212 Research KLW Chart
- p. 212-213 Research Questions & Outline
- p. 214 Writer's Checklist
- p. 215 Check Your Understanding
- p. 215 Independent Reading Checkpoint

## **Language & Writer's Craft: Correct Capitalization**

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- p. 215 Correct Capitalization

## **Learning Strategies**

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### **Learning Strategies:**

- Writer's Checklist
- Discussion Groups
- Oral Reading
- Sharing and Responding
- Self-Editing/Peer-Editing

## **Embedded Assessment 2 - Writing an Argumentative Essay**

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SWBAT

Write an argumentative essay in which you convince an audience to support your claim about a debatable idea. Use your research and experience or observations to support your argument.

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather 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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## **21st Century Life and Careers**

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CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

## Technology

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TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.8.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.8.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

## Accommodations and Modifications

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- 2.1 Create a scaffolded list of assignments to help students self monitor how close they are to attaining the skills necessary to complete the embedded assessment.
- 2.13 Use Paraphrasing & Summarizing Map to help students identify an author's thesis in self-driving cars article
- 2.15 Help students analyze text on self-driving cars with the Idea & Argument Evaluator graphic organizer
- 2.16 Have students answer literal yes/no questions about the text
- 2.16 Provide students with Word Choice Analyzer to study how authors use words to support arguments

- 2.16 Support student comprehension by using Round Table Discussion graphic organizer
- 2.17 Show students an exemplary essay. Teacher highlights on document camera while students highlight their individual work and matches elements to either the rubric or a modified checklist for students.
- 2.2 Use Idea Connector to help students generate compare/contrast statements
- 2.3 Provide support using Round Table Discussion graphic organizer
- 2.3 Use a Venn diagram to compare/contrast ideas related to utopia/dystopia
- 2.4-2.8 The Giver-supplement with guided reading questions, graphic organizer, and t-charts; can use the video clips from The Giver to help student prepare their essay
- 2.6 Student pairs will answer literal yes/no questions about rules and laws
- 2.6 Use Discourse Starters in small groups to answer questions about banned books/censorship to prepare for Socratic Seminar
- 2.8 Use Word Choice Analyzer to help understand how words and phrases portray concept of unconditional love & connection to the archetype of the Hero's Journey
- 2.9 Use Venn Diagram for Writing a Comparison to compare/contrast a story's protagonist & another character
- BrainPop
- Brainstorming
- Children's Literature
- CommonLit
- Flocabulary
- Grammar & Usage
- Grammar Handbook
- Group Discussions
- Independent Reading
- Informational Writing
- Literary Terms
- Literature Circles
- Read Aloud
- SOAPStone
- Springboard Learning Strategies
- Vocabulary
- Writing Workshop 2 - Argumentative Writing

## **Interdisciplinary Connections**

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- 2.11 Technology/Social Media
- 2.13 Self-Driving Cars
- 2.13 Vehicle Transportation
- 2.15 Self-Driving Cars
- 2.16 Self-Driving Cars

- Technology/Social Media

SCI.MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
SCI.MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
SCI.MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Unit 2 Resources

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- "Banned Books Week: Celebrating the Freedom to Read" from the American Library Association
- "Five Challenges for Self-Driving Cars" by Laurel Hamers
- "Harrison Bergeron," by Kurt Vonnegut, Jr.
- "In a Dreadfully Perfect World" by Benjamin Obler
- "It's Time to Tap the Brakes on Self-Driving Cars" by The Times Editorial Board
- "Private Eyes" by Brooke Chorlton (an eighth-grader from Washington State)
- "Representative Urges Action on the Media" article
- "The Promise of a Post-Driver Life" by Edward Humes
- "The Very Human Problem Blocking the Path to Self-Driving Cars" by Alex Davies
- Activities 2.4 - 2.9: Copies (one per student) of Fahrenheit 451 by Ray Bradbury
- Activities 2.4 - 2.9: Copies (one per student) of The Giver, by Lois Lowry
- Classic & Contemporary Independent Reading
- Fahrenheit 451 by Ray Bradbury
- SpringBoard Grammar and Usage Handbook
- SpringBoard Literature Circles: Independent Reading
- The Giver by Lois Lowry

## Reflection

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SWBAT:

Explain how has your understanding of utopia and dystopia developed through the reading in this unit?