# Gr. 8 ELA Unit 5: March Madness Poetry/Literary Essay

Content Area: **English**
Course(s): **Language Arts**
Time Period: **March**
Length: **4 weeks**
Status: **Published**

## Unit overview

This unit is all about engaging students in poetry while continuing to foster their skills as analytical writers. Students will be challenged to analyze many forms of poetry; additionally, they will create a comparative literary essay focusing on two poems. This essay may be thematic or focus on author's craft.

## Enduring Understandings

- Students will recognize and understand the varied figurative language often used in poetry.
- Students will recognize and understand poetry has a form of artistic expression and that different types of poetry have different structures.
- Students will recognize and understand that poetry expresses and evokes different emotions by using sensory images, movement, sound, voice, etc.
- Students will recognize and understand that poetry is written in specific structure, every aspect of a poem has a purpose.
- Students will understand how to craft a comparative literary essay focusing on author's craft or theme.

## Essential Questions

- How does poetry contribute to our understanding of self, others, and the world?
- What literary devices do poets use in order to create meaning?
- How do writers craft a comparative literary essay?

## Instructional Strategies and Learning Activities

**Week 1**: In this unit, students will participate in a "March Madness" style poetry face-off. The unit begins with a brief review of poetry terms (stanza, figurative language, etc.). Students are then exposed to the "Sweet 16:" for four days, students will read four poems each day (two traditionally written poems and two videos of spoken word poetry). Students will analyze each poem by responding to the following questions:

- Give a 1-2 sentence summary of the poem's literal meaning.
- What figurative meanings do you see? What theme(s) are developed here?
- Do any lines stand out to you? What type of author's craft is being used?

**Week 2:** The unit will then focus on digging deeper into analysis. Students will take their "Elite 8" poems and reread/relisten, with a focus on themes, author's craft, and emotional response to the poetry. The next day, students will work collaboratively in small groups to analyze the "Final Four" poems. They will prepare a presentation that explains why the poem should move to the final round. Once the final two poems are selected, students will vote for a winner of March Madness. At the end of the week, students will be introduced to the comparative literary essay assignment. Students will choose any **two** of the Sweet 16 poems to use for their comparative literary essay.

**Week 3**: Lessons will focus on how to plan for/organize a comparative literary essay. Students will create a thesis statement and will develop an outline including topic sentences and text evidence. Students will craft strong body paragraphs as well as a clear introduction and conclusion. The teacher will provide students with models and explicit writing instruction. Additional emphasis will be added on the use of comparative transitions.

**Week 4:** With the help/guidance of teachers and peers, students will revise and edit their literary essays prior to final submission.

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.4.8.CI.1 | Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). |
| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school and community. |
| 9.4.8.CI.3 | Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). |
| 9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| 9.2.8.CAP.4 | Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |
| 9.4.8.CT.1 | Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). |
| 9.4.8.CT.2 | Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). |
| 9.2.8.CAP.9 | Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options. |
| 9.4.8.DC.1 | Analyze the resource citations in online materials for proper use. |

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| 9.4.8.DC.2 | Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). |
| 9.2.8.CAP.12 | Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. |
| 9.4.8.DC.3 | Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. |
| 9.4.8.DC.4 | Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. |
| 9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| 9.4.8.DC.6 | Analyze online information to distinguish whether it is helpful or harmful to reputation. |
| 9.2.8.CAP.18 | Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. |
| 9.2.8.CAP.19 | Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level. |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| 9.4.8.IML.2 | Identify specific examples of distortion, exaggeration, or misrepresentation of information. |
| 9.4.8.IML.3 | Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). |
| 9.4.8.IML.6 | Identify subtle and overt messages based on the method of communication. |
| 9.4.8.IML.7 | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). |
| 9.4.8.IML.8 | Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). |
| 9.4.8.IML.9 | Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). |
| 9.4.8.IML.10 | Examine the consequences of the uses of media (e.g., RI.8.7). |
| 9.4.8.IML.11 | Predict the personal and community impact of online and social media activities. |
| 9.4.8.IML.12 | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. |
| 9.4.8.IML.13 | Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). |
| 9.4.8.IML.14 | Analyze the role of media in delivering cultural, political, and other societal messages. |
| 9.4.8.IML.15 | Explain ways that individuals may experience the same media message differently. |
| 9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |
| 9.4.8.TL.4 | Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). |
| 9.4.8.TL.5 | Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. |
| 9.4.8.TL.6 | Collaborate to develop and publish work that provides perspectives on a real-world |

problem.

## Technology and Design Thinking

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| | Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information). |
| 8.1.5.CS.2 | Model how computer software and hardware work together as a system to accomplish tasks. |
| | Shared features allow for common troubleshooting strategies that can be effective for many systems. |
| 8.1.5.CS.3 | Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. |
| 8.1.5.NI.2 | Describe physical and digital security measures for protecting sensitive personal information. |
| 8.1.5.DA.1 | Collect, organize, and display data in order to highlight relationships or support a claim. |
| 8.1.5.DA.4 | Organize and present climate change data visually to highlight relationships or support a claim. |
| 8.2.5.EC.1 | Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. |

## Interdisciplinary Connections

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:** student choice; small group/individual conferences; graphic organizers as needed

## Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations as per student IEPs and 504 plans.**

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Linkit Benchmarks 3X a year

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:** in-class discussions, completed classwork, draft of literary essay

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to

great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:** Final literary essay graded using a rubric

## Instructional Materials

A variety of written and spoken word poems

Independent reading texts (free choice novels)

Smart Board

Student Chromebooks

Student and teacher literary essay exemplars

*Write on Course 2020: A Student Handbook for Writing, Thinking, and Learning* (literary analysis writing)

*Write on Course 2020 SkillsBook* Grade 8

*Wordly Wise* student workbooks

## Standards

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| L.SS.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood. |
| L.SS.8.1.E | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
| L.SS.8.1.F | Use an ellipsis to indicate an omission. |
| L.SS.8.1.G | Recognize spelling conventions. |
| L.KL.8.2.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| L.KL.8.2.B | Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. |
| L.VL.8.3.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. |
| L.VL.8.3.B | Analyze the impact of specific word choices on meaning and tone. |
| L.VI.8.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.VI.8.4.A | Interpret figures of speech (e.g., verbal irony, puns) in context. |
| L.VI.8.4.B | Use the relationship between particular words to better understand each of the words. |
| L.VI.8.4.C | Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |

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| L.VI.8.4.D | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| RL.CR.8.1 | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. |
| RL.CI.8.2 | Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| RL.TS.8.4 | Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. |
| W.AW.8.1 | Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. |
| W.AW.8.1.A | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| W.AW.8.1.B | Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| W.AW.8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| W.AW.8.1.D | Establish and maintain a formal or academic style, approach, and form. |
| W.AW.8.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| W.WP.8.4 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. |
| W.RW.8.7 | 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. |
| SL.PE.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. |
| SL.AS.8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |