Oct. Gr. 8 Unit 2 Edgar Allen Poe Copied from: Grade 8, Copied on: 03/14/25

Content Area: **English**
Course(s): **Language Arts, Art**
Time Period: **October**
Length: **5 weeks**
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Unit overview

Poe’s stature as a major figure in world literature is primarily based on his ingenious and profound short stories, poems, and critical theories, which established a highly influential rationale for the short form in both poetry and fiction. Regarded in literary histories and handbooks as the architect of the modern short story, Poe was also the principal forerunner of the “art for art’s sake” movement in nineteenth-century European literature. Whereas earlier critics predominantly concerned themselves with moral or ideological generalities, Poe focused his criticism on the specifics of style and construction that contributed to a work’s effectiveness or failure. In his own work, he demonstrated a brilliant command of language and technique as well as an inspired and original imagination. Poe’s poetry and short stories greatly influenced the French Symbolists of the late nineteenth century, who in turn altered the direction of modern literature. It is this philosophical and artistic transaction that accounts for much of Poe’s importance in literary history.

Students will read, study and critique short stories written by Edgar Allen Poe.

Enduring Understandings

Great writers remain timeless across the centuries, and much can be learned about writing style and craft in studying the world's best writers' bodies of work.

All different types of subjects are tackled by great writers, with highly successful outcomes.

Essential Questions

What craft and style techniques does Edgar Allen Poe use to create the feelings his stories evoke?

How can a writer use the same techniques as Edgar Allen Poe to enhance thier own writing?

Instructional Strategies and Learning Activities

Lesson Plans – Edgar Allen Poe Unit

Days 1 – 29

Class: 8th Grade English Language Arts

Ellen McShane

CCSS Alignment and Objectives:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.W.8.3.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.

CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.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.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.5.A

Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-LITERACY.L.8.5.B

Use the relationship between particular words to better understand each of the words.

CCSS.ELA-LITERACY.L.8.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

CCSS.ELA-LITERACY.L.8.6

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.

Materials: CSI Crime Scene Investigation Packet: Was Edgar Allan Poe Murdered? (TpT);printed copy of "The Raven"; Sir Christopher Lee's reading of "The Raven" on youtube; teacherfirst.com website ("The Raven" interactive website), YouTube: The Simpson's version of "The Raven"; "The Raven" test (TpT); Tell-Tale Heart short story/mood and tone packet (TpT); Tell-Tale Heart plot diagram (TpT); "Tell Tale Heart" Story Map;Tell-Tale Heart Narrator insane/Sane packet (TpT) In Poe's Words directions; "Tell-Tale Heart" Alternative Ending Scoring Directions (saved on laptop); Spider web socratic seminar discussion rubric;"The Tell-Tale Heart" video; "Tell Tale Heart" test

Days 1-3

Procedure:

Introduction to E.A. Poe:

1. Display on smartboard picture of Edgar Allan Poe

2. Distribute "Crime Scene Investigation: Was Edgar Allan Poe Murdered?" TpT packet.

3. Put students into groups of 2 / or if the class is 5 students or less then work as a group. Give each student a copy of the CSI Background Report Questions (Parts I-IV). At 4 tables will be a few copies of Crime Scene Investigation Background Report: The Younger Years (table 1), The School Years (table 2), Military Career(table 3), and Writing Career(table 4).

4. Students will spend about 8 minutes at each handout table. One student will read the handout aloud, and the group answers the questions on their sheets. / Teacher can also read the the handout aloud and the group will answer the questions.

5. And then they go to the next table and repeat the process until each group has been at all 4 tables having read and answered all of the questions.

6. Display answer key for CSI: Background Report-parts I - IV found in TpT "CSI: E.A.Poe" file saved on TpT purchased file and make corrections / or display on SmartBoard.

6. Display on Smartboard the (TpT) PowerPoint "Poe's Death". Students will fill out the Death Report (approx. 12 mins.) or we can discuss students' findings on Poe's life.

7. Class discussion on his death, then fill out the Incident Report. (Students may take home Incident Report.)

8. Display on smartboard and read aloud: MPRnews "Even in death, Edgar Allan Poe remains a mystery" https://www.mprnews.org/story/2015/10/07/books-literary-mystery-poe-death

9. Watch Why Should You Read Edgar Allan Poe? On TedEd: (5 mins.)
https://www.ted.com/talks/scott_peeples_why_should_you_read_edgar_allan_poe?language=en

10 - extension View Edgar Allen Poe Documentary

Days 4-9

Procedure: In Google Classroom, post the following list of "The Raven" vocabulary words

Students will define vocabulary word, provide part of speech, and use the word in an original sentence using online dictionary or classroom dictionaries

Dreary (sad, gloomy); bleak(not hopeful or encouraging); ghost; lost; sorrow; terrors; darkness; melancholy(depressed in spirits, dejected, sad); stern (harsh); dirges: (a song or hymn of grief intended to accompany funeral or memorial rites); grave (somber, very serious); stillness

Modification: Use a graphic organizer vocabulary list

When reviewing the vocabulary words, note the biblical allusions within the figurative language.

Tell students that the vocabulary words they defined yesterday are from Poe's famous poem, "The Raven". Ask them to make some guesses about the setting and atmosphere of the poem such as: What time of day is it? What time of year? What is the author feeling? Is he alone or with other people?

Students listen to Christopher Walken's narration of the poem "The Raven" (8:52= open culture version because it has visuals and words) with the words on the Smartboard (under 9 minutes). Distribute copy of "The Raven" and students will read it quietly, circling unfamiliar vocabulary and highlight/label figurative language. Now students reread poem, annotating any confusing areas. Share results and discuss.

Discuss what Poe wants the reader to believe has happened to the author of the poem before the night that is the setting for the poem. Comment that the universal appeal of the poem comes from its expression of the feeling of loneliness we are all subject to at some time in our lives due to separation from friends and/or family. Emphasize that these feelings, although at the time they may feel as inescapable as the hopelessness that seems to envelope the author, will pass and be replaced again by happiness and hope.

In groups, students will summarize the meaning of "The Raven" stanzas by writing the brief summaries on post-its which will be stuck to the poem pages.

On Smartboard, students analyze "The Raven" using the teacherfirst.com interactive website. Students will

identify figurative language (alliteration: highlighted in blue and assonance: highlighted in purple), internal rhyme (internal rhyme explained as we progress through interactive website), and vocabulary they already defined when close reading the poem.

Listen to Christopher Walken read the poem again so students can better understand it after analyzing poem.

Watch The Simpson's version of The Ravenhttps://www.youtube.com/watch?v=bLiXjaPqSyY (4 ½ minutes long) and students will reflect on what they learned from seeing the poem visually. Analyze the extent to which a filmed production of the poem remains faithful to or departs from the text, evaluating the choices made by the cartoonist.

Ask: Why did Poe choose a raven? (put on display my fake raven) Why not a cardinal? Students will research the internet and include answer in their annotations.

Students complete "Raven" test using a clean version of the poem, not their annotated version.

Work in small groups to compose a written description of the chamber focusing on details of setting. Word bank can be provided. On the back of the paper, draw the chamber described.

Assessment: close reading; poem analysis, including annotating internal rhyme, figurative language and vocabulary; Poe research; Raven test; written description/drawing of chamber.

Day 10-22

Materials:

Tell Tale Heart packet

Christopher Walken narrate

11x17 paper

Procedure:

1.Distribute “Tell Tale Heart” TpT packet. Listen to Sir Christopher Lee (youtube) narrate. Give students the 11 x 17” Tell Tale Heart Mind Map, and as students listen to Lee’s narration of the “Tell Tale Heart” with the words on the Smartboard, students will write notes, both pictures and words, on the mind map. (Sample mind maps from previous year in binder to to model for students.) Let students listen to the poem two times while working on the mind map.

2. Students will then reread story, circling unfamiliar vocabulary and define and highlighting and identifying figurative language in groups. Next, groups will summarize the paragraphs of the short story using post-its.

3. To introduce mood, watch https://scope.scholastic.com/issues/2016-17/090116/The-Tell-Tale-Heart.html#tab1. (3:49) The Scholastic Scope toolkit “What’s Mood” video found in Scholastic: Scope: Tell Tale Heart Lesson Activities.

Add description/coverage of tone:

Tone in writing is not really any different than the tone of your voice. You know that sometimes it is not what you say, but how you say it. It is the same with writing. Every adjective and adverb you use, your sentence structure, and the imagery you use will show your tone. The definition of "tone" in literature is the way the author expresses his attitude through his writing. The tone can change very quickly or may remain the same throughout the story. Tone is expressed by your use of punctuation, your point of view and your wording/ word choice. Examples of tone in a story include just about any adjective you can imagine: • Scared • Anxious • Excited • Worried • Foolish • Smart • Depressing In literature, if tone is the author's attitude toward a subject. Mood is how we are made to feel as readers, or the emotion evoked by the author. the feeling of a work creates is known as mood. Provide three specific examples of how Poe establishes mood through word choice (you can use any words from the poem). Please fill out the chart below: Example 1 Example 2 Example 3 Mood: Word Choice: Text Evidence/ quote lines from the poem

	Example 1	Example 2	Example 3
Mood			
Word Choice			
Text Evidence			

4. In pairs, students complete the Mood and Tone pages of “The Tell Tale Heart” packet/ or complete the chart, reading the highlighted passages from the short story, identifying the key words/phrases which help set the mood, and then explain the mood created by these phrases. Pair/share responses. Next, respond to Mood and Tone questions #1-9, including writing a short paragraph describing what the various tones are and how they work together to create the mood. Share responses whole class.

5. Distribute “The Tell-Tale Heart plot diagram. Explain exposition, conflict, rising action, climax, falling action, and resolution. Students then fill in plot diagram, discuss, and share.

6. Distribute Story Map-Edgar Allen Poe for “The Tell-Tale Heart.” Students complete a chronological story map for this short story as a quiz. After graded and returned, students will then add the page # and paragraph # from the text where the event is found. Review.

7. Watch Tell Tale Heart: (10 minutes) https://www.youtube.com/watch?time_continue=4&v=RpEIMERxgi4

Homework: finish work above not completed in class

Assessment: mood and tone responses, paragraph, plot diagram, story map

Days 23-24

Procedure:

In Google Classroom post: “In Poe’s Words” directions to rewrite the ending of “The Tell Tale Heart.”

In Poe’s Words: Alternative ending to “Tell-Tale Heart” writing relay:

1. Put desks in large circle.
2. Each person will begin writing an alternative ending to “The Tell-Tale Heart”: start at end of paragraph 4 on page 3 of short story. First writer: type in your name in RED and start ending using red font; second writer: type in your name in BLUE and continue alternative ending; third writer=type in your name in GREEN and finish the alternative ending.
3. Ending must follow the mood of “The Tell-Tale Heart” and use the same voice/tone as Poe.
4. When time called, hand computer to person to your right.
5. Second writer will read what has already been written, type name in BLUE, and continue the alternative ending.
6. When time called, hand computer to person to your right.

7. Third writer will read what has already been written, type name in GREEN, and finish the alternative ending.

8. When time called, hand computer to person to your right.

9. This 4th person will score the essay by typing either 4, 3, 2, or 1 at the very bottom of the ending following this criteria:

1. Did the group use as similar voice/tone as Poe?

2. Did the point of view make sense?

3. Did the ending paint a picture? Was it detailed enough to visualize?

SCORING:

4=100

3=85

2=70

1=60

START AT THIS POINT WITH YOUR ALTERNATIVE ENDING:

Page 3, end of paragraph 4:

I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears; but still they sat and still chatted. The ringing became more distant:--It continued and became more distinct: I talked freely to get rid of the feeling: but it continued and gained definiteness--until, at length, I found that the noise was not within my ears.

Assessment: homework, alternative narrative ending

Day 25-28

Procedure:

In preparation for Spider Web Socratic Seminar, distribute "Narrator is Insane/Sane" packet (TpT) . Students will read the textual evidence from the short story first depicting narrator's insanity . Students will explain how the textual evidence proves the narrator is insane. Students will then find more textual evidence proving insanity and explain. Next, students will read textual evidence from the short story depicting the narrator is sane and explain how it proves sanity. Then students will find more textual evidence proving sanity and

explain it.

Finish for homework. Teacher checks accuracy.

Spider Web Socratic Seminar (from The Best Class You Never Taught by Alexis Wiggins): desks put in large circle. PRIOR to the Socratic seminar, students will have pre-questions and answers to use during the discussion. Students will be given a copy of the Spider Web Discussion Directions/Rubric/Key (see below) and a position to support: narrator was insane or sane. Conduct a seminar responding to sanity of narrator.

Spider Web Discussion Directions/Rubric

Because this is a group effort, there will be a group grade. The whole class will get the same grade.

The following list indicates what you need to accomplish, as a class, to earn an A.

Have a truly hard-working, analytical discussion that includes these factors:

1. Everyone has participated in a meaningful and substantive way and, more or less, equally.
2. A sense of balance and order prevails; focus is on one speaker at a time and one idea at a time. The discussion is lively, and the pace is right (not hyper or boring).
3. The discussion builds and there is an attempt to resolve questions and issues before moving on to new ones. Big ideas and deep insights are not brushed over or missed.
4. Comments are not lost, the loud or verbose students do not dominate, the shy and quiet students are encouraged.
5. Students listen carefully and respectfully to one another. For example, no one talks, daydreams, rustles papers, makes faces or uses laptops when someone else is speaking because this communicates disrespect and undermines the discussion as a whole. Also, no one offers sarcastic or glib comments.
6. Everyone is clearly understood. Any comments that are not heard or understood are urged to be repeated.
7. Students take risks and dig for deep meaning, new insights.
8. Students back up what they say with examples and textual evidence/quotations regularly throughout the discussion. Dialectical Journals and/or the text are read from out loud often to support discussion.
9. Literary features/writing style and class vocabulary are given special attention and mention. There are at least one literary feature AND one new vocabulary word used correctly in each discussion.

*The class earns an A by doing all these items at an impressively high level. (Rare and difficult!)

*The class earns a B by doing most items on this list. (A pretty good discussion.)

*The class earns a C for doing half or slightly more than half of what is on this list.

*The class earns a D for doing less than half of what is on the list.

*The class earns an F if the discussion is a real mess or complete dud and virtually nothing on this list is accomplished or genuinely attempted.

Unprepared or unwilling students will bring the group down as a whole. Please remember this as you read and write notes on the assignments and prepare for class discussion

Seminar Key:

TE= used textual evidence in discussion

SD = starts discussion

L = leads discussion

C = comment

IC = insightful comment

CC = clarifies someone else's comment for better understanding

Q = asks a basic question

IQ = asks an insightful question

CQ = clarifies question

SQ = asks another student a specific question about their comment

P = made a prediction

OC = make an outside connection connecting text to life, a novel, a film, etc.

INV = invites others into conversation; helps others contribute

RD = respectfully disagrees with others by challenging/probing/asking for more evidence

D = distracted/not paying attention

SC = silly or unnecessarily sarcastic comment

H = hard to hear

I = interrupts

R = rambles/does not make a point

RP = repeats what someone else said because can't think of anything to say

? = illogical comment or question

X = error in comprehension

CX = corrects own error

OT = off-topic comment which detracted from conversation

Assessment: spider web socratic seminar

Homework: finish preparation for tomorrow's Socratic Seminar

Day 29

Objective: demonstrate knowledge of the "Tell Tale Heart"

Procedure: complete "Tell Tale Heart" assessment

Assessment: test

Homework: read choice novel

*End of unit, play figurative language game/youtube videos to finalize figurative language study to prepare students for 2nd, final SGO assessment.

Extension Activity:

Procedure:

While viewing the film version of "The Tell-Tale Heart," students analyze the extent to which the filmed production of this short story stays faithful to or departs from the text, evaluating the choices made by the director or actors. When done viewing, students write an essay using these notes. Submit in Google Classroom and teacher comments in Docs. Students will then revise based on teacher guidance for 2 class periods. Students will then share essay with a partner for peer review, read essay to self aloud, then re-submit in Google Classroom.

Assessment: notes, essay, peer review, revision

Integration of Career Readiness, Life Literacies and Key Skills

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.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
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.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.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.TL.3	Select appropriate tools to organize and present information digitally.

9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Technology and Design Thinking

Interdisciplinary Connections

	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
1.5.8.Pr4	Selecting, analyzing and interpreting work.

Differentiation

- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on. Group students based on level and need.
- 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 students to take on challenges.
- 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:

* Graphic organizers to focus on the targeted goal.

* Rubrics provided for students to easily understand and meet expectations.

* Scaffolded writing - break tasks into smaller, manageable tasks; students brainstorm ideas, then create notes on the idea, formulate the introduction paragraph, then body paragraphs, and conclusion.

* Teacher-student conferences / small group individual conferences.

Additional support and/or additional challenges will be available to students in need of modifications.

Modifications and Accommodations

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

Modifications and Accommodations used in this unit:

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:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

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:

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:

Instructional Materials

See materials embedded in Instructlional Activity section.

Standards

L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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.
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.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
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.
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.NW.8.3.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.
W.NW.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.PE.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.
SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.PE.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.
SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.