Unit Plan: **Urban Settings in America: “It Happened in the City”**

Length of Unit: 6 weeks

Grade Level: 8th

**Teacher:** Mrs. Mueggenberg

**Summary:** Students continue to explore characters and plots, but this unit takes a unique approach to examining how setting, directly or indirectly, affects these story elements. Students work on citing textual evidence that reveals the setting, analyze the effect of the setting on individuals and events, and write their own urban narrative. This unit ends with an informative/explanatory essay in response to the essential question.

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| **Stage 1 –Desired Results** | | |
| **Established Goals (Standards)**  **RI.8.1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **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.  **W.8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **SL.8.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Common Core grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  **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. 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. 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.  **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.  **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). | **Transfer** | |
| Students will be able to independently use their learning to…   * Cite textual evidence that reveals the setting and analyze the effect of the setting on individuals and events. * Write narratives to meet specific purposes. * Write an informative/explanatory essay in response to, ‘What does the setting contribute to these stories?’   ***What is it that we want them to be able to do independently by the end of the unit? What skill/x and or understanding/s will they demonstrate to us on their own in a new situation at the end of the unit?***  ***\*\*The summary above gives us information about what students are expected to be able to do independently.***  O**BJECTIVES FROM THE COMMON CORE CURRICULUM MAPS book.**   * Compare and contrast story characters, plots, themes, and settings from works about urban America. * Distinguish between explicit and implicit ways of describing the effect of setting on characters, plots, and themes. * Analyze the ways in which the structure of a work affects how the setting is conveyed. * Analyze different accounts of the same event. | |
| **Meaning** | |
| **Understandings**  Students will understand that…  ***Find examples from the 8th grade standards documents on the Weebly and add here.*** | **Essential Questions**  Students will keep considering…  Old Essential Question:   * What does the urban setting contribute to these stories?   New Essential Questions   * How does living in the city affect your life and your character (who you are)? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know…  ***Find examples from the 8th grade standards documents on the Weebly and add here.*** | **SKILLS**  Students will be skilled at…  ***Find examples from the 8th grade standards documents on the Weebly and add here.*** |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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