**Unit Plan:** Looking Back on America

**Length of Unit:** 8 weeks

**Grade Level:** 8th

**Teacher:** Mrs. Mueggenberg

**Summary:** This unit of eighth grade continues with reflections on the settings of stories and events, this time from a historical perspective. Students read works of historical fiction and discuss how authors' perspectives might produce accounts of historical events that differ from what we know happened. Students work collaboratively to reconcile different authors' points of view and discuss why these differences occur. Students read “Paul Revere's Ride” by Henry Wadsworth Longfellow and study the actual events of that night to consider the effect that poetry can have on historical memory. An in-depth research project accompanied by a multimedia presentation is a highlight of this unit, because these creative processes integrate essential skills and meaningful content. This unit ends with an informative/explanatory essay in response to the essential question.

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| **Stage 1 –Desired Results** | | |
| **IOWA CORE STANDARDS**  **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. **RI.8.3**: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  **RI.8.9**: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  **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. **SL.8.5**: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  **L.8.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **Transfer** | |
| Students will be able to independently use their learning to… | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How does learning history through literature differ from learning through informational text? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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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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