**Unit Plan:** Authors and Artists

**Length of Unit:** 4 weeks

**Grade Level:** 8th

**Teacher:** Mrs. Mueggenberg

**Summary:** This unit examines the similarities and differences between literary authors and artists. In this unit, students step back and consider the motivations of authors and artists alike: What inspires artists? Are their inspirations similar or different? How is the process of creating a painting or sculpture similar to and different from the process of writing a story or poem? Students read books written about artists and study artwork found in museums across America. Students work with classmates to discern the unspoken meaning in literature and art. Students also discuss illustrations and other forms of commercial art, looking for differences and similarities in fine and commercial art, in terms of both its motivation and its presentation. They write an informative/explanatory essay about an artist of interest. The 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.8.2**: 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.  **RI.8.5**: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  **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.  **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. 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.  **L.8.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5(b): Use the relationship between particular words to better understand each of the words. L.8.5(c): Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | **Transfer** | |
| Students will be able to independently use their learning to… | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How are artists and authors similar? |
| **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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