**Unit Plan:** The Road Not Taken

**Length of Unit:** 6 weeks

**Grade Level:** 8th

**Teacher:** Mrs. Mueggenberg

**Summary:** This final unit of eighth grade encourage students to explore their strengths by reading about strong characters who ventured against conventional wisdom in search of the greater good. The stage is set by Robert Frost's poem “The Road Not Taken.” Although students read from classic and contemporary literature, writing and class discussions focus on how literature helps us define the tension between the needs of the individual and the greater good of society. The goal of this unit is for students not only to apply the reading, writing, speaking, and listening strategies and skills they have learned up to this point in the year, but also to analyze how authors use allegory, symbolism, and satire to affect the reader. Students will revisit “The Road Not Taken” as the unit concludes, in order to see how this unit led to deeper understanding of the poem. This unit ends with an essay in response to the essential question. (The essay is followed with a choice for students: write their own narrative or create their own multimedia presentation that demonstrates what they learned this year.)

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| **Stage 1 –Desired Results** |
| **IOWA CORE STANDARDS****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. **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.8.4**: 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. **L.8.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.8.3 (a):** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).   | **Transfer** |
| Students will be able to independently use their learning to… |
| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* Can literature help us to define the greater good?
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| **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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