Unit Plan: **Rural Settings in America: “It Happened in the Country”**

Length of Unit: 8 weeks

Grade Level: 8th

**Teacher:** Mrs. Mueggenberg

**Summary:** This unit of eighth grade continues student reflections on the settings of stories and events—poems and short stories to novels and nonfiction. In this unit, students specifically refer back to Unit One, comparing and contrasting rural settings to urban ones. This unit expands beyond the borders of the United States into Canada and Mexico. Students examine how text structures contribute to meaning, identify and explain the characteristics of different genres, and begin writing arguments to support a point of view. This unit ends with an informative/explanatory essay response to the essential question: “What does the rural setting contribute to these stories?”

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| **Stage 1 –Desired Results** | | |
| **IOWA CORE STANDARDS**  **RL.8.5**: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  **RI.8.2**: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **RI.8.7**: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  **W.8.1**: Write arguments to support claims with clear reasons and relevant evidence.  **SL.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.8.1(c):** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  **SL.8.1 (d):** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  **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(c):** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  **L.8.4 (d):** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **Transfer** | |
| Students will be able to independently use their learning to… | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * What does the rural setting contribute to these stories? |
| **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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