**Unit Plan:** Dramatically Speaking

**Length of Unit:** 4 weeks

**Grade Level:** 8th

**Teacher:** Mrs. Mueggenberg

**Summary:** This unit of eighth grade continues an examination of the arts, focusing on the dramatic performance of plays, speeches, and poems. In this unit, students read plays such as Sorry, Wrong Number and compare them to a Shakespeare play or a film with similar themes. They read and listen to famous speeches by Franklin Delano Roosevelt and Barbara Jordan. They read and perform poetry by Nikki Giovanni, Pablo Neruda, and T. S. Eliot. While exploring the different genres, students analyze lines of dialogue, scenes, or words that are critical to the development of the story or message. They analyze how the use of flashback can create a sense of suspense in the reader/listener. They pay special attention to diction, and how connotation may be enhanced through tone and inflection. Students must also choose a genre that they prefer and defend that choice, strengthening their skills at writing arguments. Finally, 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.8.3**: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  **RL.8.6**: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  **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.8.1**: Critique and write arguments to support claims with clear reasons and relevant evidence.  **SL.8.3**: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  **L.8.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **L.8.5 (a):** Interpret figures of speech (e.g., verbal irony, puns) in context.  **L.8.5 (b):** Use the relationship between particular words to better understand each of the words. | **Transfer** | |
| Students will be able to independently use their learning to… | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How is reading a speech, poem, or script for a play different from performing it? |
| **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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