

Quarter 4 Road Not Taken

Start day: 143

Meetings: 38 days

Skills and Concepts

- Read and discuss a variety of novels that reveal, explicitly or implicitly, the idea of sacrificing the self for “the greater good,” making difficult choices, and choosing to contribute to humanity in a positive way.
- Experiment with performing poetry in a variety of styles and discuss how these changes affect its interpretation.
- Compare and contrast characters, plots, themes, settings, and literary techniques used in the stories read.
- Analyze how writing styles and literary techniques are used and how their use affects meaning and reader engagement.
- Write a variety of responses to literature and informational text.

Unit Summary

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, as well as the difficulty often found in making decisions that go against the crowd. 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 figurative language such as symbolism, metaphor, extended metaphor, etc. to affect the reader.

Content

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intro to unit 4.docx	intro to unit 4.docx	label.contentType.docx

Essential Questions

Can literature help us to define the greater good?

How do fictional stories help us understand the difficulty in making decisions that go against the majority?

How do certain choices change the outcome of a story?

Why do characters make the choices that they do (character motivation)?

Why is it important to contribute to society in a positive way, and how can we contribute?

Content

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Learning Progressions

Cluster	Before	During	After
Reading	<p>RL. 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.:</p> <p>RL. 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.7:</p>	<p>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.</p> <p>RL.8.4:Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other</p>	<p>RL. 9.2: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL. 9.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>

	<p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>texts</p> <p>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, evaluation the choices made by the director or actors.</p>	<p>RL.9.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>
	<p>W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4: Produce clear and coherent writing in which the</p>	<p>W8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W8.4: Produce clear and coherent writing in which the</p>	<p>W.9.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9.4: Produce clear and coherent writing in which the development,</p>

Writing	<p>development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>W7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including</p>	<p>development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W9.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other</p>
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	linking to and citing sources.		information and to display information flexibly and dynamically.
Speaking/Listening	<p>SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p> <p>SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.9.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>SL.9.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Language			

Academic Vocabulary Tier II

Greater Good

Diverged

Content

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Domain Specific Vocabulary

Simile	sybolism	generalization	point of view first person second person third person omniscient limited omniscient objective
metaphor	Intpretation	perspectives	
personification	literal	Hero/heroine	
allegory	figurative	style	
satire	utopia	connotation	

Literary Texts
Stories

**The Chocolate War* Robert Comier

**That Was Then, This is Now* S.E. Hinton

**The Giver*

**The Skin I'm In*

**Monster*

Individual Literary Discussion Text (ILDT) – Nonfiction

Students will choose their own nonfiction text (biography, memoir) about a person who has somehow contributed to the greater good in society. For example:

Righteous Gentile: The Story of Raoul Wallenberg, Missing hero of the Holocaust

I am a Seal Team Six Warrior: Memories of an American Soldier (Howard E. Wasdin and Stephen Templin)

Let for Dead (Pete Nelson)

Free the Children: A Young Man Fights aAgainst Child Labor and Proves That Children Can Change the World (Craig Kielberger)

Gloria Steinem: Feminsist Extroadaordinaire! (Caroline Lazo)

Claudette Clovin (Phillip Hoose)

Short Stories

Poetry

"The Road Not Taken" (Robert Frost) (E)

"Identity"

Film

Film – *The Chocolate War*

The Truman Show

Content

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the road not taken close read.docx	the road not taken close read.docx	label.contentType.docx

The Road Not Taken.pdf

The Road Not Taken.pdf

label.contentType.pdf

Informational Texts**Nonfiction****"Philanthropy" from Letter to My Daughter by Maya Angelou****Literary Criticism****"Robert Frost, Poet of Action" (James McBride Dabbs****Content**

Name	Description	Type
Maya angelou personal narrative philanthropy.docx	Maya angelou personal narrative philanthropy.docx	label.contentType.docx

Suggested Interims - Benchmarks

1. The Road Not Taken Close Read
2. Book Group Presentations
3. Identity poem: extended metaphor
4. Philanthropy
5. End of Unit Common Task

Content

Name	Description	Type
Unit 4 Book Group Presentation.docx	Unit 4 Book Group Presentation.docx	label.contentType.docx
Maya angelou personal narrative philanthropy.docx	Maya angelou personal narrative philanthropy.docx	label.contentType.docx
outside reading worksheet.docx	outside reading worksheet.docx	label.contentType.docx
road_not_taken_pt8.pdf	road_not_taken_pt8.pdf	label.contentType.pdf
The Road Not Taken.pdf	The Road Not Taken.pdf	label.contentType.pdf

end of unit common task doc.doc	end of unit common task doc.doc	label.contentType.doc
identity poem extended metaphor.pdf	identity poem extended metaphor.pdf	label.contentType.pdf
Identity poem template.docx	Identity poem template.docx	label.contentType.docx
individual presentation rubric.doc	individual presentation rubric.doc	label.contentType.doc
Final_grade 8_2013.docx	Final_grade 8_2013.docx	label.contentType.docx

End of Unit Common Task

Throughout this unit we have read different texts about people who have chosen to contribute to society in a positive way. The end of unit common task is to plan a fundraising event and develop a proposal and presentation to give to businesses or possible donors. The proposal should be 1-2 pages and the presentation should be no longer than 5 minutes and include a visual component. See attached instruction guide.

Content

Name	Description	Type
end of unit common task doc.doc	end of unit common task doc.doc	label.contentType.doc

Learning Plan Instructional Strategies

The Road Not Taken Close Read

Outside Reading

As you read your outside reading book about choices, complete the reading guide for the assigned chapters.

Informative/Explanatory Writing

Read and listen to "Philanthropy" by Maya Angelou. Analyze the text for its parts. Locate the lead, context/background info, focus statement, body, conclusion, restatement of the focus and the connection to the intro by highlighting and bracketing text.

Respond in your notebook after reading the essay: According to Angelou's definition, do you consider yourself charitable? Why or why not? How could you be charitable?

Poetry:

Read and annotate the poem "Identity" by _____, then, answer the questions in the packet. Use this poem for a discussion about extended metaphor.

1. Class Discussion and Recitation

Re-read the first poem read in this unit, "The Road Not Taken." After this unit of study, describe how your understanding of this poem has changed. What new insights have you gained? After class discussion, practice reading the poem aloud, emphasizing different words. How does changing emphasis change the meaning? Highlight the words and phrases you want to emphasize. Memorize and recite it for your class. How is your interpretation similar to and from the others? (RL.8.2, RL.8.4, SL.8.6)

Content

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road_not_taken_pt8.pdf	road_not_taken_pt8.pdf	label.contentType.pdf
the road not taken close read.docx	the road not taken close read.docx	label.contentType.docx
The Road Not Taken.pdf	The Road Not Taken.pdf	label.contentType.pdf
Unit 4 Book Group Presentation.docx	Unit 4 Book Group Presentation.docx	label.contentType.docx
end of unit common task doc.doc	end of unit common task doc.doc	label.contentType.doc
identity poem extended metaphor.pdf	identity poem extended metaphor.pdf	label.contentType.pdf
Identity poem template.docx	Identity poem template.docx	label.contentType.docx
Maya angelou personal narrative philanthropy.docx	Maya angelou personal narrative philanthropy.docx	label.contentType.docx
outside reading worksheet.docx	outside reading worksheet.docx	label.contentType.docx

Core Shifts to be Incorporated

Shift 1: Balancing information and Literary Text

Shift 3: Staircase of Complexity

Shift 4: Text-based Answers

Shift 5: Writing from Sources

Shift 6: Academic Vocabulary

Differentiation for Struggling Learners

Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students.

Template provides language supports, language objectives, and WIDA language standards.

- **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
- **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms
- **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.
- **Review and assessment:** frequently give students feedback on their output, spot check students' comprehension throughout the lesson.

Content

Name	Description	Type
WIDA Lesson Plan Share Space	WIDA Lesson Plan Share Space	label.contentType.weblink

Differentiation for Extension

Common Misconceptions

"The Road Not Taken" is only about how taking the road less traveled makes a positive difference.

Philanthropy and charity are the same.

Instructional Resources

Suggested and Required Text