Looking Back on America

Independent Readings and Projects

How does learning history through literature differ from learning history through non-fiction texts?

**Pre-Reading:** (2)

* Choose a historical focus for your reading and projects this quarter.

**Reading Requirements:** (2)

* From your historical focus, you must read one of the novels listed.
* You must read at least one poem, two short stories, and one informational text within your historical focus.

**During Reading:** (3)

 Complete the four questions page while you read your historical fiction novel.

**Exploration Project Choices:** Choose one from each section.

**Confirm your understanding:** during reading, on your own (2)

* Create a vocabulary page with new words from your readings. Include at least 20 new words and define them.
* As you read one of the texts from your chosen historical focus, fill in the Literary Graphic Organizer chart.

**Do a poetry assignment**: (4)

* Choose a significant line from one of the poems you read. After you analyze this poetic line, fill in the Poetry Graphic Organizer.
* Choose one of the poems you read. Write one paragraph discussing how this poem relates to life in America. Pay particular attention to setting, characters, and events.
* Choose a theme from your readings (courage, individuality, freedom, choices, growth, discrimination, etc.). Go online and find two poems about this theme. Make a copy of each and write a 70-100 word personal response for each.

**Create a visual and present it to the class:** (5)

* Portray an event, person, or idea literally, or capture its essence, in a piece of art (drawing, painting, sculpture, etc.). Clear this with me first.
* Create a sock puppet representing one of the characters from a text you read within your historical focus. The goal is to create a puppet that conveys, symbolically, who the character is. You do this by attaching or hanging items from your sock puppet that will help us to better understand who your character is. Consider colors, shapes, symbolic items, and so on. *If your character is a cowboy, don’t just make a cowboy sock puppet.*
* Create a collage using drawn or printed images from your reading. This should be an interpretation through images of what you have read, so do not just google image search “war pictures” or “cowboys.” You must have at least 10 pictures in your collage and a few sentences explaining why you included what you did.
* Create a powerpoint to present information of your choice about a topic or event in the texts you read. Be specific and clear it with me first!

**Hand-write this essay**: (1,6)

* Write a three-paragraph argument in which you use supporting evidence to make and support a claim about an important issue within your historical focus.

**Create a deeper connection:** (7)

* After reading within your historical focus, write a letter to a real person connected to your topic (write a letter to a war veteran, a legislator on an issue relating to your topic, etc.)
* Borrow and read the approved picture book on your historical focus. Answer the analysis questions.
* Give a gift to a character from any of your readings within your historical focus. Create or draw the gift, then write a paragraph explaining a little about the person you chose, why the gift is appropriate, and what you think your character’s reaction would be.

**Final Writing Project** (on your own) (8) (13)

Informational Essay

**Prove It!** (9,10,11,12)

Verbals (gerunds, participles, infinitives)

Context clues

Dictionary use

Greek and Latin affixes, roots, suffixes

Student Learning Objectives

1. Compare and contrast story characters, plots, themes, and settings from stories (RL.8.5)
2. Read and comprehend 8th grade literature (RL.8.10)
3. Determine a theme (RL.8.2)
4. Cite textual evidence that supports analysis of the text (RL.8.1)
5. Use multimedia and visuals to present information (SL.8.4)
6. Write an argument paper (W.8.1)
7. Produce writing in the style appropriate to task, purpose, and audience (W.8.4)
8. Write an informative essay (W.8.2)
9. Verbals (gerunds, participles, infinitives) (L.8.1.A)
10. Context clues (L.8.4.A)
11. Dictionary use (L.8.4.D)
12. Greek and Latin affixes, roots, and suffixes (L.8.4.B)
13. Edit for conventions (W.8.5)

Quarter 2 Standards

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| --- | --- | --- | --- |
| **DOK 1: Recall** | **DOK 2: Skill and Concept** | **DOK 3: Strategic Thinking** | **DOK 4: Extended Thinking** |
| Greek and Latin affixes and roots and suffixes (L.8.4.B) | Greek and Latin affixes and roots and suffixes (L.8.4.B) | Compare and contrast story characters, plots, themes, and settings from stories (RL.8.5) | Produce writing in the style appropriate to task, purpose, and audience (W.8.4) |
| Context clues (L.8.4.A) | Context clues (L.8.4.A) | Cite textual evidence that supports analysis of the text (RL.8.1) | Provide a conclusion (W.8.2.F) |
| Dictionary use (L.8.4.D) | Dictionary use (L.8.4.D) |  | Develop the topic with relevant details (W.8.2.B) |
| Verbals (gerunds, participles, infinitives) (L.8.1.A) | Verbals (gerunds, participles, infinitives) (L.8.1.A) |  | Introduce a topic clearly (W.8.2.A) |
|  | Determine a theme (RL.8.2) |  | Write an informative essay (W.8.2) |
|  | Include formatting (W.8.2.A) |  | Provide a conclusion (W.8.1.E) |
|  | Use precise language and vocabulary (W.8.2.D) |  | Support claim with logical evidence (W.8.1.B) |
|  | Use appropriate transitions (W.8.2.C) |  | Introduce claim, counterclaim, and evidence (W.8.1.A) |
|  | Read and comprehend 8th grade literature (RL.8.10) |  | Write an argument paper (W.8.1) |
|  | Use multimedia and visuals to present information (SL.8.4) |  |  |
|  | Establish and maintain a formal style (W.8.1.D) |  |  |
|  | Edit for conventions (W.8.5) |  |  |