

Unit 2 Grade 8: Based on a True Story

Enduring Understandings/Skill Focus	Assessment Plan
<p>This unit requires students to analyze the effectiveness that films have in the adaptation of real-life events through documentaries and film adaptations. Students will understand how directors adapt real events, people, and stories through film. Students will consider these questions:</p> <p>How do directors and producers determine what to cut, add, or doctor when adapting true stories?</p> <p>What makes a documentary different from a film based on true events?</p> <p>Is it better to have a film appeal to history or emotion?</p>	<p>Students will complete short formative assessments and quizzes</p> <p>Students will complete a summative multiple-choice test regarding the embellishment and/or the artistic representation of “The Line Game” scene in the <i>Freedom Writers</i> film.</p> <p>Students will complete a summative content area writing task.</p>
Texts	NJSLS
<p>Required: <i>Freedom Writers</i> – Erin Gruwell Movie: <u>Freedom Writers</u></p>	<p>RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p>W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.</p> <p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.</p>

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.PI.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.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

	<p>C. 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).</p> <p>L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>D. Consult 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.</p> <p>E. 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).</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>
Writing Tasks	
<p>Reading Response Journals</p> <p>Students will respond to reflective questions about literature and nonfiction texts read in class. Students will use personal journals and will have opportunities to share their responses with the class.</p>	<p>Content Area Writing</p> <p>Essay Prompt</p> <p>In both <u>The Freedom Writers Diary</u> and its film adaptation <i>Freedom Writers</i>, the same true events are portrayed in different ways. While the book gives a first-hand account from the students and teacher, the movie makes changes to characters, events, and pacing to create a dramatic story for the screen. Filmmakers often adjust real events for entertainment value, but this raises an important question: How much creative freedom should they have when telling a true story, and how does that affect the audience’s understanding of what really happened?</p> <p>Your Task:</p> <p>Write an analytical essay in which you:</p> <ul style="list-style-type: none"> • Explain the extent to which filmmakers should have creative freedom when portraying real events. • Analyze how this freedom can change an audience’s perception of truth.

	<ul style="list-style-type: none"> • Use specific examples from The Freedom Writers Diary and the Freedom Writers film adaptation to support your analysis. <p>Requirements:</p> <ul style="list-style-type: none"> • Introduction with a clear thesis statement that answers the prompt. • At least three body paragraphs with evidence from both the book and film. • Analysis explaining how and why the filmmakers' choices impact the audience's understanding of the real events. • A conclusion that connects your ideas back to the bigger issue of truth in storytelling. <p>Length: 4–5 paragraphs</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> • Connect the Dots • Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies • Popcorn Reading • Numbered Heads • KIMS Vocabulary Strategy 	<p><i>Accommodations:</i></p> <ul style="list-style-type: none"> • Extended Time for assignments • Re-teaching material • Small group/guided reading groups for comprehension • Homogeneous grouping • Present information in various formats • Graphic organizers for written assignments • Modeling/Examples of fluency and expectations of assignments • Redirection • Break down reading and writing tasks into smaller chunks <p><i>Modifications:</i></p> <ul style="list-style-type: none"> • Modify amount of work required • Offer multiple forms of assessment • Differentiate assignments • Allow extended time to complete assignments <p><i>Gifted and Talented/Academically Talented:</i></p> <ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies of investigations

		<ul style="list-style-type: none"> Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom. Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning. Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Allow students to move more quickly through the material. 		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Social Studies: 6.3.8.CivicsPI.3, 6.3.8.CivicsPI.4 Technology: Career Ready Practices:	Substitution: Digital versions of materials are available. Augmentation: Students prepare, complete, and submit summative assessments using Schoology. Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Economic and Government Influences <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i> <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input checked="" type="checkbox"/> Global and Cultural Awareness <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration	Tier 1	N/A
			Tier 2	Academic Vocabulary words not in general use, not content specific and appear far more in written texts than in speech Examples in this Unit: <ul style="list-style-type: none"> <i>Adversity, advocate, bias, censorship, empathy, inequality, perseverance, prejudice, resilience, stereotype etc.</i> Introduce words during or after text Student friendly definitions
			Tier 3	Domain-Specific Vocabulary <ul style="list-style-type: none"> words related to a specific content or field of study students are likely to encounter in the future Examples in this Unit

		<input type="checkbox"/> Information Literacy		<ul style="list-style-type: none"> cultural identity, discrimination, marginalization, memoir, narrative voice, oppression, social justice, voice, etc. <p>Examples for Teaching:</p> <ul style="list-style-type: none"> Contextualize the words Mental Models
--	--	---	--	--

Learning Map (Pacing Guide)

Week	Text	Learning Outcomes, Topics, and Suggested Activities
1	Clips from <u>Remember the Titans</u> YouTube interview with Coach Boone	<p>In this week's lessons, students will discuss, analyze, and compare the differences in dramatized clips from <u>Remember the Titans</u>.</p> <ul style="list-style-type: none"> Essential Questions: Why might a director change events? Why might it be more important for a story to be more emotionally powerful, than historically accurate Suggested Activities: Students will watch clips and answer questions.
2	<u>The Freedom Writers Diary</u> – Erin Gruwell	<p>In this week's lessons, students will read Section 1: Freshman Year in which they will be introduced to the real life people behind the journaling of Freedom Writers.</p> <ul style="list-style-type: none"> Essential Questions: Why is it important for these students to begin exploring identity, prejudice and stereotypes? What effect might journaling begin having on their lives? Suggested Activities: Students will read <u>The Freedom Writers Diary</u>
3	<u>The Freedom Writers Diary</u> – Erin Gruwell Freedom Writers - Movie	<p>In this week's lessons, students will finish reading section 1, and they will begin watching the first section of the movie.</p> <ul style="list-style-type: none"> Essential Questions: What are some key differences made by the movie? How might the film dramatize these real-life events? Suggested Activities: Students will read and watch Freedom Writers

4	<u>The Freedom Writers Diary</u> – Erin Gruwell	<p>In this week’s lessons, students will read Section 2: Sophomore Year, in which they will be introduced to the writers’ connecting their lives to real life history.</p> <ul style="list-style-type: none"> • Essential Questions: Why might Gruwell be having her students connect their lives to that of people like Anne Frank? How might empathy and cross-cultural connections and understanding help these writers grow? What is significant about the inclusion of the Line Game in the film? • Suggested Activities: Students will read Freedom Writers. Students will complete a summative exam in which they will analyze the Line Game scene in the movie, dissecting it or embellishment and/or artistic expression.
5	<u>The Freedom Writers Diary</u> – Erin Gruwell Excerpt from <u>The Diary of Anne Frank</u> – Anne Frank Freedom Writers - Movie	<p>In this week’s lessons, students will finish Section 2: Sophomore Year, and they will watch and compare the novel with the second section of the movie.</p> <ul style="list-style-type: none"> • Essential Questions: Is the dramatization of the movie helping in your understanding of novel’s themes and messaging? How do personal narratives humanize historical events? • Suggested Activities: Students will read excerpts from The Diary of Anne Frank, they will read Freedom Writers, and they will watch Freedom Writers.
6	<u>The Freedom Writers Diary</u> – Erin Gruwell	<p>In this week’s lessons, students will read Section 3: Junior Year, and they will encounter resilience in the face of adversity from the writers.</p> <ul style="list-style-type: none"> • Essential Questions: Why is it important to have mentors? What is the difference between hope and despair? • Suggested Activities: Students will read Freedom Writers.
7	<u>The Freedom Writers Diary</u> – Erin Gruwell	<p>In this week’s lessons, students will finish section 3 and begin Section 4: Senior Year. Students will encounter the writers graduating from high school, face obstacles such as college acceptance, as well as financial struggles.</p> <ul style="list-style-type: none"> • Essential Questions: How can education be used as a tool of empowerment? Why are goals important, and how are goals different from dreams? • Suggested Activities: Students will read Freedom Writers. Students will be introduced to the writing end of module writing process and they will begin the end of module essay
8	<u>The Freedom Writers Diary</u> – Erin Gruwell	<p>In this week’s lessons, students will finish Freedom Writers. They will also finish watching Freedom Writers.</p> <ul style="list-style-type: none"> • Essential Questions: What are key take aways from this example of real-life story telling, and the screenplay adaptation? What would you change, keep and add to the film?

	Freedom Writers - Movie	<ul style="list-style-type: none">Suggested Activities: Students will read and watch Freedom Writers. Students will continue the writing process
9	<u>The Freedom Writers Diary</u> – Erin Gruwell Freedom Writers - Movie	<p>In this week’s lessons, students will complete their writing assessment</p> <ul style="list-style-type: none">Suggested Activities: students will write their assessment.