ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: ci@sccoe.org and your group members.

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| **Title of Unit** | Revolutionary Thinking: Balance and Compromise |
| **Grade Level** | 8 |
| **Suggested Timeline** | 4 - 6 Weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | In a collaborative group, create an essay or technological presentation comparing and contrasting different social, [cultur](http://en.wikipedia.org/wiki/Culture)al, [philosoph](http://en.wikipedia.org/wiki/Philosophy)ical, [technolog](http://en.wikipedia.org/wiki/Technology)ical, or [political](http://en.wikipedia.org/wiki/Political_system) revolutions. Within the project, students must demonstrate an understanding about revolutionary thinking by answering all the questions below. Answer Required Questions for Your Project:* + What are the causes for revolution? (DOK level 1 recall)
	+ Differentiate the effects of revolution on specific populations of people?(DOK level 3 strategic thinking)
	+ Draw conclusion on whether the revolution was justified? (DOK level 3 strategic thinking)
	+ Analyze how organizers of the revolution get others to agree with them and join the effort? (DOK level 4 extended thinking)
	+ Distinguish how the idea of revolution was advertised,/spread to different populations of people? (DOK level 2 skill/ concept)
	+ Develop a logical argument determining if the revolution was successful AND in what ways was it unsuccessful?( DOK level 3 Strategic thinking)
	+ Analyze and prove how the revolution transformed [society](http://en.wikipedia.org/wiki/Society), [culture](http://en.wikipedia.org/wiki/Culture), [philosophy](http://en.wikipedia.org/wiki/Philosophy), [technology](http://en.wikipedia.org/wiki/Technology), and [political systems](http://en.wikipedia.org/wiki/Political_system); and within what geographic area (community, state, region, country, world)? (DOK level 4 extended thinking)
	+ Identify all your contributions toward this project?
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| **Targeted ELA/ Literacy CCSS** | * [CCSS.ELA-Literacy.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/8/1/) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
* [CCSS.ELA-Literacy.W.8.1](http://www.corestandards.org/ELA-Literacy/W/8/1/) Write arguments to support claims with clear reasons and relevant evidence
* [CCSS.ELA-Literacy.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
* [CCSS.ELA-Literacy.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
* [CCSS.ELA-Literacy.W.8.4](http://www.corestandards.org/ELA-Literacy/W/8/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* [CCSS.ELA-Literacy.W.8.5](http://www.corestandards.org/ELA-Literacy/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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 [here](http://www.corestandards.org/ELA-Literacy/L/8).)
* [CCSS.ELA-Literacy.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/) 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.
* [CCSS.ELA-Literacy.W.8.7](http://www.corestandards.org/ELA-Literacy/W/8/7/) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
* [CCSS.ELA-Literacy.W.8.8](http://www.corestandards.org/ELA-Literacy/W/8/8/) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
* [CCSS.ELA-Literacy.W.8.9](http://www.corestandards.org/ELA-Literacy/W/8/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.
* [**CCSS.ELA-Literacy.SL.8.1**](http://www.corestandards.org/ELA-Literacy/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.**
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| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | * [CCSS.ELA-Literacy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.
* [CCSS.ELA-Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
* [CCSS.ELA-Literacy.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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| **Targeted ELD Standards** | Grade 8 Part IA.3 Supporting opinions and persuading others (Expanding Level)B. 6 Reading/viewing closely (Expanding Level)C.10 Writing (Expanding Level)C.11 Justifying/arguing (Expanding Level)Grade 8 Part IIA.1 Understanding text structure (Expanding Level)A.2 Understanding cohesion (Expanding Level)C.6 Connecting ideas (Expanding Level) |
| **Big Ideas** | * There is a price we pay for war
* Revolutions are based on ideas and change
* New nations/Government are shaped by conflicting ideas and compromise
* There are different mediums for communication of ideas
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| **Essential Questions** | * What is the fundamental catalyst for all revolutions?
* How did the American Revolution evolve from a movement of a handful of patriots, to an accepted change of allegiance and lifestyles?
* What are common characteristics that define actions as revolutionary?
* What determines if a revolution is justifiable? Successful?
* How do revolutions affect citizens?
* How are governments established?
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| **Content** | * examples of personal sacrifice during war/revolt
* philosophies behind revolutions
* causes of revolutions throughout history
* structures of governments
* background on revolutionary actions
* effects of revolutions on citizens and nations
* examples of balance and compromise

Skills needed* Organizational Structure
* Support (evidence, etc.)
* Conclusion
* Content specific audience
* Edits, Revisions, Rewrites, etc.
* Publish with Technology
* Collaboration
* Research
* Information Gathering
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| **Skills** | * Synthesize information to present revolutionary concepts
* Integrate visual information into written text
* Identify cause and effect of revolutionary events
* Paraphrase research to incorporate into presentation/writing
* Write clear thesis statements
* Research topics to find relevant facts using a variety of sources
* Analyze facts
* Identify plot, structure, theme, exposition
* Analyze characters, audience, perspective
* Analyze word choice (figurative and connotative meanings)
* Collaborate with peers
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| **Vocabulary** **(Academic and Content)** | * Alacrity
* Bayonet
* Colonial
* Inoculation
* Prodigious
* Redoubt
* Resilience
* Siege
* Skiff
* Typhus
* Traverse
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| **Activities** | 1. Background Knowledge - Create a cause for revolution in the classroom to provide background knowledge (ban use of: technology in classroom, desks/chairs; talking to each other; charge a fee; collect all phones at beginning of class & make them jump through hoops to get them back, then change your mind & do not return phones at the end of class) \*Be sure to let administration know about this.
2. Show Revolution video
3. Read about American Revolution, including Declaration of Independence & “Common Sense” (textbook)
4. Complete graphic organizer on causes/effects of American Revolution
5. Read novel *Chains* by Laurie Halse Anderson
6. Complete short essay answers to comprehension questions related to *Chains*
7. Read Revolution-themed poetry
8. Shift emphasis to students making personal connections to revolutions.
9. Write an essay to identify potential current revolutionary situations.
10. Create a meaningful brochure to encourage citizens to join a revolution, such as 'Common Sense.' -OR- Use technology to create a video, radio, prezi, etc., commercial promoting a current revolutionary cause.
11. Summative Assessment Collaborative Project
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| **Formative Assessments** | Formative1. Complete graphic organizer regarding causes and effects of the American Revolution. (knowledge/DOK level 1 recall)2. Complete short essay answers to comprehension questions related to the novel *Chains* by Laurie Halse Anderson (knowledge/reasoning/DOK levels 2 skill/concept & 3 strategic thinking)3. Write an essay to identify potential current revolutionary situations. (reasoning/DOK levels 3 strategic thinking & 4 extended thinking)4. Create a meaningful brochure to encourage citizens to join a revolution, such as 'Common Sense.' -OR- Use technology to create a video, radio, prezi, etc., commercial promoting a current revolutionary cause. (reasoning/DOK levels 3 strategic thinking & 4 extended thinking) |
| **21st Century Skills Targeted** **(E- Encouraged; T- Directly taught)** | \_\_\_\_\_ Communication \_\_\_\_\_ Collaboration \_\_\_\_\_ Creativity\_\_\_\_\_ Critical Thinking\_\_\_\_\_ Research\_\_\_\_\_ Technology\_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment\_\_\_\_\_ Peer Assessment |
| **Resources****(print and multimedia)** |  **Intro – Attention Grabbers*** Teens & Revolution video (Imagine Dragons *Radioactive*):<http://www.youtube.com/watch?v=ghvwo-_pH9E&feature=em-share_video_user>
* Revolution quotes: http://www.goodreads.com/quotes/tag/revolution
* unit intro music video (The Beatles *Revolution*):<http://www.youtube.com/watch?v=1idwTA_9gc4&feature=em-share_video_user>
* Causes of the American Revolution animated video:
* <http://www.xtranormal.com/watch/14590029/revolution-take-2>
* Possible intro video *(You’re Revolutionary 3:20)*: [*http://www.youtube.com/watch?v=dSGXYyDtHFE*](http://www.youtube.com/watch?v=dSGXYyDtHFE)

 **historical fiction:** *Chains* by Laurie Halse Anderson (novel)* Author’s site & lessons <http://madwomanintheforest.com/historical-chains/>

 **poetry**-*Paul Revere's Ride* by Longfellow, Poems of the American Revolution (Emerson), Phillis Wheatley* <http://www.hwlongfellow.org/pdf/Anderson_revere.pdf>
* <http://www.poets.org/viewmedia.php/prmMID/20281>
* <http://www.poemhunter.com/phillis-wheatley/poems/>

 **primary source docs:** *Declaration of Independence, Common Sense** *Declaration:* <http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>
* *Common Sense:*<http://www.learner.org/workshops/primarysources/revolution/before.html>

 **American Revolution Video:** *America: Story of Us** History Channel DVD:<http://shop.history.com/america-the-story-of-us-dvd/detail.php?p=260010>
* Lesson Guide:<http://www.history.com/images/media/pdf/America_Episode2_guide_FIN.pdf>
* Find out more: [*http://www.history.com/topics/american-revolution*](http://www.history.com/topics/american-revolution)

 **Hip Hop History-Flocabulary song/lyrics:*** The American Revolution*:*  *<http://www.flocabulary.com/american-revolution/>*
* Declaration of Independence: <http://www.flocabulary.com/declaration-of-independence/>

 **music video:** *Too Late to Apologize** *link to video:* [*http://www.schooltube.com/video/e1895c4c1683c3124733/*](http://www.schooltube.com/video/e1895c4c1683c3124733/)
* *v*ideo w/lyrics:<http://www.youtube.com/watch?v=A_56cZGRMx4>
* soomo site lyrics:<http://soomopublishing.com/declaration/lyrics.html>

 **Research**-Significant revolutions lists:<http://www.toptenz.net/top-10-most-notable-national-revolutions.php><http://listverse.com/2010/10/04/top-10-revolutions-felt-around-the-world/> ***Revolt!*** Lesson comparing historical revolutions and list of significant revolutions:<http://learning.blogs.nytimes.com/2011/02/08/revolt-comparing-historical-revolutions/?_r=0> **Free Web 2.0 tools:** <http://www.educatorstechnology.com/2012/05/list-of-20-free-tools-for-teachers-to.html>* Best Web 2.0 tools 2012 with links: <http://larryferlazzo.edublogs.org/2012/07/10/the-best-web-2-0-applications-for-education-in-2012-%E2%80%94-so-far/>
* Prezi: <http://prezi.com/>
* HelloSlide (add narration to ppt): http://www.helloslide.com/
* xtranormal animation site:<http://www.xtranormal.com/>

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