

Unit Title: Community

Grade Level: 8

Subject Area: English

Duration/Length/Number of class periods: 1-2 weeks/3-5 class periods (Intro to Community Unit)

Description: Students explore what it takes to build, be part of, and examine life within communities both similar and different from their own. Students will explore a variety of texts, both fiction and nonfiction, to lift up multiple perspectives, examine historical communities, and communities to which they belong. This introduction will lead into a literature study in book clubs where students will read a graphic novel set in a historical (or current) community different from their own; in their reading they will examine character perspectives, actions, and main ideas of related non-fiction articles.

Established Goals:

8.1.4.1 Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.

8.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. (Connects to mastery of skills in grade-level text in standard R2)

8.1.4.2 Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

8.1.4.3 Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.

8.1.4.4 Analyze how a text makes connections between individuals, events, or concepts, in informational text.

What Enduring Understandings are desired?

Seek understanding of multiple perspectives and experiences to build understanding of individuals and communities.

What Essential Questions will be considered?

How do individuals contribute to a community?

What creates a sense of community?
 What can tear a community apart?
 How does setting influence individuals & groups?

Students will know / be able to:

1b (support inferences)
 3a (determine central idea)
 3b (analyze how central idea is developed)
 4b (analyze important event)
 4c (compare/contrast perspectives)
 17a (determine meaning of unknown words)

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Check in to gather initial understanding of what community means to students, what communities they are a part of (mentimeter.com)	X		X		X	X	2b (digital citizen)
Students choose a community they want to learn more about and create a digital cultural iceberg map to represent their learning about the community (or individuals in the community)	X			X	X	X	2b (digital citizen), 3a, 3c (knowledge constructor) 6c (creative communicator)
Students use StoryboardThat to demonstrate understanding of central idea(s) [of community represented] article of their choice	X			X	X	X	6d (creative communicator)
After reading section 1 of book club book; group post Flip video about what they're learning about their main character and the context they are in	X			X	X	X	7 (global communicator)

Students continue collaborative book club work, using a Jamboard to collect ongoing text evidence related to essential questions	x			x	x	x	1 (empowered learner) 2 (digital citizen)
Digital one-pager (students identify one important event from the text and evaluate how different characters react, respond, and why that matters)		x			x	x	3 (knowledge constructor)

Materials, tools and resources:

[Mentimeter](#): introductory activity, gather student voice

[Jamboard: iceberg map](#) (students post 3 things learned for each layer of culture for community of choice)

[StoryBoardThat](#) (central ideas of community-based article)

[Flip Video](#) (book club groups share the key elements of setting and character in video discussion post)

[Jamboard](#) (text evidence collection for book clubs)

[Google Slides](#) (summative perspective analysis)

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General Outline ([slide deck in progress!](#))

Day 1:

Introduction to Community Unit (transition and connection from Identity Unit)

Mentimeter to gather student voice and experience related to understanding of community

Community Conversation Stations

Community: agree/disagree statements

Introduction of essential questions and essential learning

initial brainstorming for inquiry - what communities do you want to learn more about?

Day 2:

Continue intro to unit

review elements of setting

build on knowledge of culture & cultural iceberg concept

Students choose community group to explore/research and identify elements of culture learned (student work time)

Day 3:

Digging In - understanding how environment shapes individuals and communities

students share learning from mini-inquiry work (in small group discussion)

Read common nonfiction text (selection in progress - possibly excerpt from *The Sentence* (Erdrich, 2021) or *The Seed Keeper* (Wilson, 2021); model, think aloud, practice determining central idea. Model representation of central ideas in StoryBoard That.

Based on student-selected communities for research, teachers will curate selections of non-fiction texts for students to read closely and determine central ideas to represent in StoryBoardThat.

Next Steps:

The unit continues with students choosing a novel to read in book clubs, using Flip as a tool to share connections they are making between characters and how their setting (their community) affects their actions, attitudes, beliefs and more.

Students will have opportunities throughout their reading to collect text evidence (via JamBoard) that relates to the essential questions of the unit. They will be able to use this evidence to inform their final evaluation of multiple character perspectives.