

EL Module Overview & Access

Grade 8

All resources and materials related to the EL curriculum for grades 6-8 can be found at <http://curriculum.education.org/>

Module 1: Reading Closely and Writing to Learn- Finding Home: Refugees

Anchor Text: *Inside Out & Back Again*, Thanhha Lai

Module Overview: Students consider the challenges of fictional and real refugees. They read the novel *Inside Out & Back Again*, analyzing critical incidents that reveal the dynamic nature of Ha, a 10-year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding home. Students consider how Ha's experience represents the universal refugee experience of being turned "inside out" and then coming "back again." Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel's poems as mentor texts, students write free verse narrative poems that capture the universal refugee experience.

Online Access: [Module 1](#)

Module 2: Working with Evidence- Taking a Stand

Anchor Text: *To Kill a Mockingbird*, Harper Lee

Module Overview: In this second module, students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. In the second half of Unit 1, students will read Part 1 of *To Kill a Mockingbird* by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Students will form groups to create a Readers Theater montage in which they select one key quote; then they will select scenes from the novel that reveal the message of the quote. Students will recreate these scenes in a Readers Theater structure and provide commentary on how their script remains true and veers from the original text.

Online Access: [Module 2](#)

Module 3: Understanding Perspectives- Japanese American Relations in WWII

Anchor Texts: *Unbroken*, Laura Hillenbrand

Module Overview: In this module, students analyze arguments and the evidence used to support arguments to determine whether sufficient evidence has been used and whether the evidence is relevant in support of the claim an author or speaker is making. They then research to gather evidence to make their own spoken and written arguments. Students will read Michael Pollan's *The Omnivore's Dilemma* (930L), a literary non-fiction text about where food comes from and about making decisions about what food to buy and eat. In Unit 2, students engage in a robust research project in which they further investigate the consequences of each of the food chains and the stakeholders affected in those food chains. Students finish the module by writing a position paper explaining which of Michael Pollan's food chain they would choose to feed the US and why, and creating a poster stating their position.

Online Access: [Module 3](#)

Module 4: Understanding Perspectives – Sustainability of the World's Food Supply

Anchor Texts: *The Omnivore's Dilemma*, Young Readers' Edition

Module Overview: Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read *The Omnivore's Dilemma* to build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and process to take a position.

Online Access: [Module 4](#)

