

Appendix A – Implementing Common Core Standards

- RL 8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

The students will be given a novel packet. This packet will contain before, during, and after reading activities. These activities will push my students to identify and analyze themes, symbols, plot development (conflict and climax), mood/tone, characterization and the jobs of the setting. The “during reading” comprehension portion will aid my students to support their analysis with the text (text based questions).

- RL 8.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

While completing our novel study the students will be asked to identify the novel’s primary point of view and discuss how that impacts the validity of the story. Students will also be asked to complete the R.A.F.T. (Role, Audience, Format, and Topic) activity which, will tap into their point of view creativity. I will be giving them their role (point of view) and then allow them to create the rest.

- RI 8.2: Determine a central idea of a text and analyze its development over the course of the text including its relationships to support ideas; provide an objective summary of the text.

One of the supplementary activities will be a differentiated WebQuest assignment focusing on Lewis Hine and his famous photographs. Lewis Hine is a pivotal character from this movement and also contributes to the climax/resolution of the novel unit.

- RI 8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

The goal for this supplementary activity will be to have students analyze primary sources. I will have an editorial written by Daniel August Tompkins (the southern textile mill industrialist) and another one by Alexander Jeffery McKelway (a child labor reformer).

- W 8.1: Write arguments to support claims with clear reasons and relevant evidence. Introduce claim, acknowledge alternate or opposing claim (counter argument), and organize the evidence and reasons logically.

The final assessment task will be a 5 paragraph argumentative essay. The essay will be in response to this question: Was child labor justified or not?

- SL 8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, issues, building on others' ideas and expressing their own clearly.

Students will participate in a whole class Philosophical Chair activity. After the seminar students will be given the opportunity to reflect on the discussion.

- L 8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.