

## Module Title: COLLECTION 2 – THE THRILL OF HORROR

<b>Grade / Subject:</b> Grade 8 / Reading & Language Arts	<b>Timeline:</b> 6-8 weeks
<b>Houghton Mifflin Harcourt Collections</b>	

### Thematic Overview:

In this collection, students will examine why the horror genre both terrifies and fascinates. Students will understand that the noun *thrill* means “a feeling of excitement or pleasure.” Students will read and write about and discuss texts that can be both horrifying and enjoyable.

### Module Objectives:

- Determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.
- Analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style.
- Determine and analyze a universal theme and to analyze foreshadowing in a short story.
- Analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form. Analyze literary criticism to gain insight into literature.

### Essential Questions:

1. Why is the horror genre so fascinating?
2. What are some of the literary tools that writers use to create a scary tale?

### Academic Vocabulary:

Convention, predict, psychology, summary, technique

**PA CORE STANDARDS**

<b>1.2 Reading Informational Text</b>	<b>1.4 Writing</b>	<b>Grammar Eligible Content</b>
<p><b>CC.1.2.8.A</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text."</p> <p><b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p><b>CC.1.2.8.D</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>CC.1.2.8.F</b> Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p><b>CC.1.2.8.G</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea."</p>	<p><b>CC.1.4.8.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly</p> <p><b>CC.1.4.8.B</b> <i>Identify and introduce the topic clearly, including a preview of what is to follow.</i></p> <p><b>CC.1.4.8.C</b> <i>Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</i></p> <p><b>CC.1.4.8.D</b> <i>Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</i></p> <p><b>CC.1.4.8.F</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.8.G</b> Write arguments to support claims.</p> <p><b>CC.1.4.8.H</b> Introduce and state an opinion on a topic.</p> <p><b>CC.1.4.8.I</b> Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the</p>	<ul style="list-style-type: none"> <li>• Using Dashes</li> <li>• Subject-Verb Agreement</li> <li>• Subjunctive Mood</li> <li>• Using Commas</li> </ul>

topic.

**CC.1.4.8.J**

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

**CC.1.4.8.K**

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

**CC.1.4.8.O**

Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CC.1.4.8.P**

Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

**CC.1.4.8.Q**

Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active and passive

voice and in the conditional and subjunctive mood to achieve particular effects.

Use sentences of varying lengths and complexities.

Create tone and voice through precise language.

**CC.1.4.8.S**

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

**CC.1.4.8.T**

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.

**CC.1.4.8.V**

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.

**CC.1.4.8.W**

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."

**CC.1.4.8.X**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

1.3 Reading Literature	1.5 Speaking and Listening
<p><b>CC.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>CC.1.3.8.C</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision."</p> <p><b>CC.1.3.8.G</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p><b>CC.1.3.8.H</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p><b>CC.1.3.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>CC.1.5.8.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.8.B</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence."</p> <p><b>CC.1.5.8.C</b> Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation."</p> <p><b>CC.1.5.8.D</b> 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."</p> <p><b>CC.1.5.8.E</b> Adapt speech to a variety of contexts and tasks."</p> <p><b>CC.1.5.8.F</b> Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>

## Text Sets:

### \* ANCHOR TEXT

**Text:** Anchor Text: Short Story: "The Tell-Tale Heart" by Edgar Allan Poe

#### HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Interactive White Board Lesson: Plot and Conflict
- Guiding Questions
- Annotation Strategy: Suspense
- Critical Vocabulary Practice / Strategy: Use a Thesaurus
- Level-Up Tutorial: Point of View

### \* CLOSE READER

**Text:** Short Story: "The Outsider" by H.P. Lovecraft

#### HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

**Text:** Essay: "Scary Tales" by Jackie Torrence

#### HMH & Teacher-Created Sample Activities:

- Interactive Lesson: Writing Arguments
- Collaborative Discussion
- Annotation Strategy: Determining Author's Viewpoint
- Guiding Questions
- Level-Up Tutorial: Author's Perspective: Elements of Argument

### Selection Assessments:

- Selection Tests
- Selection Performance Tasks  
Writing: Narrative, Report  
Speaking: Debate, Discussion  
Media: Storyboard

### Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Deliver a Persuasive Speech
- Collection Performance Task B: Write a Literary Analysis
- Common Assessment

### Grammar Assessment:

- Teacher Created Skill Assessment

**Text:** Short Story: "The Monkey's Paw" by W.W. Jacobs

**Supporting Media:** History Channel Video *British Imperialism*

**HMH & Teacher-Created Sample Activities:**

- Interactive White Board Lesson: Comparing Text
- Collaborative Discussion
- Annotating the Text: Determine Theme
- Guiding Questions
- Analyze Stories: Dialogue & Foreshadowing
- Annotation Strategy:
- Critical Vocabulary Practice / Strategy: Latin Roots
- Level-Up Tutorial: Theme

**\* CLOSE READER**

**Text:** Poem: "Frankenstein" by Edward Field

**Supporting Media:**

**HMH & Teacher-Created Sample Activities:**

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

**Text:** Film: The Monkey's Paw by Ricky Lewis, Jr.

**Supporting Media:** Video "The Monkey's Paw"

**HMH & Teacher-Created Sample Activities:**

- Interactive Graphic Organizer: Venn diagram
- Collaborative Discussion
- Guiding Questions
- Critical Vocabulary Practice / Strategy:

**ANCHOR TEXT**

**Text:** Literacy Criticism: "What is the Horror Genre?"

**HMH & Teacher-Created Sample Activities:**

- Close Read Screencast
- Modeled Discussion
- Interactive White Board Lesson: Main/Central Idea and Details
- Guiding Questions
- Analyzing the Text: Literary Criticism
- Critical Vocabulary Practice / Strategy: Using Suffixes

**\* CLOSE READER**

**Text:** Essay: "Man-Made Monsters" by Daniel Cohen

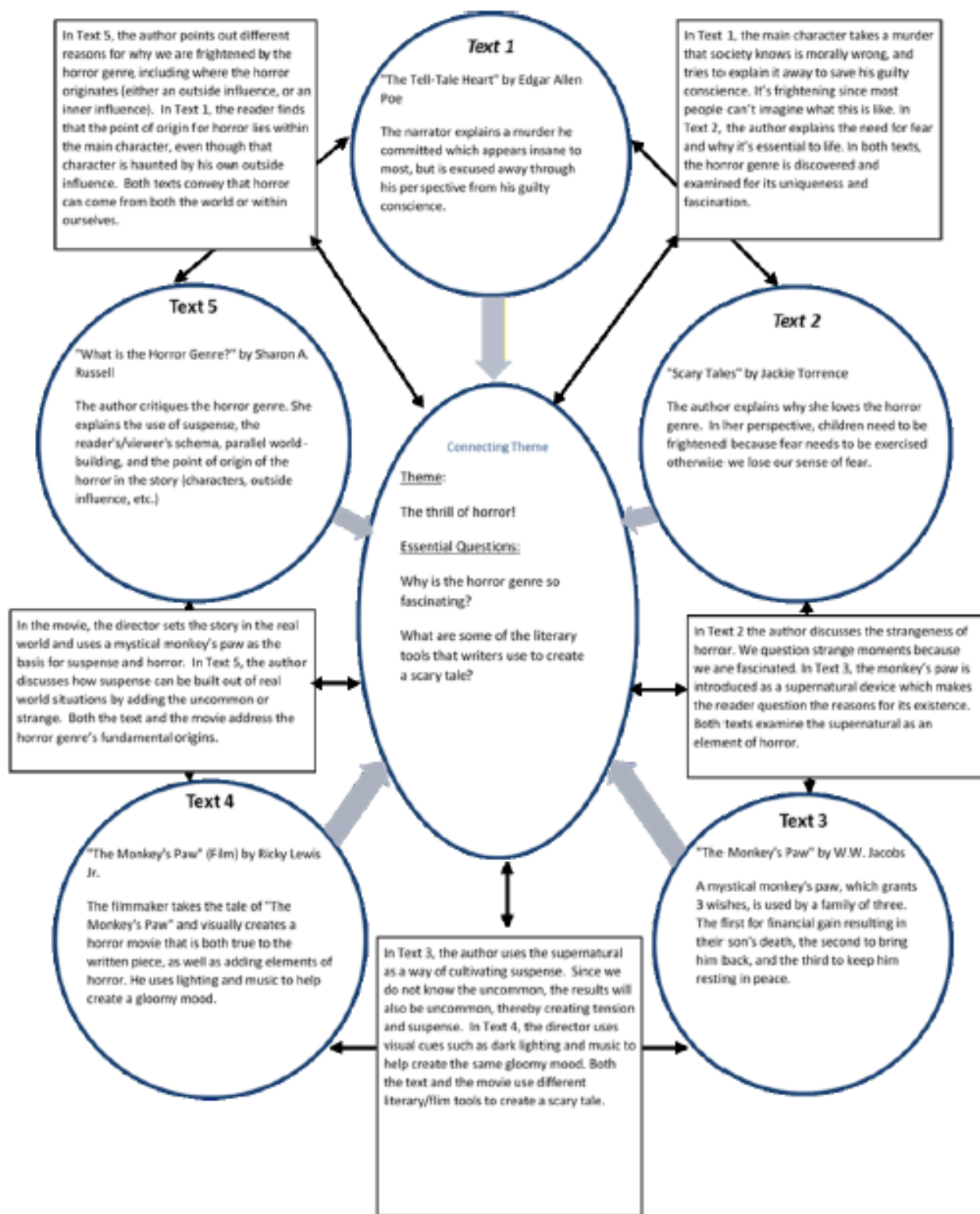
**HMH & Teacher-Created Sample Activities:**

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

**Thematic Connection Map Follows:**



## THEMATIC CONNECTIONS (Teacher Version)



# Module Title: COLLECTION 3 – THE MOVE TOWARDS FREEDOM

<b>Grade / Subject:</b> Grade 8 / Reading & Language Arts	<b>Timeline:</b> 6-8 weeks
<b>Houghton Mifflin Harcourt Collections</b>	

## **Thematic Overview:**

In this collection, students will focus on the quest for freedom that led to the American Civil War. Students will read and write about and discuss the events that lead to the freeing of African Americans who had been enslaved.

## **Module Objectives:**

- Analyze an autobiography and explain the author's purpose.
- Analyze methods of characterization in a biography and analyze the author's craft.
- Identify and analyze the key elements of historical fiction and examine how authors create mood in a story.
- Identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word's connotation on meaning.
- Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas.

## **Essential Questions:**

3. How can the quest for freedom lead to conflict?
4. Why do people sacrifice safety and comfort for freedom?

## **Academic Vocabulary:**

Access, civil, demonstrate, document, symbolize

## PA CORE STANDARDS

1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
<p><b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p><b>CC.1.2.8.D</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>CC.1.2.8.E</b> Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p><b>CC.1.2.8.F</b> Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p>	<p><b>CC.1.4.8.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly</p> <p><b>CC.1.4.8.B</b> Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p><b>CC.1.4.8.C</b> Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.8.D</b> Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p><b>CC.1.4.8.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>CC.1.4.8.T</b> 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.</p> <p><b>CC.1.4.8.U</b> 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.</p> <p><b>CC.1.4.8.V</b> 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.</p> <p><b>CC.1.4.8.W</b> Gather relevant information from multiple print</p>	<ul style="list-style-type: none"> <li>• Conditional mood</li> <li>• Indicative mood</li> <li>• Gerunds</li> </ul>

	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."
<b>1.3 Reading Literature</b>	<b>1.5 Speaking and Listening</b>
<p><b>CC.1.3.8.A</b> 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; provide an objective summary of the text.</p> <p><b>CC.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>CC.1.3.8.C</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision."</p> <p><b>CC.1.3.8.F</b> Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p>	<p><b>CC.1.5.8.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.8.D</b> 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."</p> <p><b>CC.1.5.8.E</b> Adapt speech to a variety of contexts and tasks."</p> <p><b>CC.1.5.8.F</b> Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p><b>CC.1.5.8.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content."</p>

## Text Sets:

### \* ANCHOR TEXT

**Text:** *Autobiography: from Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

**Supporting Media:** Video from The History Channel *America: The Story of Us: Frederick Douglas*

#### HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Interactive Lesson: Participating in Collaborative Discussions
- Analyzing the Text: Autobiography
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Context Clues
- Level-Up Tutorial: Biographies and Autobiographies

### \* CLOSE READER

**Text:** Historical Writing: "My Friend Douglass" by Russell Freedman

**Supporting Media:** Video from The History Channel *America: The Story of Us: Frederick Douglas*

#### HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

### EXEMPLAR TEXT

**Text:** *Biography: from Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry

**Supporting Media:** Video from The History

#### Selection Assessments:

- Selection Tests
- Selection Performance Tasks  
Writing: Literary Analysis, Character Sketch  
Speaking: Speech, Research, Respond by REsearch

#### Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Create a Visual Presentation
- Collection Performance Task B: Write a Literary Analysis
- Common Assessment

#### Grammar Assessment:

- Teacher Created Skill Assessment

Channel America: *The Story of Us: Harriet Tubman and the Underground Railroad*

**HMH & Teacher-Created Sample Activities:**

- Interactive White Board Lesson: Citing Textual Evidence
- Collaborative Discussion
- Annotation strategy
- Analyzing the Text: Structure, Autobiography
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Word Relationships
- Level-Up Tutorial: Biographies and Autobiographies

**ANCHOR TEXT**

**Text:** Anchor Text: Historical Fiction: "The Drummer Boy of Shiloh" by Ray Bradbury

**Supporting Media:** Video from The History Channel *The Battle of Shiloh*

**HMH & Teacher-Created Sample Activities:**

- Collaborative Discussion
- Analyzing Stories: Historical Fiction
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Interpreting Figures of Speech
- Level-Up Tutorial: Prose Forms > Historical Fiction

**\* CLOSE READER**

**Text:** Short Story: "A Mystery of Heroism" by Stephen Crane

**HMH & Teacher-Created Sample Activities:**

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

**Text:** History Writing: from *Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis* by James L. Swanson

**HMH & Teacher-Created Sample Activities:**

- Collaborative Discussion
- Analyze Structure: Comparison and Contrast
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Use Context Clues
- Level-Up Tutorial: Comparison-Contrast Organization
- Interactive White Board Lesson: Doing Research on the Web

**\* CLOSE READER**

**Text:** Journal Entries: "Civil War Journal" by Louisa May Alcott

**HMH & Teacher-Created Sample Activities:**

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

**EXEMPLAR TEXT**

**Text:** Poem: "O Captain! My Captain!" by Walt Whitman

**HMH & Teacher-Created Sample Activities:**

- Collaborative Discussion
- Annotation strategy: Meanings of Words and Phrases
- Guiding Questions
- Critical Vocabulary Practice / Strategy:
- Level-Up Tutorial: Figurative Language

**Thematic Connections Follow:**

## Collection 3: Thematic Connections (Teacher Version)

