



Grade 8: Module 4: Module-at-a-Glance

Unit 1

Unit 1: Build Background Knowledge: Lessons from Japanese American Internment

Weeks 1–2 (Lessons 1–6)

Students begin reading *Farewell to Manzanar*. Students analyze the connections and distinctions that the text makes among and between individuals, ideas, or events, and they track significant ideas that emerge in the text. Students also begin watching the *Farewell to Manzanar* film, focusing their attention on particular meaningful moments in the film and noting the extent to which the film stays faithful to or departs from the text. On their note-catchers, they also explain how these moments in the film convey significant ideas from the text.

- Mid-Unit 1 Assessment: Analyze Vocabulary, Connections, and Distinctions: *Farewell to Manzanar*, Chapter 5

Weeks 2–3 (Lessons 7–12)

Students continue the work begun in the first half of Unit 1. They read more of *Farewell to Manzanar*, tracking the connections and distinctions made in the text, and develop their understanding of the text's most significant ideas. When they watch the second segment of the *Farewell to Manzanar* film, they determine the extent to which moments in the film stay faithful to or depart from their corresponding chapters in the text and how the moments convey significant ideas from the text.

- End of Unit 1 Assessment: Collaborative Discussion: *Farewell to Manzanar*

Unit 2

Unit 2: Write a Literary Argument: Significant Ideas in *Farewell to Manzanar*

Weeks 1–2 (Lessons 1–7)

Students continue their work from Unit 1. They participate in Jigsaw protocols to collaboratively interpret connections and distinctions made in the text, as well as their relationship to the text's most significant ideas. Students also analyze the points of view of individuals in the text, including the author and narrator.

- Mid-Unit 2 Assessment: Analyze Connections, Distinctions, and Point of View: *Farewell to Manzanar*, Chapter 22

Weeks 2–4 (Lessons 8–19)

Students finish reading *Farewell to Manzanar* and they watch and analyze the final section of the film. Students deconstruct a model literary argument essay, examining a discrete aspect of the essay writing process in each lesson and practicing it as they draft a practice argument essay collaboratively with a partner. Students are then prepared to independently plan and draft an argument essay to answer the following prompt: Choose a significant idea from the text *Farewell to Manzanar*. How effectively does the film *Farewell to Manzanar* convey this significant idea?

- End of Unit 2 Assessment: Write a Literary Argument Essay: *Farewell to Manzanar*

Unit 3

Unit 3: Investigate, Discover, and Apply Lessons from Japanese American Internment**Week 1 (Lessons 1–5)**

Students examine supplemental texts to better understand the impacts of internment. They study the Redress Movement, as well as the psychological effects of being imprisoned in an internment camp. They also analyze the activism of Japanese American internment camp survivors and draw connections between Japanese American internment and internment of today.

- Mid-Unit 3 Assessment: Collaborative Discussion: Internment and Redress

Weeks 2–3 (Lessons 6–12)

In triads, students begin investigations of local activist organizations whose work in some way embodies lessons from internment. Students identify and research the work of organizations in their community. After practicing their phone and interview skills, students reach out to one of the organizations and conduct an interview to draw clearer connections between the organization's work and lessons from internment. They share their findings during a class presentation. As a way to close and celebrate the learning of the module through a performance task, students participate in the “Activist Assembly.”

- End of Unit 3 Assessment: Activist Organization Presentation