

## Unit Organizer--Eighth-Grade English The Good Earth

### State Standards:

#### Standard 1 (Reading)

- • Make connections between reading and what is already known.
- • Use comprehension skills (compare/contrast, summarize, figures of speech).
- • Vocabulary

#### Standard 2 (Writing and Speaking)

- • Convey information in a form appropriate to the audience.
- • Develop products using appropriate process.
- • Organize written expression.
- • Use vocabulary to communicate effectively (appropriate to audience and topic).
- • Use format (product presentation) to communicate effectively.

#### Standard 3 (Language Structure)

- • Demonstrate correct punctuation, capitalization, and spelling.

#### Standard 4 (Thinking and Viewing)

- • Apply thinking skills, given selected level-appropriate materials (vocabulary, character development, plot development, description of setting comparison/contrast).
- • Define and solve problems (internal and external conflict).
- • Identify influences (historical and cultural influences in a work).

#### Standard 6 (Literature and Culture)

- • Recognize and use literary terminology.
- • Investigate common issues and interests (read and respond to variety of literature as it connects to personal experience and cultural background).
- • Read to learn about culture.

### Core Knowledge Sequence:

Novel: The Good Earth

Elements of fiction: plot, setting, theme, point of view, conflict (internal/external), climax, character (static/dynamic; flat/round) (*Thinking Framework = Knowledge*)

Expository writing: nonfiction essay to compare and contrast (*Thinking Framework = Modeling*)

### Assessments:

Periodic reading quizzes (factual information)

Class discussion (factual, cause-effect, interpretation)

Wang Lung changes project #1 (halfway through--documenting internal and external changes, using passages from the book)

Wang Lung changes project #2 (final--compare/contrast essay, using examples, graded on both content and mechanics)

Final test

### **Standards for Achievement and Performance:**

#### **CAN YOU**

- • Define plot and explain the basic plot of GE?
- • If given events from the book, place them on a plot diagram?
- • Identify the climax of the novel, using conflict to justify your answer?
- • Explain internal and external conflict and give examples of both in GE?
- • Define setting and describe the setting of GE?
- • Explain why the setting is important to the novel (why does it have to take place where it does)?
- • Define character and identify the major characters in GE (match characters to descriptions/actions)?
- • Explain the difference between a dynamic and static character?
- • Give an example of each?
- • Define theme and explain a possible theme of GE?
- • Justify your answer/cite specific examples that support this theme?
- • Define point of view and tell what point of view is used in this book?
- • Answer basic factual questions about the novel?
- • Answer a few factual questions about the life of the author, Pearl S. Buck?
- • Answer questions about early 20th-century rural China (role of women, foot binding, filial piety, arranged marriages, additional wives, inheritance, common religious beliefs/practices)?
- • Give examples, with quotes from the book as proof, of changes in Wang Lung's character and situation?
- • Write a compare/contrast essay about Wang Lung's character from beginning of the book to end?

#### **Character Traits/Habits of Mind:**

Respect for authority/elders (Chinese tradition vs. modern practice—what should we do?)(*Thinking Framework = Patterns*)

Responsibility, Integrity (uncle's character, Wang Lung's own occasional despicable actions)

We had many discussions about the need to read literature in light of its historical context. Wang Lung's actions, in particular, have to be understood in context but not ethically/morally condoned. Although his taking a second wife was fine historically, it hurt him as a character and a person. His family also suffered the consequences of his choices.

#### **Integrations:**

History--Moving into China unit, later will talk about China's Cultural Revolution. GE leaves off at the time of the Communist revolution, so we talked about the Communist rhetoric used by street-haranguers and Wang Lung's son and grandsons. We also discussed the change in customs brought by the revolution.

**Previous Unit:**

- ❖ Grammar Launch
- ❖ Vocabulary

**Next Unit:**

- ❖ Short Stories Unit
- ❖ Continue Vocabulary
- ❖ Continue Foreign Phrases/Spelling