

## 8<sup>th</sup> Grade Pre-AP US History Rationale

### ***Sing Down the Moon* by Scott O'dell (1970)**

The History Department has carefully evaluated *Sing Down the Moon* as a whole and deemed it worthy for the 8<sup>th</sup> grade history curriculum.

#### **I. Plot Summary**

*Sing Down the Moon* follows the story of Bright Morning and Navajo life in the Canyon de Chelly during the mid-1800s. Told through her eyes, we see what traditional life was like for Native Americans in the southwest during the era of manifest destiny, and how things begin to change as white civilization begins to encroach. Through this novel, students will be able to make connections from our class discussion on Indian removal, the reservation system, and the experience detailed in this book. This Newberry Honor Book provides a uniquely human perspective for a girl as the world changes around her.

#### **II. Learning Objectives Based on Standards**

Students will read this book independently while we discuss pertinent history surrounding the book. The book will be a jumping-off point to a larger discussion of the events described in the book and will provide students with an “on the ground” and personal account of what life was like at this point in history.

#### **III. AZ College and Career Readiness Standards**

##### **Reading Standards for Literature**

<b>Key Ideas and Details</b>	<b>Grade 8</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. 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.
<b>Craft and Structure</b>	<b>Grade 8</b>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<b>Integration of Knowledge and Ideas</b>	<b>Grade 8</b>
7. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<b>Range of Reading and Level of Text Complexity</b>	<b>Grade 8</b>
8. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

### III. Sensitive subjects in the text and how possible objections will be handled

Possibly sensitive Topics: Native American religious practices, slavery, death during the Long Walk

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The History department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.