

Amplify ELA



ELD Program Guide

Grade 6 core units



6A: Dahl & Narrative

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6B: Mysteries & Investigations

i L



6C: The Chocolate Collection

i L



6D: The Greeks

L



6E: Summer of the Mariposas

L



6F: The *Titanic* Collection

i

Grade 7 core units



7A: *Red Scarf Girl* & Narrative

i



7B: Character & Conflict

i L



7C: Brain Science

i



7D: Poetry & Poe

L



7E: The Frida & Diego Collection

i L



7F: The Gold Rush Collection

i L

Grade 8 core units



8A: Perspectives & Narrative

i



8B: Liberty & Equality

i L



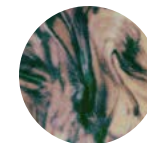
8C: Science & Science Fiction

i L



8D: Shakespeare's
Romeo & Juliet

L



8E: Holocaust:
Memory & Meaning

i L



8F: The Space Race Collection

i L

L Literary
i Informational

6A: Dahl & Narrative

ELD in Whole Unit

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 10 LESSONS

SUB-UNIT 3 • 12 LESSONS

SUB-UNIT 4 • 4 LESSONS



Students begin with narrative writing and then apply their new observational skills to lively readings from Roald Dahl's memoir *Boy*.

TEXTS

- **Boy: *Tales of Childhood*** by Roald Dahl
- “Choice” from *Inside Out & Back Again* by Thanhha Lai
- Excerpt: ***Tony Hawk: Professional Skateboarder*** by Tony Hawk with Sean Mortimer
- Excerpt: ***The Story of My Life*** by Hellen Keller
- Excerpt: ***The Secret Garden*** by Frances Hodgson Burnett



i

QT: 1090L

QL: 2

RT: 2

ACTIVITY HIGHLIGHTS

Narrative writing: Use dialogue, details, and description to bring a moment to life

Writing workshops: Respond with constructive comments to peers' writing

TOPIC & THEME

The impression of a moment

READING

Observe how an author creates a character

WRITING

Focus on a moment in the text and develop a unique perspective about it

TEXT FEATURES

Memoir with vivid descriptions and 20th-century British slang



6B: Mysteries & Investigations

ELD in Sub-Units 2 & 3

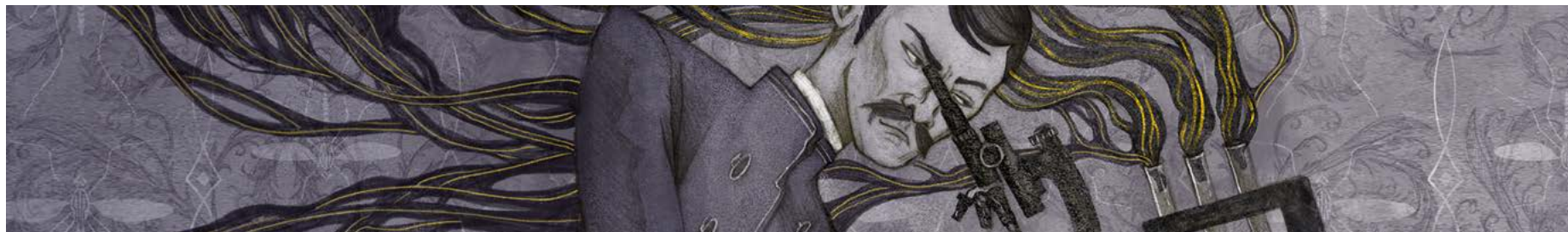
SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 15 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 5 LESSONS



Students read stories about yellow fever and Sherlock Holmes, then develop hypotheses by cataloging theories and exploring details and clues.

TEXTS

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain
- Excerpt: *Fever 1793* by Laurie Halse Anderson
- “The Speckled Band” and “The Red-Headed League” by Sir Arthur Conan Doyle
- “Yellow Fever Circles Brazil’s Huge Cities” by Shasta Darlington and Donald G. McNeil Jr., *The New York Times*

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 ●●●●● QT: 750L–1170L
 ●●●●● QL: 3
 ●●●●● RT: 3

ACTIVITY HIGHLIGHTS

Evidence evaluation app: Evaluate the evidence that supports or refutes three competing scientific theories

Role-play: Assume the identity of a medical experiment volunteer and debate the ethics of human subjects

Detective apps: Investigate clues and draw conclusions about Sherlock Holmes’s detective stories

TOPIC & THEME

Reading like an investigator

READING

Assess the credibility of evidence used to support conclusions

WRITING

Explain which trait is most useful to problem-solving investigators

TEXT FEATURES

Detective stories, inductive reasoning, narrative nonfiction of scientific discoveries



6C: The Chocolate Collection

ELD in Whole Unit

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



Students conduct independent research to better understand the strange and wonderful roles that chocolate has played throughout history.

TEXTS

- Excerpt: **Chocolat** by Joanne Harris
- Excerpt: **The Dharma Bums** by Jack Kerouac
- “Is It Fair to Eat Chocolate?” by Deborah Dunn, *Skipping Stones*
- “Pilot Dropped Candy Into Hearts of Berlin,” *ABC News*
- “Can Chocolate Be Good for My Health?” by Katherine Zeratsky, *MayoClinic.org*
- Excerpt: “Good Harvest” by Karen E. Lange, *All Animals/The Humane Society of the United States*
- “Eat More Chocolate, Win More Nobels?” by Karl Ritter and Marilyn Marchione, *Associated Press*
- Excerpt: “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore, *National Geographic News*
- Excerpt: “Dark Chocolate: A Bittersweet Pill to Take” by Mary Brophy Marcus, *USA Today*
- Excerpt: **Appendix C Statement** from *Labor in Portuguese West Africa* by William A. Cadbury
- **Letter from Lord Rothschild to Laurence Fish**
- “Chocolate” from *American Smooth* by Rita Dove
- Excerpt: **Act I, Scene Eight** from *Così fan tutte: English National Opera Guide 22*



QT: 860L–1540L

QL: 4

RT: 4

ACTIVITY HIGHLIGHTS

Independent research: Construct research questions and explore online for answers

Debate: Argue for or against including chocolate in school lunches

Multimedia presentation: Create an interactive timeline to illustrate research findings

TOPIC & THEME

Facts and stories of chocolate through the ages

READING

Identify various sources’ perspectives on a topic

WRITING

Synthesize information from several sources to develop an argument

TEXT FEATURES

Primary and secondary source materials, varied topics and perspectives



6D: The Greeks

ELD in Whole Unit

SUB-UNIT 1 • 6 LESSONS

SUB-UNIT 2 • 7 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 5 LESSONS



Using Greek myths, students move from considering the state of a single person to contemplating broader questions concerning the role people play in the world and the various communities they inhabit.

TEXTS

- **“Prometheus”** from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- Excerpts: *The Odyssey* by Homer, translated by E.V. Rieu
- **“Arachne”** from *Selected Tales from Ovid* by Ted Hughes
- Excerpt: *The Arabian Nights’ Entertainments*, “Second Voyage,” by Andrew Lang



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 ●●●●● QT: 870L–1140L
 ●●●●● QL: 4
 ●●●●● RT: 3

ACTIVITY HIGHLIGHTS

Quest: Explore the world of Olympian gods and meet the characters of Greek mythology

Performance: Interpret the text by acting out scenes from Greek myths

Myths in your own words: Reimagine Greek myths by changing point of view, chronology, or key details

TOPIC & THEME

Man vs. gods in ancient Greece

READING

Analyze what symbolic characters show about human nature

WRITING

Write about the development of a shared theme in two texts

TEXT FEATURES

Modern prose retellings of myths and translation of ancient narrative poem



6E: Summer of the Mariposas

No ELD in this Unit

SUB-UNIT 1 • 20 LESSONS

SUB-UNIT 2 • 5 LESSONS



Students enact three critical reading moves to practice both the small- and large-scale analyses involved in reading novels.

TEXTS

- *Summer of the Mariposas* by Guadalupe Garcia McCall
- Excerpt: *The Odyssey*, a graphic novel by Gareth Hinds
- “The Iron Horse” passage from *Enrique’s Journey* by Sonia Nazario
- Excerpt: *The Odyssey* by Homer, translated by E.V. Rieu

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QT: 840L–860L

QL: 3

RT: 4



ACTIVITY HIGHLIGHTS

Hero’s journey map: Complete your own map of the hero’s journey in *Summer of the Mariposas*

Aztec Lotería cards: Research Aztec mythology and use Lotería-inspired templates to present key figures

Meet the author: Watch and discuss videos of Guadalupe Garcia McCall, author of *Summer of the Mariposas*

TOPIC & THEME

The hero’s journey through Aztec mythology

READING

Trace a character’s arc from the beginning of a novel to the end

WRITING

Analyze how character traits assist a heroic character on their journey

TEXT FEATURES

Latinx YA novel incorporating magical realism, Aztec mythology, hero’s journey



6F: The *Titanic* Collection

ELD in Whole Unit

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



Students explore primary source documents and take on the role of a passenger from the *Titanic*'s manifest to consider gender and class issues as they research and write narrative accounts from the point of view of the passengers.

TEXTS

- “**Discovery of the *Titanic***” by *Lapham’s Quarterly* editors
- “**MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers,**” *The New York Times*
- Excerpt: “**The Iceberg Was Only Part of It**” by William J. Broad, *The New York Times*
- Excerpt: **Chapter 6—“Women and Children First!”** from *Sinking of the Titanic and Great Sea Disasters* by Logan Marshall
- “**Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says,**” by Jack Philips, *Epoch Times*
- Introduction from ***Sinking of the “Titanic” Most Appalling Ocean Horror*** by Jay Henry Mowbray, Ph.D., LL.D
- Excerpt: **Chapter 7—“There Is Your Beautiful Nightdress Gone”** from *A Night to Remember* by Walter Lord
- Excerpt: **Testimony of Olaus Abelseth** from United States Senate Inquiry
- **Final Wireless Transmissions Aboard the RMS *Titanic*, April 14, 1912**
- **Untitled Poem** read at the *Titanic* Memorial Dedication in Belfast, Ireland—June 1920, anonymous

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 ●●●●● QT: 800L-1620L
 ●●●●● QL: 4
 ●●●●● RT: 4



ACTIVITY HIGHLIGHTS

Role-play: Assume the identity of an actual *Titanic* passenger, then research their experience and write a letter from their point of view

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create social media passenger profiles and share insights with the class

TOPIC & THEME

The lives and experiences of the *Titanic* passengers

READING

Compare and contrast perspectives on a single event

WRITING

Develop a question, conduct research, and create a multimedia project

TEXT FEATURES

Compelling artifacts from voyage, including menus, journals, letters, and photographs



7A: Red Scarf Girl & Narrative

ELD in Whole Unit

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 12 LESSONS

SUB-UNIT 3 • 12 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students learn the history and politics of the Chinese Cultural Revolution by focusing on the simpler story of a young woman living through the upheaval.

TEXT

- *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang
- Excerpt: *Colors of the Mountain* by Da Chen
- Excerpt: *A Christmas Carol* by Charles Dickens
- “A Boy’s Summer Song” by Paul Laurence Dunbar



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●●●● QT: 780L

●●●● QL: 3

●●●● RT: 2

ACTIVITY HIGHLIGHTS

Narrative writing: Use dialogue, details, and description to bring a moment to life

Writing workshops: Respond with constructive comments to peers’ writing

Author-led discussion: Watch videos of Ji-li Jiang, author of *Red Scarf Girl*, and discuss the role of propaganda in her world

TOPIC & THEME

The impact of individual experiences

READING

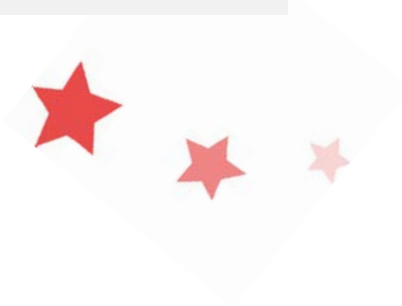
Examine the differences between a character’s thoughts and actions

WRITING

Use revision to strengthen elaboration

TEXT FEATURES

Historical propaganda images, memoir of the Chinese Cultural Revolution



7B: Character & Conflict

ELD in Whole Unit

SUB-UNIT 1 • 5 LESSONS

SUB-UNIT 2 • 16 LESSONS

SUB-UNIT 3 • 2 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students analyze characters' responses to conflict and consider the author's development of ideas over the course of a piece of fiction.

TEXTS

- *A Raisin in the Sun* by Lorraine Hansberry
- “Harlem” by Langston Hughes
- “Sucker” by Carson McCullers
- Excerpt: *To Be Young, Gifted and Black: An Informal Autobiography* by Lorraine Hansberry, adapted by Robert Nemiroff



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QT: 870L–1400L

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QL: 3

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RT: 3

ACTIVITY HIGHLIGHTS

Performance: Interpret text details by acting out scenes from *A Raisin in the Sun*

Integrate media formats: Compare and contrast film versions of a play with the original script

Quest: Explore the world of mid-20th-century Chicago through photographs, speeches, and documents

TOPIC & THEME

Individual dreams, family dynamics, and societal restrictions

READING

Analyze a character's unconscious motivations

WRITING

Make thematic connections across genres

TEXT FEATURES

Memoir, poetry, mid-20th-century drama about a black family



7C: Brain Science

ELD in Sub-Unit 1 & 3

SUB-UNIT 1 • 11 LESSONS

SUB-UNIT 2 • 5 LESSONS

SUB-UNIT 3 • 3 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students explore narrative nonfiction and informational texts that expose the intricate workings of the brain.

TEXTS

- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
- Excerpts: *The Man Who Mistook His Wife for a Hat* by Oliver Sacks
- Excerpts: *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore
- Excerpts: Majority and dissenting opinions in *Roper v. Simmons*



●●●●● QT: 970L-1310L

●●●●● QL: 4

●●●●● RT: 4

ACTIVITY HIGHLIGHTS

Mazur discussions: Interact with peers to refine understanding of informational texts

Role-play: Assume the identity of participants in a self-control experiment and evaluate brain scientists' conclusions

Quest: Virtually experience a brain disorder detailed in *The Man Who Mistook His Wife for a Hat*

TOPIC & THEME

Brain development and brain disorders

READING

Synthesize information from multiple texts to develop understanding of a topic

WRITING

Describe facts, explain concepts, and convince the reader of an opinion

TEXT FEATURES

Narrative and informational nonfiction about discoveries in brain science



7D: Poetry & Poe

ELD in Whole Unit

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 7 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 6 LESSONS

SUB-UNIT 5 • 5 LESSONS



Edgar Allan Poe's texts reward close reading—there is always a lot to notice, figure out, and talk about. These lessons have students examine what they know as readers versus what the narrator is telling them.

TEXTS

- “The Tell-Tale Heart” by Edgar Allan Poe
- “The Cask of Amontillado” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe
- M’Naghten Rule, from *Queen v. M’Naghten*
- “The Silence” by Federico García Lorca
- “The White Horse” by D. H. Lawrence
- “A narrow fellow in the grass” by Emily Dickinson

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QT: 820L–1530L

QL: 4

RT: 3



ACTIVITY HIGHLIGHTS

Storyboard app: Use a digital storyboard to visualize different perspectives in “The Tell-Tale Heart”

Debate: Apply a legal definition and argue a narrator’s sanity

Integrate media formats: Write a movie review that compares and contrasts an animated adaptation with the original text

TOPIC & THEME

Reading like a movie director

READING

Evaluate the reliability of a fictional narrator

WRITING

Compare and contrast characters’ perspectives on a narrative

TEXT FEATURES

American poetry and gothic literature with unreliable narrators

7E: The Frida & Diego Collection

ELD in Whole Unit

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



The multifaceted lives and works of Diego Rivera and Frida Kahlo offer students a rich subject as they examine primary source documents and conduct independent research.

TEXTS

- Excerpt: **“Frida Kahlo”** by Phyllis Tuchman, *Smithsonian*
- **“Detroit Industry: The Murals of Diego Rivera”** by Don Gonyea, NPR.org
- Excerpt: **“Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera,”** *The New York Times*
- Excerpt: **“Statement by Frida Kahlo”** from *My Art, My Life: An Autobiography* by Diego Rivera
- **“Letter to Ella and Bertram Wolfe”** from *The Letters of Frida Kahlo: Cartas Apasionadas*
- Excerpt: **“Life with Frida”** from *Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo* by Guadalupe Rivera and Marie-Pierre Colle



●●●●● QT: 910L–1430L

●●●●● QL: 5

●●●●● RT: 4

ACTIVITY HIGHLIGHTS

Creative writing: Compare Frida and Diego’s writing to a Shakespearean sonnet and create your own

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create a digital collage to present individual insights to the class

TOPIC & THEME

Art as personal and political expression

READING

Identify various sources’ perspectives on a topic

WRITING

Synthesize information from several sources to develop an argument

TEXT FEATURES

Paintings, memoirs, articles, letters portraying unconventional artists



7F: The Gold Rush Collection

ELD in Whole Unit

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



Students choose from a large collection of primary and secondary sources to conduct research and learn about the wide diversity of people who took part in the California Gold Rush.

TEXTS

- Excerpts: **July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro*** by Ramón Gil Navarro
- Excerpt: **“California Culinary Experiences”** by Prentice Mulford, *The Overland Monthly*
- Excerpts: **Chapter XXVII and Chapter XXVIII** from *Roughing It* by Mark Twain
- “Letter the Tenth: Amateur Mining—Hairbreadth ‘Scapes, &c.”** from *The Shirley Letters from California Mines in 1851–1852* by Dame Shirley
- Song excerpt: **“Oh My Darling, Clementine”** by Percy Montrose
- Excerpt: **Chapter 8—“Good Haul of Diggers”** from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* by Jerry Stanley
- Excerpt: **“Pioneers! O Pioneers!”** from *Leaves of Grass* by Walt Whitman

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●●●●● QT: 1020L–1600L

●●●●● QL: 4

●●●●● RT: 4



ACTIVITY HIGHLIGHTS

Role-play: Assume the identity of a gold rush participant and write a diary from their point of view

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create an interactive timeline to illustrate research findings

TOPIC & THEME

The characters and conditions of the California Gold Rush

READING

Explore how circumstances united a diverse group of historical characters

WRITING

Develop a question, conduct research, and create a multi-media project

TEXT FEATURES

Poems, lyrics, maps, images, primary and secondary source documents



8A: Perspectives & Narrative

ELD in Sub-Unit 3, Lessons 1-3 only

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 9 LESSONS

SUB-UNIT 3 • 10 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students learn to read like writers: to pay attention to the craft of writing and the moves a good writer makes to shape the way the reader sees a scene or feels about a character. Students read closely to discover how the authors use key narrative writing skills to convey their ideas.

TEXTS

- Excerpt: ***Going Solo*** by Roald Dahl
- **“Fish Cheeks”** by Amy Tan
- **“My Mother’s Garden”** by Kaitlyn Greenidge



●●●●● QT: 890L–1080L
●●●●● QL: 3
●●●●● RT: 3

ACTIVITY HIGHLIGHTS

Narrative writing: Use dialogue, details, and description to bring a childhood memory to life

Writing workshops: Practice narrative writing techniques modeled in mentor texts and respond with constructive comments to peers' writing

Meet the author: Watch and discuss videos of Kaitlyn Greenidge, author of “My Mother’s Garden”

TOPIC & THEME

The craft of narrative

READING

Notice the impact of an author’s craft and structure

WRITING

Write a narrative about a childhood memory

TEXT FEATURES

WWII memoir and contemporary coming-of-age first-person narratives



8B: Liberty & Equality

ELD in Whole Unit

SUB-UNIT 1 • 2 LESSONS

SUB-UNIT 2 • 14 LESSONS

SUB-UNIT 3 • 2 LESSONS

SUB-UNIT 4 • 3 LESSONS

SUB-UNIT 5 • 5 LESSONS

SUB-UNIT 6 • 5 LESSONS



Students explore the powerful words of a range of Americans who lived through the Civil War to discover how their work influenced history.

TEXTS

- *Narrative of the Life of Frederick Douglass, An American Slave* by Frederick Douglass
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs
- *The Boys' War* by Jim Murphy
- *A Confederate Girl's Diary* by Sarah Morgan Dawson
- The Gettysburg Address
- The Declaration of Independence
- Excerpt: John C. Calhoun's speech to the US Senate, 1837
- "Song of Myself" by Walt Whitman



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●●●●● QT: 900L–1500L

●●●●● QL: 5

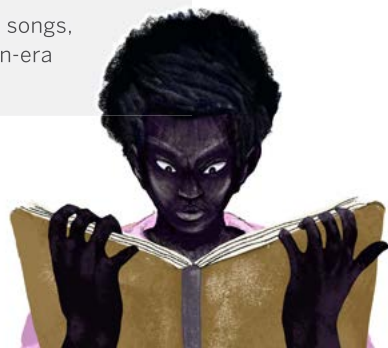
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ACTIVITY HIGHLIGHTS

Integrate media formats: Analyze Chadwick Boseman's performance of the opening of Douglass's narrative

Speech writing: Use mentor texts to prepare and deliver an abolitionist speech at an Anti-Slavery Fair

Quest: Explore personal testimonies, songs, photographs, and other Emancipation-era documents



TOPIC & THEME

The meaning of "all men are created equal"

READING

Evaluate the argument and specific claims in a narrative text

WRITING

Analyze how authors use language to make a case for liberty and equality

TEXT FEATURES

Complex rhetorical styles, 19th-century language and syntax

8C: Science & Science Fiction

ELD in Whole Unit

SUB-UNIT 1 • 17 LESSONS

SUB-UNIT 2 • 6 LESSONS

SUB-UNIT 3 • 5 LESSONS



Using different presentations of the “Frankenstein” story, students wrestle with some of the text’s central themes: the ethics of scientific exploration and the importance of human compassion.

TEXTS

- ***Gris Grimly's Frankenstein*** by Mary Shelley and Gris Grimly
- ***Frankenstein, 1818 Edition*** by Mary Shelley
- **“The Tables Turned”** by William Wordsworth
- Excerpts: ***The Innovators*** by Walter Isaacson
- **“Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story”**
- **“All Watched Over by Machines of Loving Grace”** by Richard Brautigan
- Excerpt: **Genesis 2**, Revised Standard Version
- **“Prometheus,”** from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- **“Debate on the Frame-Work Bill, in the House of Lords”** by Lord Byron



●●●●● QT: 980L–1540L

●●●●● QL: 4

●●●●● RT: 4

ACTIVITY HIGHLIGHTS

The creature in your own words: Draw on graphic novel illustrations to tell the story from the creature’s point of view

Archetype analysis: Compare and contrast passages from *Frankenstein* with excerpts from Genesis and “Prometheus”

Debate: Argue central questions about whether the creature deserves a mate and which character deserves more sympathy

TOPIC & THEME

Creators vs. creations

READING

Apply abstract concepts to an author’s portrayal of a character

WRITING

Argue opposing claims about a character and resolve the contradiction

TEXT FEATURES

Archaic language, biblical and mythological allusions, Gothic text in graphic form



8D: Shakespeare's Romeo & Juliet

ELD in Whole Unit

SUB-UNIT 1 • 16 LESSONS

SUB-UNIT 2 • 5 LESSONS



Romeo and Juliet combine romance and action, offering students a dramatic, interactive dive into Shakespearean English and the world of the Bard.

TEXT

- *Romeo and Juliet* by William Shakespeare
- “Annabel Lee” by Edgar Allan Poe
- “Harlem” from *Street Love* by Walter Dean Myers



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 ●●●●● QL: 5
 ●●●●● RT: 3

ACTIVITY HIGHLIGHTS

Recite Shakespeare: Memorize and perform the prologue to *Romeo and Juliet*

Extend the metaphor: Analyze Shakespeare's use of figurative language and create new metaphors for Romeo to praise Juliet

Integrate media formats: Compare and contrast film versions of a play with the original script

TOPIC & THEME

Introduction to Shakespearean themes and language

READING

Connect characters' development to a conceptual framework

WRITING

Choose between contradictory positions and argue with evidence

TEXT FEATURES

Drama with Elizabethan language, inverted syntax, extensive figurative language



8E: Holocaust: Memory & Meaning

No ELD in this Unit

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 3 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 5 LESSONS

SUB-UNIT 5 • 1 LESSON

SUB-UNIT 6 • 5 LESSONS



Students explore memoir and primary source materials and examine key questions raised by the Holocaust. The materials present events from different perspectives—those of perpetrators, survivors, victims, bystanders, and witnesses.

TEXTS

- “I Cannot Forget” by Alexander Kimel
- Excerpt: *A Child of Hitler* by Alfons Heck
- Excerpt: *Shores Beyond Shores* by Irene Butter
- “Jesse Owens’ Olympic Triumph” by Lerone Bennett, Jr., *Ebony*
- Excerpts: *Maus I: A Survivor’s Tale: My Father Bleeds History* by Art Spiegelman
- Excerpts: *Night* by Elie Wiesel
- “100,000 Hail Hitler; U.S. Athletes Avoid Nazi Salute to Him” by Frederick T. Birchall, *The New York Times*
- “Helene Mayer, Fencing Champ, Says She’ll Try for the Olympics,” from *Jewish Daily Bulletin*

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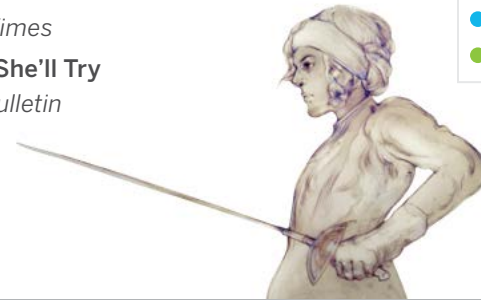
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QL: 4

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RT: 5



ACTIVITY HIGHLIGHTS

Remembrance poems: Read and write poems on the theme of remembrance

Propaganda analysis: Analyze anti-Semitic propaganda and other techniques that Nazis used to turn Germany against its Jewish citizens

Meet the author: Use video interviews with survivor Irene Butter to reflect on what we can learn from the Holocaust

TOPIC & THEME

The influences and responses to the Holocaust

READING

Synthesize multiple accounts to develop understanding and empathy

WRITING

Analyze the impact of propaganda and explain the response to unfolding events

TEXT FEATURES

Poems, articles, memoirs, graphic novel, portrayals of sensitive content



8F: The Space Race Collection

ELD in Whole Unit

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



The dramatic story of the Space Race offers students a rich research topic to explore as they build information literacy skills, learn how to construct research questions, and conduct research.

TEXTS

- **“In Event of Moon Disaster”** by William Safire
- Excerpt: **“Sputnik”** from *Rocket Boys: A Memoir* by Homer Hickam
- **Memorandum for the Vice President** by John F. Kennedy
- **“Buzz Aldrin on His Lunar Home, the Eagle”** by Marc Myers, *The Wall Street Journal*
- Excerpt: **“Dreaming of a Moonage”** from *Moondust* by Andrew Smith
- **President Kennedy’s Address at Rice University**, September 12, 1962
- **“What the Moon Rocks Tell Us,”** by Kenneth F. Weaver, *National Geographic*
- Excerpt: **“Life on Mars to Become a Reality in 2023, Dutch Firm Claims”** by Karen McVeigh, *The Guardian*
- Excerpt: **“And a Dog Shall Lead Them”** from *A Ball, A Dog, and a Monkey* by Michael D’Antonio
- Excerpt: **“You Are Here”** from *Pale Blue Dot* by Carl Sagan
- **“Katherine Johnson: Trailblazer and Brilliant Mathematician”**



QT: 870L–1490L

QL: 5

RT: 4



ACTIVITY HIGHLIGHTS

Role-play: Research an astronaut or cosmonaut and write blogs from their point of view

Socratic seminar: Engage in student-led discussions about research topics

TOPIC & THEME

The successes and sacrifices of space exploration

READING

Compare and contrast perspectives on a topic

WRITING

Develop a question, conduct research, and create a multimedia project

TEXT FEATURES

Speeches, images, primary and secondary source documents



Built by middle school teachers, for middle school students

Content experts:

Brian Anthony
Catherine Cafferty
Bonnie Dobkin
Dawn Dolinski
Nan Fitzgerald
Sarah Garrett
Irene Kelly
Teri Kinney
Jeffrey Miller
Yasuko Morisaki
Lesley Perez
Hannah Pulit
Theodora Redding
Deborah Sabin
Kamilah Simpson
Matt Soucy
Sarah Worthington

Educator Advisory Panel:

Charlene Ambroise
Carrie Amon
Madison Akins
Sandy Beck
Janine Bracco
Danling Fu
Martha Griffith
Christy Harmoch
Crystal McEvoy
Cynthia Mitchell
Ruchelle Priester
Gail Sigelakis

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— Deborah Sabin,
Chief Academic Officer, Amplify ELA



Staff credits:

India Amos	Bonnie Dobkin	Teri Kinney	Eddie Peña	Matt Soucy
Kirsten Anderson	Dawn Dolinski	Linni Kral	Lesley Perez	Jordan Stine
Brian Anthony	Gregg Driben	Robert Kurilla	Lisa Perniciaro	Stacey Sundar
Andrew Avery	Matthew Ely	Tashi Lama	Mike Peterson	Elizabeth Thiers
Jennifer Ball	Ayala Falk	Andrea Lausevic	Emmely Pierre-Louis	Nancy Tsai
Amanda Behm	Pedro Ferreira	Christina Lee	Jackie Pierson	Jonathan Tully
Laurie Bell	Edel Ferri	Melissa Lewis	Brenda Pilson	Emily Turner-Julier
Maia Benaim	Nan Fitzgerald	Amy Liu	Jill Preston	Elizabeth Von Schoff
Brian Black	Ana Fonseca	Dan Lucas	Diana Projansky	Leah Walker
Allie Bogus	Beth Frey	Patrick Mahony	Hannah Pulit	Claire Wang
Candy Bratton	Nicole Galuszka	Shivani Manghnani	Theodora Redding	Karen Wang
Catherine Cafferty	Sarah Garrett	Rebecca Mazzoni	Max Reinhardsen	Augustina Warton
Kristen Cenci	Roza Gazarian	Tre McClendon	Syed Rizvi	Margaret Wickham
Irene Chan	Udi Goldstein	Susan Meyer	Amanda Rodi	Paige Womack
Susan Chicoski	Jessica Graham	Jeff Miller	Deborah Sabin	Sarah Worthington
Alexandra Clarke	Mostafa Habib	Yasuko Morisaki	Kelly Saxton	Jessica Yin Gerena
Alix Clyburn	Caroline Hadilaksono	Meredith Mormile	Miranda Schwartz	Ana Zapata
Fred Cofone	Ken Harney	Ian Nies	Rachel Schwartz	
Samuel Crane	Ian Scott Horst	Tory Novikova	Sabir Shrestha	
Barbara Crook	Susan Kano	Zoe O'Brian	Kamilah Simpson	
Monica Dalvi	Anna Katterjohn	Erin O'Donnell	Abigail Sindzinski	
Krista Daly	Irene Kelly	Chris O'Flaherty	Jennifer Skelley	
Elizabeth Dantzler	Sean Kelley	Chioma Okpara	Aimee Smith	

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Amplify.

55 Washington Street, Suite 800,
Brooklyn, NY 11201
www.amplify.com

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