

Grade Level: 7	Trimester 3	Length_ 5 weeks
<p>Unit 3 – PERSEVERANCE</p> <p>*Unit in progress – books ordered</p>		
<p>Unit Overview</p> <p>How does perseverance lead to accomplishment? What are the common attributes among fictional and non-fictional characters that persevere? In this unit, students will read poetry, drama, short stories and informational text to identify examples of words and actions that demonstrate perseverance. They will study the theme of perseverance through poems. They will also read the play, <i>The Miracle Worker</i>, to encounter a classic example of characters who overcame immense odds through perseverance, short stories and informational articles about recent 2012 Summer Olympic champions . They will connect those examples to their own experiences and to other characters in literature.</p>		
<p>Focus Standards</p> <p>Bold = assessment included</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact.</p> <p>RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>		

Overarching Standards:

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.10 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
 SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 65 for specific expectations.)

L.7.6 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.

Key Understandings to Explore

Students will understand that

Perseverance leads to accomplishment.

Everyone can develop the qualities needed to persevere.

Certain universal attributes lead to success.

We learn things about ourselves through characters in literature.

Essential Questions for thought, discussion, and collaboration

To what extent do specific qualities enable a person to persevere?

How does a character's perseverance affect the character's development and the outcome of the situation?

To what extent is perseverance a desirable quality?

Why is it so difficult to persevere?

Declarative and Factual Knowledge (Recall, memorize, define)

Students will know...

- Theme
- Story or drama elements
- Structure of a drama (flashback)
- Point of View
- Characters
- Narrator
- Audio, film, stage and multimedia techniques
- Literature genres
- Poetry (similes)
- Comprehension strategies
- Impact of word choice
- Tone
- Different authors present key information in different ways

Skills (Organize, apply, analyze, integrate, evaluate)

Students will be able to....

- Determine the theme or central idea of a text
- Identify the elements of a story or drama
- Describe the structure of a drama
- Analyze how the form or structure helps to convey the meaning of the drama.
- Describe the different points of view of characters or narrators in a text
- Analyze how the author develops and contrasts these points of view
- Compare and contrast a written text with its audio, filmed, staged, or multimedia version.
- Read grade-level literature, poetry and informational text
- Apply comprehension strategies
- Demonstrate understandings of texts read

<ul style="list-style-type: none"> • Evidence interpretation of facts • Range of topics in informational text • Informative, explanatory, compare/contrast text structure • Transition words and phrases • Formal writing style • Writers write for different purposes and audiences • Rules for class discussion • Dictionary/thesaurus skills 	<ul style="list-style-type: none"> • Identify unknown words and phrases in text • Recognize and analyze the impact of word choice on meaning and tone • Identify key points of two or more authors on the same topic • Analyze how authors emphasize and present different evidence and interpretation of facts • Write various texts using the particular text structure • Include preview of topic in the introduction • Use facts, definitions, details, quotations, etc to develop topic • Use appropriate transition words, phrases and clauses • Use precise language and domain-specific vocabulary • Employ a formal writing style • Write a concluding statement • Write routinely over time for a range of audiences and purposes • Pose questions that elicit elaboration • Acknowledge new viewpoints • Locate the meaning/usage of a word
<p>Key Vocabulary:</p> <p>Attributes: Perseverance, persistence, fortitude, initiative, patience, determination, tenacious, obstinate, relentlessness, stalwart, drive, willpower</p> <p>Act 1: jovial, baffled/bewildered, vitality/vivacious, indolent, impudent, asylum, precocious, obstinate, crone, affliction</p> <p>Drama: Flashback, dialogue, stage directions, plot, character, act, conflict, setting, theme, protagonist</p>	
<p>Performance Assessments (may be formative or summative)</p> <p>Summative:</p> <p>Compare/Contrast Essay: Compare and contrast how you persevered to reach a goal with a character in one of the readings in this unit OR Compare and contrast how two characters from this unit persevered to reach a goal.</p> <p>Character sketch Paragraph on attributes that contribute to or detract from the ability of a person to persevere</p>	<p>Other Evidence/Assessments</p> <ul style="list-style-type: none"> - “Strategy Sheet” – keys to success. Complete sheet. - Ongoing chart of perseverance character traits and textual evidence - Picture Book Theme Presentations. Groups present oral summaries and descriptions of theme on bumper sticker - Venn Diagram comparing and contrasting drama text and movie - Drama text dependent questions

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Unit Title (continued from previous page):

Literary Texts: Poems

If (Rudyard Kipling)
Mother to Son or I Continue to Dream(Langston Hughes)
A Man (Nina Cassian)
It Couldn't Be Done or See It Through (Edgar Albert Guest)

Literary Texts: Stories/Novels

Drama:

Miracle Worker

Picture Books:

The Little Engine That Could, The Carrot Seed, The Very Busy Spider, The Dot, Horton Hatches the Egg, Ish, Mike Mulligan and his Steam Shovel, Swimmy, Tortoise and the Hare, Mirette on the High Wire, Amazing Grace, Ox Cart Man, Brave Irene, Chair for My Mother

Non-fiction:

Growing Up by Russell Baker (memoir)
from Nadja on My Way (Literature and Language 1994)
from The Autobiography of Malcom X (Literature and Language 1994)
"The Audition" article in *Boston Magazine (July 2012)*
"Gabby the Great" article in *People Magazine (August 20, 2012)*
"Meet the Johnstons" article in *People Magazine (August 20, 2012)*

Fable/Folktale:

The Little Hero of Holland (from *Book of Virtues*)

Other Media:

Roadrunner
Miracle Worker Movie by Disney (2000) or Bancroft/Duke version (1962)

Short Stories:

"Zebra" by Chaim Potok
"The Circuit" by Francisco Jimenez

Informational Texts

Helen Keller Biographies
Helen's Eyes: A Photobiography of Annie Sullivan, Helen Keller's Teacher (Marfe Ferguson Delano)

A Picture Book of Louis Braille (David A. Adler)

Independent Novels

Between a Rock and a Hard Place (Aron Ralston)

Soul surfer (Bethany Hamilton)

Drive (Larry Bird)

Alive (Piers Paul Read)

Art/Music/Media

Miracle Worker Movie

One Revolution : <http://one-revolution.com/> (Chris Waddell)

Online Resources

<http://www.helenkellerbirthplace.org/miracleworker/helenkellermiracleworker.htm>

<http://www.annesullivan.ie/helenkeller.html>

<http://www.readwritethink.org/files/resources/interactives/comcontrast/>

http://www.timeforkids.com/files/homework_helper/aplus_papers/CompareContrastorganizer.pdf

<http://owl.english.purdue.edu/owl/resource/713/02>

Differentiation for Struggling Learners and ELL

For Independent Reading (in lieu of a novel):

- The Courage to Give by Jackie Waldman (inspiring stories of people who triumphed over tragedy)
- HEROES (Scholastic) – short 2 pg readings about real heroes with comprehension questions

- Graphic organizers for writing assignments
- Venn Diagram to organize compare and contrast
- Paragraph frames

Interdisciplinary Connections

- historical connections of time (1880's) and place (Alabama, Boston)
- theatrical interpretation of Act II p. 62-67
- artistic advertisement poster