

Grade Level: 7	Trimester 1	Length_ 5 weeks
<p>Unit 1 – The Impact of Culture and Society</p> <p>Anchor Texts: Davis - <i>The Pearl</i> by John Steinbeck Falzone – <i>So Far from the Bamboo Grove</i> by Yoko Kawashima Watkins</p>		
<p>Unit Overview</p> <p>How do the choices that we make in life affect ourselves and those around us? Can literature reveal truths about human nature? In this unit, students will read either <i>The Pearl</i> or <i>So Far from the Bamboo Grove</i> and discuss how characters and situations exemplify this theme. Students will also read poetry, drama, short stories and informational text to further their understanding of the theme and find examples of this theme in other genres.</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,</p>		

classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

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.

L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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 audiencesSL.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

Choices have consequences.

The choices made by an individual may have a broader impact on the world around him/her.

Different cultures and societies impact one another through their daily interaction.

We learn things about ourselves through characters in literature.

Essential Questions for thought, discussion, and collaboration

To what extent do specific circumstances or cultural differences influence our decisions?
 How does a character’s experience impact the development and the outcome of the situation?
 How can cultural differences or biases lead to conflict?

STOP – Entered to this point 1/9/14

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
- 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

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
- 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

	<ul style="list-style-type: none"> • 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 Act 1: jovial, baffled/bewildered, vitality/vivacious, indolent, impudent, asylum, precocious, obstinate, crone, affliction 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/compcontrast/>

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

Lesson Plan Mini-Map for Unit (Title)

#1 Lesson Title: The Strategies for Success

Essential Question: What does it take to be successful?

Lesson Plan:

- Divide students into groups
- Give each group a game/activity
- Allow 5-10 minutes for students to work together on the activity
- Create a group poster that lists the personal attributes (ie: helpful, patient, taking turns) needed to be successful
- Instruct each group to share their results
- Chart commonalities
- HW: THOUGHT SHOT - Reflect on an unsuccessful experience (ie: missed a goal in soccer game, failed a science test) and write a paragraph about how it could have been successful and what attributes would have been helpful.

Learning Objectives:

Students engage in collaborative discussion to determine the most effective strategies for solving complex tasks.
Students identify attributes needed to improve a negative past experience.

Materials:

Activities such as Pick up sticks, Rubics cube, Jenga, puzzles, Legos
chart paper
markers

2 Lesson Title: Determining Theme

Essential Question: What attribute(s) does a character (s) need in order to persevere and why?

Lesson Plan

- Give each group a picture book from the included list
- Allow time for each group to read the book
- Tell students to answer the following question: What attribute(s) did the character in your book possess in order to reach his/her goal?
- Have each group share their findings
- Continue to chart commonalities on the chart from day 1
- Ask students to complete a picture book entry on the Attribute Reading Log
- HW: THEME BUMPER STICKER: Instruct each student to craft a theme statement from their picture book using the discovered attributes

Learning Objectives: Students will work collaboratively **(SL.1.a-d)** to determine theme or central idea of a text and analyze its development over the course of the text.

Materials:

Variety of Picture Books
Chart Paper from Day 1
Attribute Reading Log
Bumper Sticker Handout

3 Lesson Title: "Setting the Stage"

Lesson Plan

- Complete a KWL with the class about Helen Keller, 1880's, Alabama, disabilities
- Share some images and artifacts from the time period (clothing, outhouse, Braille card)
- Show a map of Alabama, Boston and Watertown
- Introduce the elements of a short story versus a drama (see handout)
- Complete pre-assessment of vocab words for the genre
- Assign roles
- HW: Preview and bookmark your speaking parts for Act 1

Learning Objectives:

Students will build background knowledge about the time period and text structure of a drama prior to reading.

Materials:

KWL chart
Pictures/artifacts
Map of US
Elements Handout
Pre-Assessment

#4 Lesson Title: Vocabulary

Lesson Plan

- Do mini-lesson on skills needed to identify unknown words
- Go over the topic of context clues
- Introduce a KIM vocabulary chart
- Go over the genre (drama) words from yesterday.
- Note to teacher: Try to regularly revisit and reinforce the key vocabulary words from this unit by means of a warm up, do now, interactive word wall.

Lesson Objective

Students will determine the meanings of words as they are used in a text.

Materials

KIM chart

List of vocab words

#5 Lesson Title: Reader's Theatre of Act 1

Lesson Plan

- Model the oral reading of page 7 using 4 volunteers (narrator, Doctor, Kate Keller)
- Emphasize the need to read all of the narration and stage directions(including info in parentheses)
- Discuss the reading strategy of visualization
- Start reading aloud Act 1 – Page 7 to 18
- HW: Handout #1

Learning Objectives:

Students will reread text to answer text-dependent questions.

Students will use the visualization reading strategy.

Materials:

7_3Perseverance_8.1.12

Special thanks to Jennifer Eisenberg, Brett Berkman and the Framingham Public Schools for use of the Curriculum Unit Template

Text
Visualization handout
Homework handout

#6 Lesson Title: Reader's Theatre of Act 1 cont...

Lesson Plan

- Read aloud Langston Hughes poem "Mother to Son"
- Discuss how the theme of "perseverance" is evident in this poem
- Ask students to complete a poem entry on the Attribute Reading Log
- Continue reading aloud Act 1 – Page 19-26
- Make the text-to-text connection regarding *flashback* in a class discussion
- HW: Handout #2

Learning Objectives:

Students will answer questions based on the QAR method.
Students will demonstrate understanding of *flashback*.

Materials:

Copy of chosen poem
Text
Attribute Reading Log
Homework handout

#7 Lesson Title: Reader's Theatre of Act 1 cont...

Lesson Plan

- Continue the play reading aloud pages 26-37
- Discuss dialect and compare/contrast the language of Kate and Viney on p.26
- Complete Homework question 1 (simile) together and review this example of figurative language
- HW: Handout #3

Lesson Objectives:

Students will understand the author's word choice and dialect.
Students will identify the writer's use of similes.

Materials:

Text
Homework handout
Optional dialect/simile sheet

#8 Lesson Title: Reader's Theatre of Act 1 cont...

Lesson Plan

- Choose one of the nonfiction selections from the list as a read aloud
- Ask students to complete a nonfiction entry on the Attribute Reading Log on their own without discussion (gradual release of responsibility)
- Continue reading Act 1 pages 37-50
- Hand out sign language sheet and allow students time to explore and practice
- HW: Handout #4

Lesson Objectives:

Students will identify and explain with evidence a "perseverance" attribute on their own.

Materials:

Text
Attribute Reading Log
Sign Language Sheet
Handout #4

#9 Lesson Title: Point of View

Lesson Plan

- Deliver a mini-lesson on point-of-view
- Read *from* Three Days to See by Helen Keller (in the back of the play) together
- Discuss how the author's point-of-view is similar/different
- Complete the Author's Purpose Chart

Lesson Objectives:

Students will identify and explain how the point-of-view differs amongst two authors on the same topic.

Materials:

Text
Author's Purpose Chart

#10 Lesson Title: Introduce Parallel Independent Reading Project

Lesson Plan

- Read aloud another selection to demonstrate that many people persevere
 - Provide students with a list or cart of books/short stories to choose from on people who persevere
 - Tell students to record entries on their Attribute Reading Log for this selection as they read
 - Remind them of the essential questions:
 - 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?*
- HW: Start independent reading selection

Lesson Objective:

Students will read appropriate selections for their own text-complexity range.

Materials:

Read aloud selection

Books Attribute Reading Log Journal
#11 Lesson Title: Movie
Lesson Plan <ul style="list-style-type: none"> • Distribute the movie vs. story graphic organizer • Begin showing a version of the movie • Tell students to fill in the graphic organizer as they watch • Spark conversations/pauses when needed • HW: Read independent selection
Lesson Objectives: Students will compare/contrast different elements of the movie version with the text version.
Materials: Movie Graphic Organizer
#12 Lesson Title: Movie cont...
Lesson Plan <ul style="list-style-type: none"> • Same as Lesson #10
#13 Lesson Title: Movie cont...

<p>Lesson Plan</p> <ul style="list-style-type: none"> • Same as Lesson #10 • Assign a compare/contrast paragraph on one or more elements • Use the Comparison/Contrast Paragraph Frame
<p>Materials: Movie Comparison/Contrast Paragraph Frame</p>
<p>#14 Lesson Title: Writer’s Workshop</p>
<p>Lesson Plan</p> <ul style="list-style-type: none"> • Read aloud a sample compare/contrast essay • Show the Compare/Contrast Guide from slide 1 to 11 http://www.readwritethink.org/classroom-resources/student-interactives/comparison-contrast-guide-30033.html • Instruct students to decide on the two topics for their personal essay (Him/herself vs. a character in this unit OR two characters from this unit) • HW: Complete graphic organizer for essay
<p>Lesson Objectives:</p> <p>Students will introduce a topic clearly and organize ideas for a compare/contrast essay.</p>
<p>Materials: Sample essay Online interactive guide Essay handout Graphic organizer</p>
<p>#15 Lesson Title: Writer’s Workshop</p>
<p>Lesson Plan</p> <ul style="list-style-type: none"> • Continue power point from previous day (skip slides on WHOLE-to-WHOLE strategy and POINT-by-POINT strategy) • Focus on the SIMILARITIES-to-DIFFERENCES strategy • Transfer homework info from Venn to Compare/Contrast Guide

<ul style="list-style-type: none">• HW: Read independent selection
Lesson Objectives: Students will continue to organize ideas for a compare/contrast essay.
Materials: Online interactive guide Compare/contrast guide graphic organizer
#16 Lesson Title: Writer's Workshop
Lesson Plan <ul style="list-style-type: none">• Do a mini-lesson on transition words• Hand out Transition Word Sheet• Instruct students to start their rough draft and use transition words• HW: Read independent selection
Lesson Objectives: Students will identify and use transitions words in their rough draft.
Materials: Graphic Organizers Transition Words Sheet
#17 Lesson Title: Writer's Workshop
Lesson Plan <ul style="list-style-type: none">• Continue rough drafts• HW: Read independent selection

#18 Lesson Title: Writer's Workshop
Lesson Plan <ul style="list-style-type: none"> • Use focus correction checklists to assess rough drafts • Begin editing process
Lesson Objective: Students will evaluate and edit writing demonstrating command of formal English language.
Materials: Student drafts Checklist
#19 Lesson Title: Writer's Workshop
Lesson Plan <ul style="list-style-type: none"> • Finish editing process
HW: Finish final draft of essay
Lesson Objective: Students will demonstrate command of formal English language in a formal piece of writing.
Materials: Student papers
#20 Lesson Title: Inspirational Poem
Lesson Plan <ul style="list-style-type: none"> • Choose another poem as a read aloud • Discuss the attributes and themes
Lesson Objectives: Students will analyze the form and interpret any figures of speech.
Materials: Copy of poem from suggested list
#21 Lesson Title: Character Sketch
Lesson Plan

<ul style="list-style-type: none"> • Direct students to write a paragraph about his/her independent reading person answering the prompt: “What are the attributes that contribute to or detract from the ability of a person to persevere?” • Encourage students to use at least 3 attribute vocabulary words and at least 3 ACT 1 words. • Remind students to cite evidence/give examples to support each trait. • HW: Finish paragraph
<p>Lesson Objectives:</p> <p>Students will draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Materials:</p> <p>Independent books</p> <p>Completed Attribute charts</p>
<p>#22 Lesson Title: “You are not disabled by your disabilities but abled by your abilities.” (Oscar Pistorius)</p>
<p>Lesson Plan</p> <ul style="list-style-type: none"> • Have the above quote on the board • Give students 3-5 minutes to write about what the quote means. Share ideas. • Ask students to brainstorm famous people who had disabilities. • Focus on Oscar Pistorius and show link below <p>http://www.ossur.com/?PageID=13008</p> <ul style="list-style-type: none"> • Ask students what perseverance attributes Oscar used to accomplish his goals. • Instruct students to create an advertisement poster for a person who has persevered • Use GLOGSTER online to do this if desired • HW: Finish poster by _____
<p>Lesson Objectives:</p> <p>Students will understand that certain attributes lead to perseverance and success.</p>
<p>Materials:</p> <p>Online link</p> <p>Poster paper, markers, colored pencils</p> <p>GLOGSTER</p>