



GRADE 7

ELA CCGPS UNIT PLAN: 1st 9 WEEKS

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Literary

THEME: There and Back Again - What Science Fiction and Fantasy Can Teach Us About Ourselves

EXTENDED TEXT: The Hobbit, J.R.R. Tolkien

SHORT TEXTS LITERARY:

The Martian Chronicles, Ray Bradbury, selected science fiction short stories:

“—And the Moon Be Still as Bright”

“The Martian”

“Sir Lancelot and Queen Guinevere,” Alfred Lord Tennyson, poem

<http://charon.sfsu.edu/TENNYSON/poems/lancelotguinevere.shtml>

“The Lady of Shalott,” Alfred Lord Tennyson, poem

<http://www.online-literature.com/tennyson/720/>

“The Shoddy Lands,” by C. S. Lewis, science fiction short story

<http://www.ele.uri.edu/faculty/vetter/Other-stuff/The-Shoddy-Lands.pdf>

Le Morte d'Arthur, Sir Thomas Malory

<http://www.sacred-texts.com/neu/mart/index.htm>

Dandelion Wine (Chapter 13 excerpted), “The Happiness Machine,” by Ray Bradbury

SHORT TEXTS INFORMATIONAL:

“Why do We Read Science-Fiction?” Carol Pinchefskey, essay

http://intergalacticmedicineshow.com/cgi-bin/mag.cgi?article=012&do=columns&vol=carol_pinchefskey

Poetry in The Hobbit, by Stella Quinn

<http://robotfromthefuture.com/visuals/Poetry-in-the-Hobbit.pdf>

“Why We Love Science Fiction,” Schuyler R. Thorpe, essay

<http://schuylertorpe.wordpress.com/2011/01/08/why-we-love-science-fiction/>

The Hero with a Thousand Faces, Joseph Campbell, excerpts: Chapters I, II, and III (archetypal character and story elements)

King Arthur: Overview, historical connections, name, literary traditions (medieval through modern), legacy
http://www.absoluteastronomy.com/topics/King_Arthur

“Windows on the life and work of J.R.R. Tolkien,” Armstrong, Chris, Gertz Steven, essay, literary criticism
<http://web.ebscohost.com/ehost/detail?sid=dc189a7d-20f3-4f17-800b-88692d161de3%40sessionmgr12&vid=1&hid=17&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=khh&AN=10001139>

Paris Review Interview with Ray Bradbury
<http://www.theparisreview.org/interviews/6012/the-art-of-fiction-no-203-ray-bradbury>

Arthurian Legend
<http://edsitement.neh.gov/lesson-plan/exploring-arthurian-legend#section-16239>

VISUAL/OTHER TEXTS:

The Hobbit, 1977 animated version:
<http://www.youtube.com/watch?v=MSIFzzYeCTY>

Excalibur, 1981 (film version of the story of King Arthur and Camelot; PG version, edited for television)

The Sword in the Stone, 1963 Disney (animated film version of T.H. White’s Once and Future King)

John William Waterhouse’s *The Lady of Shalott*, 1888 (Tate Gallery, London)

Images of Guinevere, Julia Margaret Cameron, from a series of Arthurian-themed portraits to illustrate *Idylls of the King*:
<http://preraphaelitesisterhood.com/images-of-guinevere/>

“The High Road to Narnia: C. S. Lewis and his friend J. R. R. Tolkien believed that truths are universal and that stories reveal them”
<http://web.ebscohost.com/ehost/detail?sid=1ba26a92-967e-402a-b19a-5f4c9689d8a4%40sessionmgr4&vid=1&hid=17&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=khh&AN=35717562>

“The Necessity of Chivalry,” C.S. Lewis, essay on the character of Launcelot
<http://yourdailycslewis.blogspot.com/2005/08/necessity-of-chivalry.html>

Howard Pyle: King Arthur and His Knights
<http://celtic-twilight.com/camelot/pyle/ka/index.htm>

WRITING FOCUS: Informational

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. INFORMATIONAL/EXPLANATORY: Literary Analysis, The Hobbit: Identify theme, audience, and purpose. Identify and analyze literary strategies used to convey theme and purpose including but not limited to plot, setting, characters, characterization, diction, syntax, tone, imagery, figurative language, symbols (motif). Why did Tolkien make the choices he did, and how were those choices intended to impact readers? Use primary text only for citations (ideas must be your own); use Shanahan's graphic organizer to identify theme; use précis format to create essay outline.

INFORMATIONAL/EXPLANATORY: Using evidence from the short story “—And the Moon Be Still as Bright,” as well as independent research and background knowledge on the colonization of the Americas, identify Bradbury's message and attitude about colonizers in human history. Explain and analyze the allegory between the treatment of native Americans, their culture, and their homeland, and the treatment of native Martians, their culture, and their homeland. Your thesis will include a statement of Bradbury's purpose and message. All evidence to support this thesis must come directly from the text or researched sources on American colonization (you may not use researched criticism on the short story; ideas must be your own).

OR

C.S. Lewis's short story, “The Shoddy Lands,” uses a fantastical occurrence to teach a lesson about self-perception and ego. Use evidence from the text to explain Lewis's ideas about the ways in which we perceive ourselves as opposed to the ways in which others perceive us. Remember that this is an expository and not an argumentative/opinion essay.

INFORMATIONAL/EXPLANATORY (CONSTRUCTED IN TEAMS/PAIRS AS MULTIMEDIA PRESENTATION): Using Joseph Campbell's Hero with a Thousand Faces as a rubric to define and describe archetypal characters and plot elements, synthesize information from a variety of sources studied in class and independently (see unit reading list) including paintings, poems, film, and prose to explain the archetypal significance of the main characters and events represented in Arthurian Legend.

OR

INFORMATIONAL/EXPLANATORY (CONSTRUCTED IN TEAMS/PAIRS AS MULTIMEDIA PRESENTATION): After studying the archetypal characters and life events described in Joseph Campbell's Hero with a Thousand Faces, compare and contrast with the literary criticism contained in “The High Road to Narnia: C. S. Lewis and his friend J. R. R. Tolkien believed that truths are universal and that stories reveal them.” Archetypes are representations of people and circumstances that are universally recognized. What universal truths does the article identify that Tolkien and Lewis believed in? What do those truths have in common with Campbell's archetypes?

ARGUMENT: You will use any three texts of your choice from the unit reading list along with one significant text provided at the time of writing to answer the following question:

What can literature from the science fiction and fantasy genres teach us about ourselves? What can it tell us about the human condition?

All claims made in your argumentative analysis must be directly supported by a citation from one of the four texts. All four texts must be used, and the text provided at exam time must be fully integrated into your argument.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. In the Ray Bradbury story "The Martian," the Martian native involuntarily shifts his appearance and attitude to suit whoever he is with, subconsciously becoming what they want him to be, and the strain of this finally kills him. Do you believe that your attitude, beliefs, appearance, or values sometimes change to match circumstances? Convey an experience wherein remaining true to yourself or maintaining your integrity was difficult. Use dialogue in your narrative.
2. Choose a character from one of the texts we have read in class that you think resembles you in some way and explain the ways in which you identify with that character. Using dialogue to sharpen your narrative, convey experiences from your life that shaped you into this type of character.

RESEARCH CONNECTION(S)

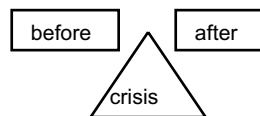
Archetypes
Allusions within the texts
Biography of authors
Historical context of texts
History of the science fiction genre

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

- Compare written and film versions of text
- Interact with text through correspondence written in character
- Annotate the texts as they are read, taking notes in anticipation of the defined culminating writing project
- Reflect on writing process (exit notes)
- Create short response/reflection on text
- Create diary (sponge)
- Make predictions (sponge/exit)
- Practice journalism/news reporting

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*
The prompt below will be addressed when the following activities are completed.

INFORMATIONAL/EXPLANATORY: Literary Analysis, The Hobbit (320 pages, 19 chapters, chapters average 15 pages in length): Identify theme, audience, and purpose. Identify and analyze literary strategies used to convey theme and purpose including but not limited to plot, setting, characters, characterization, diction, syntax, tone, imagery, figurative language, symbols (motif). Why did Tolkien make the choices he did, and how were those choices intended to impact readers? Use primary text only for citations (ideas must be your own); use Shanahan's graphic organizer to identify theme
>Use the graphic organizer to discuss and determine theme:



(Students identify what a character was like before and after the major crisis of a story, then ponder what it was the author wanted us to learn from this - and what did the character learn)

and use précis format to create essay outline

(How to write a précis:

http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html)

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does background knowledge enhance our reading experience?

TASK: Establish text context, make predictions

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL2: 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.

ELACC7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELACC7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. 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.

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

Instruction:

- Have students begin a notebook section in the recommended academic style (Cornell, double entry journal, etc.) taking notes on today's information
- Share PowerPoint/Webquest on SmartBoard providing background on J.R.R. Tolkien and the historical context of The Lord of the Rings trilogy, including the prequel we will read: The Hobbit
- Activate background knowledge, especially of the recent popular movie adaptations

- Have students use computer stations to briefly review the pre-WWII political situation in pre-1940 England while the book was being written, determining which sites are academically appropriate
- Examine various cover art and dust-cover blurbs about the texts
- Conclude with a discussion making predictions about the text

ESSENTIAL QUESTION: What are the elements of effective annotation of a text?

TASK: Group and independent reading and note-taking

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
 ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
 ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 ELACC7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards
 ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Instruction:

Provide explicit instruction in how to effectively take notes on the text
 Provide very brief overview of the kinds of evidence students should be looking for in text (this will be covered more in depth later)
 Conduct group read-aloud of Chapter 1
 Conduct peer note-check for exit. Notes will focus on elements of plot, character/characterization, literary elements/prose style of author, literary/mythological/Biblical allusions, and unknown words (explore these!)

Homework: Read Chapter 2, annotate with attention to Tolkien's literary strategies using your own background knowledge of diction, syntax, imagery, figurative language, tone, style, etc. These elements will be discussed in class tomorrow.

ESSENTIAL QUESTION: What literary concepts should I notice in literary analysis?

TASK: Illustrate terms, search text, diagram sentences, echo write

Standards:

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
 ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
 ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 a. Explain the function of phrases and clauses in general and their function in specific sentences.
 b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Instruction:

- Discuss plot and character in Chapter 2, modeling appropriate notes
- Introduce literary concepts to be analyzed in assessment writing, providing definitions and examples from text of each (ensure that students take appropriate notes): diction, syntax, tone, figurative language, imagery, symbolism
- Conduct group read-aloud Chapter 3 (student notes should reflect information gathering on at least one or two literary elements)

Homework: Locate and write down 2 examples of each of the following in the text:

1. *Simple sentence*
2. *Compound sentence*
3. *Compound/complex sentence*
4. *Complex sentence*

ESSENTIAL QUESTION: What can text comparison teach us about authors' unique styles?

TASK: View clips, group discussion of artistic choices, employ literary terms

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Instruction:

- View Chapters 4 - 9 from the film version of The Hobbit; students will have written texts in hand during the viewing to periodically check for matches in dialogue and description
- Discuss and take notes on the following:
 - *Determine in what ways the film depiction matched or diverged from what you visualized as you read
 - *As you skim through your text while you watch the clip, identify dialogue matches or places where the film differs from the written text significantly
- Determine reasons for the changes that were made to the film version

Having read aloud, read independently, and viewed a film clip, articulate your ideas about the word choices Tolkien has made; for example old fashioned or modern, simple or sophisticated, varying by character; connotations of language

ESSENTIAL QUESTION: Why is it important to vary sentence structure in my writing?

TASK: Understand the composition and the function of phrases and clauses in sentences

Standards:

ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Instruction:

- Conduct independent in-class reading of Chapter 10, having students note particularly elegant or interesting sentences for later discussion
- Examine a few chosen sentences, explaining sentence components to students

1. What are the elements of a phrase?

2. What are the elements of a clause?

3. How do phrases and clauses work together to make compound, complex, and compound/complex sentences.

4. What do you think an optimum mixture of these types of sentences would look like? Would it vary depending on the author or the piece and its tone and purpose?

Homework: Read and annotate Chapters 11 and 12, paying specific attention to literary elements.

ESSENTIAL QUESTION: What are the elements of an effective argument?

TASK: Evaluate Gandalf's argument to Bilbo from the film version of text

Standards:

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instruction:

Lead the class in an informal discussion of the strategies we tend to use to persuade people to do things (guilt, repetition, shame, peer pressure, pride, etc.)

View Chapter 1 of The Hobbit in the film version, wherein Gandalf and his comrades bring their powers of persuasion to bear on the timid hobbit in order to engage him as a burglar in their quest; (students will take notes with special attention to the persuasive strategies used on Bilbo)

Have students complete an exit card describing the strategies they identified and how well they think those strategies worked

ESSENTIAL QUESTION: How will I be assessed on this module?

TASK: Group peer review chart, rubric review/edit

Standards:

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RI4: 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.

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELACC7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards)

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

ELACC7L6: 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.

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or smart board
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment

- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 7th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment
- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion
- Review the grammatical concepts included in this study (phrases and clauses) and make sure they are meaningfully included in the rubric
- Have students return to their groups and brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)

ESSENTIAL QUESTION: What is literary “analysis?”

TASK: Model and discuss together the literary elements in chapters 11-13

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL2: 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.

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. 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.

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

ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

c. 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.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instruction:

- Conduct group read-aloud Chapter 13
- Review literary elements: diction, syntax, tone, figurative language, imagery, and symbolism
- Use discussion of syntax to review phrase, clause, and sentence structure/fluency
- Ask the following questions: How would students describe Tolkien's syntactic style? (Does he use long or short sentences? How are they composed? What effect does their structure have on the reader?)
- Take questions from students on their progress in compiling information on WHY the author uses certain literary devices and HOW those devices work on the reader

ESSENTIAL QUESTION: How is allusion different from reference or allegory?

TASK: Discuss the concept of literary allusion; examine allusions in the text

Standards:

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. 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.

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

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Instruction:

Conduct group read-aloud Chapter 14

Lead students in a discussion on the concept of literary allusion ("a brief reference, explicit or indirect, to a person, place or event, or to another literary work or passage")

Provide explicit instruction on allusion and the important ways in which it differs from a direct reference

- Provide several easy to understand examples of allusion
- Note allusions commonly discussed in The Hobbit: Shakespeare's King Lear and to Greek mythology, especially regarding the waters of forgetfulness and Gollum's home beneath the earth - see the Internet and literary journals for more detail; importantly, students may find their own resonances in the text, which may be explored in class
- Students will take appropriate notes, integrating the information into their literary analyses as appropriate

ESSENTIAL QUESTION: How is active listening to an oral/audio text different from reading or viewing?

TASK: Audio presentation of 2 chapters with vocabulary and prose study

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELACC7RL7: 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).

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Instruction:

- Have students actively listen to a professionally produced audio book version of The Hobbit for Chapters 15, 16 (17 18 homework)
- After hearing the text read aloud by a professional reader, students should be prepared to discuss their aesthetic perception of the sound of the words. From a purely artistic point of view, guide them in thinking about whether the prose sounds flowing, musical, staccato, clipped, etc.
- Following this general conversation, which need not be too academic, have students examine text passages from these two chapters. In teams or pairs they can perform a brief analysis of a passage, noting interesting word choices, the number of sentences in a paragraph, the number of words in a sentence, and the distribution of simple, compound, complex, and compound/complex sentences
- Students can compose an exit card attempting to articulate Tolkien's choices in diction and syntax in their given passage, focusing on WHY these choices were made and HOW they are meant to impact the reader

Homework: Read and annotate chapters 17 and 18

ESSENTIAL QUESTION: How does an author's unique use of literary elements combine to create his or her voice and style?

TASK: In-class dramatic reading of novel's conclusion

Standards:

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ELACC7RL10: 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.

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Instruction:

- Conduct group read-aloud Chapter 19, the conclusion
- Reflect on the overall structure of the chapters, including the arc of the plot
- Reflect on characters and the ways in which the author provided characterization
- Review the writing prompt and rubric for Culminating Assessment
- Have students take notes; cumulative notes from study segment may be used in the course of the writing assessment

Homework: Students will read and annotate "Windows on the life and work of J.R.R. Tolkien," by Chris Armstrong and Steven Gertz (Literary Criticism) before constructing their culminating assessment. This piece will provide scaffolding in what the analysis of literary elements and devices should look and sound like, as well as providing valuable insights into Tolkien's history and prose.

PLANS FOR ASSESSMENT 2: integrating reading selections from the unit into a writing task

The prompt below will be addressed when the following activities are completed.

INFORMATIONAL/EXPLANATORY: Using evidence from the short story "—And the Moon Be Still as Bright," as well as independent research and background knowledge on the colonization of the Americas, identify Bradbury's message and attitude about colonizers in human history. Explain and analyze the allegory between the treatment of native Americans, their culture, and their homeland, and the treatment of native Martians, their culture, and their homeland. Your thesis will include a statement of Bradbury's purpose and message. All evidence to support this thesis must come directly from the text or researched sources on American colonization (you may not use researched criticism on the short story; ideas must be your own).

OR

Using evidence from "The Shoddy Lands" explain the claims of Pinchefskey and Thorpe (see unit reading list) about the elements that make the science fiction genre attractive to its fans. What are the primary claims of Pinchefskey and Thorpe in their essays, and how do these two stories exemplify those claims (or fail to exemplify them). Remember that this is an expository and not an argumentative/opinion essay.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: Why is it valuable to keep a writing portfolio?

TASK: Discuss/peer review Assessment 1, preview next assessment

Standards:

ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELACC7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

ELACC7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

ELACC7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Instruction:

- Allow students to compare final writing pieces from Assessment 1; they may conduct a peer review if desired
- Have students construct writing portfolios. The graded paper, along with peer review commentary, rough draft, and teacher-completed rubric with commentary should all be in the portfolio.
- Provide Prezi/PowerPoint overview of the science fiction genre with introduction to Ray Bradbury, C.S. Lewis (students will take notes)

ESSENTIAL QUESTION: What reading strategies constitute “close” reading?

TASK: Read short story, annotate, use graphic organizer to understand theme

Standards:

ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.

ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

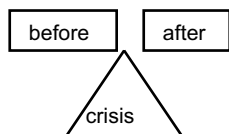
ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Instruction:

- Use silent reading, group read-aloud, pair reading or any other strategy to read “-And the Moon Still Be As Bright” from The Martian Chronicles
- Use the graphic organizer to discuss and determine theme:

(Students identify what a character was like before and after



the major crisis of a story, then ponder what it was the author wanted us to learn from this - and what did the character learn)

- Have students discuss the allegory to the treatment of Native Americans in the western expansion of the U.S.
- Point out the allusion to the poetry of Lord Byron in the line “we’ll go no more a roaming”

ESSENTIAL QUESTION: What are the elements of prose style?

TASK: Review literary terms, phrases and clauses, and sentence fluency

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds

(e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Instruction:

- Assign students a segment (about a paragraph or ½ page) of the text from yesterday’s short story to evaluate in terms of diction, syntax, tone, figurative language, and imagery
- Review those terms to scaffold activity as necessary
- Model the activity together with the class if necessary
- Have students produce a brief analysis of the text they have evaluated

Homework: Read and summarize “Why Do We Read Science Fiction?,” by Carol Pinchefskey

ESSENTIAL QUESTION: What constitutes “bias” in a summary?

TASK: Share homework summaries, begin reading “The Shoddy Lands” with annotation

Standards:

ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instruction:

- Have students share summaries (only 3 or 4)
- Discuss the concept of summary without bias; students should share their summaries and try to determine a) what is the author’s audience and purpose, and b) did the student avoid bias in his or her summary
- Read (using the strategy of your choice) “The Shoddy Lands;” annotation to focus on DICTION and specifically words that the student finds particularly beautiful or concise, or words that are unknown

ESSENTIAL QUESTION: How to themes tend to compare or recur within a genre?

TASK: Discuss reflections from “The Shoddy Lands,” evaluate texts in light of informational articles on genre

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELACC7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL2: 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.

ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Using notes from “Why Do We Read Science Fiction,” have students delineate (in the form of a list) the unique and attractive qualities of the science fiction genre (according to Pinchesfsky)
- Have students include words in his or her notes that the student finds particularly beautiful or concise, or words that are unknown
- Using evidence from “-And the Moon Still Be as Bright” and “The Shoddy Lands,” have students identify the ways in which these two stories illustrate the qualities identified by Pinchefsky, or alternatively, fail to illustrate them
- Compare the prose styles of Bradbury and Lewis, noting differences/similarities in diction, syntax, tone, imagery, and figurative language (may be assigned as homework)
- Address elements 2 and 3 of this task in a single response of ½ to 1 page)

ESSENTIAL QUESTION: What are the best strategies for incorporating vocabulary I pick up from texts I read?

TASK: Read “The Martian,” from The Martian Chronicles, identify new vocabulary, complete Frayer Models

Standards:

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7SL6: 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 for specific expectations.)

ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

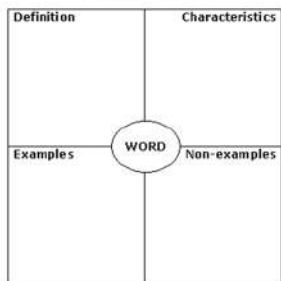
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult 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.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instruction:

Conduct group read-aloud of “The Martian;” annotation to focus on DICTION, and specifically words that the student finds particularly beautiful or concise, or words that are unknown

Have students employ the Frayer Model to explore the vocabulary (using reference materials such as dictionaries, thesauruses, and the Internet)

Frayer Model



ESSENTIAL QUESTION: Why is it important to adapt my speech to specific purposes?

TASK: Examine vocabulary pulled from texts in Tasks 2-6

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
ELACC7L6: 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.
ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Instruction:

- In teams or small groups, share, compare, and discuss the vocabulary gleaned from the texts in question
- Have students produce a brief (1/2 page to 1 page) analysis composed by the group comparing the diction of the authors in each piece, with attention to how the author's voice and word choice are different for different audiences, as well as comparing the literary qualities of the diction (does one author use bigger or more academic words than another? Does one author employ more imagery or figurative language than another? Do the students have an aesthetic opinion about which style they find the most enjoyable?)
- Have each group choose the "Top Ten" favorite words from their combined lists; these may be put on posters or on a class website for future reference

ESSENTIAL QUESTION: In what ways do authors treat topics differently (what is "spin")?

TASK: Read Thorpe's "Why We Love Science Fiction," compare to Pinchefsky article

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
ELACC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. 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.

Instruction:

- Perform close reading of "Why We Love Science Fiction," by Schuyler R. Thorpe
- Have students annotate as they read, with attention to vocabulary/diction
- Using a Venn diagram, students will compare and contrast what Pinchefsky had to say on this subject with what Thorpe contends
- (An extension to this activity may be to have students create a basic précis on each article prior to completing the diagram)
- How to write a précis:

http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html

ESSENTIAL QUESTION: What are the elements of effective narrative writing?

TASK: Producing a narrative piece

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Instruction:

Each 9 week 7th grade unit should include 1 or 2 opportunities for narrative writing. During this class period students will write a narrative piece on the following

prompt:

In the Ray Bradbury story “The Martian,” the Martian native involuntarily shifts his appearance and attitude to suit whoever he is with, subconsciously becoming what they want him to be, and the strain of this finally kills him. Do you believe that your attitude, beliefs, appearance, or values sometimes change to match circumstances? Convey an experience wherein remaining true to yourself or maintaining your integrity was difficult. Use dialogue in your narrative.

ESSENTIAL QUESTION: What the elements of a successful synthesis essay?

TASK: Students will combine information from multiple texts to create informational essay

Standards:

- ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC7RL2: 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.
- ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
- ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.
- ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- ELACC7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- ELACC7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.
- ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. 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.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

Students may choose either prompt

- Prompt 1: Using the text and their notes from the discussion on Bradbury’s allegory of Martian colonization with the expansion of the US, (as well as computer stations for independent research), students will address the prompt in a 2 page informational essay
- OR
- For Prompt 2: Using their notes, Venn Diagram, and the texts, students will address the prompt in a 2 page informational essay
 - Rough draft may be completed in class, with final draft completed for homework if necessary

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*
The prompt below will be addressed when the following activities are completed.

INFORMATIONAL/EXPLANATORY: Using Joseph Campbell’s Hero with a Thousand Faces as a rubric to define and describe archetypal characters and plot elements, synthesize information from a variety of sources studied in class and independently (see unit reading list) including paintings, poems, film, and prose

to explain the archetypal significance of the main characters and events represented in Arthurian Legend.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: What pieces belong in my writing portfolio? What is Arthurian Legend?

TASK: Consolidating portfolios, introduction to Arthurian legend

Standards:

ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELACC7RI4: 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.

ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

ELACC7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

ELACC7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELACC7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instruction:

**Note on writing: a culminating assessment tying reading to writing takes place about every two weeks in this unit. The first task of the succeeding text focus is often to place the last assessment into the writing portfolio - this is not meant to assume that teachers will be able to thoroughly review, grade, and comment on over 100 essays in a single day. Electronic review software may sometimes be employed, a peer-review system may be used for some assessments, and others may be held back for several days for careful instructor consideration.*

Have students briefly conference on their recently completed essay, updating writing portfolios

- Introduce Arthurian Legend: use the sites recommended in the text list for this unit or others that you may discover (there are hundreds of sites); have students explore the world of Arthurian legend, activating their background knowledge through discussion and through the completion of webquests; students may be provided with a worksheet or "scavenger hunt" guide to facilitate their research

ESSENTIAL QUESTION: In what ways are written and visual texts similar and different?

TASK: Watch Part I of Excalibur

Standards:

ELACC7RL7: 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).

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. 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.

Instruction:

- View Part I of the film treatment of the story of Arthur and Camelot, Excalibur
- Have students annotate the film as they would a written text
- Allow students to briefly discuss what they have seen as a closing activity, asking guiding questions such as "How does this film version match up to

what you learned yesterday about the legends of Arthur, or to your own pre-conceptions or background knowledge?” “What significant departures can you identify from the text versions of the legends?” etc.

Require students to articulate a specific piece of feedback on the visual text in the form of an exit card; students may also want to articulate a prediction about how the movie will treat the last half of the text

ESSENTIAL QUESTION: What is an archetype?

TASK: View PowerPoint or Prezi on Joseph Campbell and archetypes; supplement with text excerpts

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

c. 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.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instruction:

- Share PowerPoint on Joseph Campbell and his seminal work on archetypes, The Hero with a Thousand Faces:
- <http://www.bing.com/search?q=joseph+campbell+archetype+powerpoint&form=MSNH14&qs=n&sk=&sc=0-25&pc=Z129>
- Supplement the PowerPoint with a link to or hard copy of Chapters 1-3 of , The Hero with a Thousand Faces
- Have students take notes and will need to become very familiar with the concept of archetypes and several specific archetypal representations
- As they take notes, students will think about how these various archetypal representations relate to characters and events from Arthurian legend
- (This presentation contains numerous references to Greek and Roman mythology; use this opportunity to briefly illustrate the usefulness of Greek and Latin roots in vocabulary discernment)

Homework: carefully read and annotate Chapters 1-3 of The Hero with a Thousand Faces, becoming reasonably familiar with basic archetypes

ESSENTIAL QUESTION: In what ways are visual and written texts similar and different?

TASK: Watch Part II of Excalibur

Standards:

ELACC7RL7: 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).

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Instruction:

View part II of the film Excalibur

During this viewing, concentrate on identifying archetypal characters and events in the story and will take notes accordingly

- Allow students to briefly discuss what they have seen as a closing activity, asking guiding questions pertaining to the Joseph Campbell PPT and reading from yesterday

Require students to articulate a specific piece of feedback on the visual text in the form of an exit card

ESSENTIAL QUESTION: What are the elements of poetry?

TASK: Close study of “Sir Lancelot and Queen Guinevere,” SOAPSTone method, comparison with “Images of Guinevere”

Standards:

ELACC7RL7: 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).

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Instruction:

- Review background knowledge of poetry structure and terminology
- (See teacher guidance for 7th grade literary terms; may explore rhyme, internal rhyme, meter, and rhyme scheme)
- Provide students with SOAPSTone worksheets
- “Sir Lancelot and Queen Guinevere,” Alfred Lord Tennyson, poem
<http://charon.sfsu.edu/TENNYSON/poems/lancelotguinevere.shtml>
- Images of Guinevere, Julia Margaret Cameron, from a series of Arthurian-themed portraits to illustrate *Idylls of the King*:
<http://preraphaelitesisterhood.com/images-of-guinevere/>
- Perform close reading and analysis of the poem
- Review archetypes and search this text for archetypal elements

Have students attempt to “analyze” the photographs in the Cameron collection using the same literary elements (who is the audience, what is the purpose, etc.)

The photographic analysis may be conducted for homework.

ESSENTIAL QUESTION: How are poetry and prose different?

TASK: Read excerpt from Le Morte de Arthur, compare to John William Waterhouse's “The Lady of Shalott”

Standards:

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL7: 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).

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. 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.

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

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

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

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

ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Instruction:

- Allow students to conduct brief Internet or library research on the character of Elaine (who is known as The Lady of Shalott in the poem by Tennyson)
- Have students research the relatively unknown character of Elaine and think about 1) her archetypal significance, 2) her relationship to Lancelot, 3) why Tennyson thought her important enough to be portrayed in his immortal poem, 4) the nature of love triangles (Arthur loves Guinevere, Guinevere loves Lancelot, Elaine loves Lancelot...)
- <http://csis.pace.edu/grendel/projs993a/arthurian/fairmaid.htm>
- Read "The Lady of Shalott," Alfred Lord Tennyson, poem
- <http://www.online-literature.com/tennyson/720/> (this is a rather long and difficult poem, although it is very appealing; excerpt important parts if you do not want to tackle the whole poem)
- Study the famous painting by John Waterhouse, "The Lady of Shalott;" conducting an analysis of the painting (using SOAPStone strategies if helpful)
- Discuss: How does Waterhouse's famous painting relate to the text of Tennyson's poem; for example, which literary elements do they have in common (tone, mood, imagery? Do they share an audience or purpose? Etc.) (this question may be answered in the form of a ½ to 1 page reader response based in text evidence that may be completed for homework)

ESSENTIAL QUESTION: What are the steps of the writing process?

TASK: Choose work groups for multi-media presentation (culminating assessment); begin planning

Standards:

ELACC7RI4: 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.

ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others ELACC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. 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.

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

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

b. Spell correctly.

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Have students choose partners/teams for their culminating assessment
- Review the prompt for this presentation and discuss specifics and parameters with students; allow them to review the basic rubric and work together to craft the rubric to sharpen or move focus as desired
- Note: Rubric will contain a points-focus on misplaced modifiers and comma usage in coordinate adjectives; students will be required to demonstrate competency in these two elements (explicit instruction included in later task)
- Have students brainstorm on the focus of their presentation, set goals, plan, assign tasks, decide on technology and timeline, and complete any other

- work necessary to being prepared to present for the culminating assessment
- Have students compare notes as they plan, considering each text presented in the set, and reviewing the Joseph Campbell material

ESSENTIAL QUESTION: What is an archetype and how is archetype used in literature?

TASK: View selected clips from Disney’s “The Sword and the Stone”

Standards:

ELACC7RL7: 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).
 ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Instruction:

Before beginning the final push toward completing their projects, students will experience one more treatment of the Arthur stories. Acquaint students with the works of T.H. White (The Once and Future King) by way of introduction to the film. Students may watch excerpted clips or the entire film, at instructor discretion.
 Have students annotate, focusing on archetypal representations and on comparisons between the Tennyson poems, the Malory text, and the Excalibur film. Guide students in thinking critically about the similarities and differences between the paintings, photos, poems, texts, and films, and also about why these legends have such a primary place in human history and literature; what is it that makes these tales resonate with so many? What makes them timeless? How does this relate to the concept of archetypes?

ESSENTIAL QUESTION: How can I work effectively within a group?

TASK: Continue group work on presentation

Standards:

ELACC7RI4: 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.
 ELACC7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
 ELACC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
 ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 ELACC7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)
 ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 ELACC7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
 ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 a. Explain the function of phrases and clauses in general and their function in specific sentences.
 b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
 ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
 b. Spell correctly.
 ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Allow students to work for one or two days on their group projects, providing access to technology and media center as necessary; review prompt and rubric a final time to ensure that students are addressing the prompt in their presentations and that they are clear on how they will be assessed

- Provide explicit instruction (perhaps in opening sponge) on the grammar concepts that will appear on the project rubric and that have been addressed in this unit: phrases, clauses, sentence structure, and comma usage with coordinate adjectives; provide students with a goal for integrating these items into their presentations (for example a minimum number of compound or complex sentences to suggest, or a certain percentage of non-simple sentences; correctly use coordinate adjectives in 3 instances, etc.)

ESSENTIAL QUESTION: What are the elements of an effective multimedia presentation?

TASK: Student presentations

Standards:

ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELACC7SL6: 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 for specific expectations.)

ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC7L6: 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.

Instruction:

Engage in student presentations (2 days)

- Provide rubrics or peer review worksheets to the students so that they may critique the performances of their peers
- (Each student should participate in the actual presentation of the material; for example, each group member presenting at least one slide or concept)
- Include peer review worksheets/rubrics and a hard copy of the presentation in the writing portfolio

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*
The prompt below will be addressed when the following activities are completed.

ARGUMENT: You will use any three texts of your choice from the unit reading list along with one significant text provided at the time of writing to answer the following question:

What can literature from the science fiction and fantasy genres teach us about ourselves? What can they tell us about the human condition?

All claims made in your argumentative analysis must be directly supported by a citation from one of the four texts. All four texts must be used, and the text provided at exam time must be fully integrated into your argument.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does one analyze a poem?

TASK: Study Stella Quinn’s literary criticism of poetry from The Hobbit, incorporating poetry analysis

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELACC7RI4: 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.

ELACC7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Instruction:

- Create writing portfolio entry for presentation on Archetypes in Arthurian Legend (this may consist of handouts of the slides, copies of written portions of presentation, CD of presentation, etc.)
- Perform close reading of "Poetry in The Hobbit," by Stella Quinn
<http://robotfromthefuture.com/visuals/Poetry-in-the-Hobbit.pdf>
- Review poetry terms and concepts as they apply to the poems under consideration (see Grade 7 Teacher Guidance; terms may include rhythm, rhyme, rhyme scheme, ballad, narrative, lyric, internal rhyme, meter, etc.)
- Employ SOAPSTone strategies if desired

ESSENTIAL QUESTION: How does one analyze a poem?

TASK: Quinn criticism with Tennyson, comparison and contrast

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELACC7RI4: 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.

ELACC7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Instruction:

- Continue close reading of Quinn criticism along with Tennyson poems
- Use this opportunity to review the texts from the beginning of the unit and informally assess how well the students have retained the information
- Compare these simple poems to passages from Tennyson if desired, allowing students to draw conclusions about the intended audience and purpose of each type of poem and how they differ; consider the different literary strategies employed for each type of poem (for instance the differences in formality and word choice, structure, etc.)

ESSENTIAL QUESTION: What are some effective strategies for "close" reading?

TASK: Read "The Happiness Machine" and annotate, reviewing literary concepts

Standards:

ELACC7RL2: 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.

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Instruction:

- Engage in group reading of "The Happiness Machine," Chapter 13 excerpted from Ray Bradbury's *Dandelion Wine*.

- This story deals with an inventor who wants to create a machine that will make people happy by allowing them to experience their heart's desire, but instead it makes them sad because it shows them a glimpse of something they will never really have. Guide students in discussion to make a connection between the function of fantasy and science fiction literature and "the happiness machine." These types of literature also allow us to experience things that we can (usually) never experience in real life.

ESSENTIAL QUESTION: What are some effective strategies for "close" reading?

TASK: Read "The Happiness Machine" and annotate, reviewing literary concepts

Standards:

ELACC7RL2: 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.

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Instruction:

- Conclude and discuss "The Happiness Machine," Chapter 13 excerpted from Ray Bradbury's Dandelion Wine (see discussion points above)
- Remind students that effective annotation will include evidence of the kind they will need on their assessments, such as literary elements and strategies, audience, purpose, and theme
- Have students conduct a partner-check of notes using a worksheet/rubric
- Use this opportunity to review the texts from the beginning of the unit and informally assess how well the students have retained the information

ESSENTIAL QUESTION: What is my role in a collaborative academic discussion?

TASK: Students work in groups to jigsaw review materials for portions of unit

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

ELACC7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

Instruction:

Conduct jigsaw review: place students in pairs or groups and assign each a portion of material from this unit for review (for example archetypes, sentence structure, literary terms, or a specific text)

- Advise students to prepare study materials that thoroughly reinforce and provide effective study lists/resources/notes for their area of responsibility in the jigsaw
- Model and guide students in preparing effective review materials by providing reminders and highlights from the units
- Advise that jigsaw review presentation may be in the form of documents on the overhead, handouts, Prezi, or PowerPoint

ESSENTIAL QUESTION: What are the elements of an effective oral presentation?

TASK: Jigsaw groups will present

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

ELACC7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.
ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Students will present review materials
- Assess through peer review (check list may be provided) if desired

ESSENTIAL QUESTION: What skills and structures are required for successful narrative writing?

TASK: Respond to narrative prompt

Standards:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Instruction:

- Each 9 week 7th grade unit should include opportunities for narrative writing. During this class period students will write a narrative piece on the following prompt:

Choose a character from one of the texts we have read in class that you think resembles you in some way and explain the ways in which you identify with that character. Using dialogue to sharpen your narrative, convey experiences from your life that shaped you into this type of character.

ESSENTIAL QUESTION: How can I succeed on this assessment?

TASK: Study project parameters for culminating assessment

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Instruction:

- Engage students in reviewing the prompt for their culminating assessment
- Guide students in “how to read a writing prompt” in order to ensure that their writing addresses the prompt in its specifics (this exercise may include circling key words, examining the verbs in the prompt, etc.)
- Discuss specifics and parameters with students; allow them to review the basic rubric and work together to craft the rubric to sharpen or move focus as desired
- Note: Rubric will contain a points-focus on chosen grammatical concepts from the unit (choose your focus and discuss these with the students)
- Have students brainstorm on the focus of their essay and complete any other work necessary to being prepared to present for the culminating assessment (including reviewing or completing notes and re-reading text passages)
- Review the CCGPS for writing argumentative essays

ESSENTIAL QUESTION: What are the elements of successful argumentative writing?

TASK: Culminating assessment addressing prompt with multiple texts

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL2: 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.
ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
ELACC7RL7: 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).
ELACC7RL8: (Not applicable to literature)
ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.

Instruction:

- The final culminating assessment in this unit is an argumentative essay that synthesizes elements from 3 texts from the unit as well as a 4th text provided upon writing. Students will address the following prompt:

ARGUMENT: You will use any three texts of your choice from the unit reading list along with one significant text provided at the time of writing to answer the following question:

What can literature from the science fiction and fantasy genres teach us about ourselves? What can it tell us about the human condition?

All claims made in your argumentative analysis must be directly supported by a citation from one of the four texts. All four texts must be used, and the text provided at exam time must be fully integrated into your argument.

The 4th text to be provided for synthesis is "Paris Review Interview with Ray Bradbury:"

<http://www.theparisreview.org/interviews/6012/the-art-of-fiction-no-203-ray-bradbury>

Students will use this work day to begin reading and annotating the 4th text and pulling evidence from their own 3 text choices

ESSENTIAL QUESTION: What are the elements of successful argumentative writing?

TASK: Culminating assessment addressing prompt with multiple texts

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

Instruction:

- Use this work day to continue reading, annotating, and pulling evidence
- (Students should be able to move to writing their first draft)

ESSENTIAL QUESTION: What are the elements of successful argumentative writing?

TASK: Culminating assessment addressing prompt with multiple texts

Standards:

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

Instruction:

- Complete the first draft of their argumentative essays addressing the essential question of the unit
- Allow students to partner with one another to conference on their rough drafts
- Students may use a peer review checklist or worksheet in order to guide their discussions about edits and revisions to sharpen essay
- Conduct peer review partners should review the rubric as well during their work together
- Go through multiple peer review conferences as time allows

ESSENTIAL QUESTION: What are the elements of successful argumentative writing?

TASK: Culminating assessment addressing prompt with multiple texts

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Final draft - written in class:

ARGUMENT: You will use any three texts of your choice from the unit reading list along with one significant text provided at the time of writing to answer the following question:

What can literature from the science fiction and fantasy genres teach us about ourselves? What can it tell us about the human condition?

All claims made in your argumentative analysis must be directly supported by a citation from one of the four texts. All four texts must be used, and the text provided at exam time must be fully integrated into your argument.

The 4th text to be provided for synthesis is "Paris Review Interview with Ray Bradbury:"

<http://www.theparisreview.org/interviews/6012/the-art-of-fiction-no-203-ray-bradbury>