



GRADE 7

ELA CCGPS UNIT PLAN: 4th 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 : Informational

THEME: Demonstrating Character, from Average to Exceptional!

EXTENDED TEXT:

The Long Walk to Freedom by Nelson Mandela, Autobiography, 1120L

SHORT TEXTS (mixture literary and informational):

1. Thurgood Marshall and the Supreme Court, by Deborah Kent, Biography short story (32 pages) 900L
2. Jane Addams: Champion of Democracy, by Judith Fradin and Dennis Fradin, (Chapter 11, 12, & 13 -minimum- excerpted; you may wish to read much more of this text), Non-Fiction, 1190L
3. Double Life of Pocahontas, by Jean Fritz, Non Fiction short story (96 pages) 910L
4. In Their Own Words: Pocahontas, by George Sullivan, Non-Fiction short story (112 pages) 1230L
5. "Pocahontas," by William Makepeace Thackeray, poem
6. I Know Why the Caged Bird Sings, by Maya Angelou, (Chapter 6, 7, & 8 excerpted), Realistic Fiction, 1070L
7. Gifted Hands, (kids edition) by Ben Carson, (Chapter 3, 4, 6, 8, 18, & 19 excerpted) Autobiography short story, 950L
8. John F. Kennedy: A Photographic Story of A Life, by Howard Kaplan, (Chapter 4, 5, & 6 excerpted) Biography, 1090L
9. The Lorax, by Dr. Seuss, Fiction short story

SUPPLEMENTAL MATERIALS:

1. Pocahontas: www.scrapbook.com/poems/doc/1815/345.html
2. Pocahontas Peacemaker or Traitor: Reel American History - Films - List - Lehigh University
3. Walt Disney Movie: "Pocahontas"
4. Universal Studios and Illumination Entertainment Movie: "The Lorax"

5. John Smith's archived account of the events surrounding Pocahontas: <http://www.archive.org/stream/generalhistorieo02smituoft#page/n7/mode/2up>
6. [Ben Carson Biography](#)
7. Turner Network Movie: "Gifted Hands"
8. [Fact Fragment Frenzy](#): This interactive activity requires students to locate key vocabulary in a passage and drag it over to a work area to create their own fact fragments. The work can be printed out as an assessment of their understanding of the thought process involved in finding key words.
9. Editing checklist: [Editing Checklist for Self- and Peer Editing - ReadWriteThink](#)
12. Editing checklist: [Editing Checklist](#)
13. One version of Aesop's Fable, "The Lion and the Mouse," [The Lion and the Mouse - DLTK's Educational Activities](#)
14. [Jane Addams - Biography - Nobelprize.org](#)

WRITING FOCUS: Informative/Explanatory

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. **INFORMATIVE:** For 30 years, Nelson Mandela was imprisoned because of his work for racial equality. Once he was released, he won South Africa's first free election easily. Using facts from Mandela's biography explain the reasons why Mandela was able to persevere and eventually become the leader of his country. List specific character traits and evidence of those traits from the text, as well as describing Mandela's vision for himself and his country and the elements of integrity in that stance that helped him to succeed.
2. **ARGUMENTATIVE:** In 1954, Thurgood Marshall argued and won in the case Brown vs. Board of Education in Supreme Court against segregation in public schools denying "equal educational opportunities" to some students. Think of an educational problem, such as students who misbehave in class, perceived favoritism to boys or girls in the classroom, funding for education, etc., to argue as a violation of your rights to an equal education. Write an argument using support from texts read in class or additional texts from your own independent research representing your point of view. Support your claims with clear reasons and relevant evidence.
3. **INFORMATIVE:** Jane Addams worked as a pioneer social worker in America. She took care of children, nursed the sick, fed the poor, helped find jobs for people, and developed the Hull House, a place where people could go to get food, shelter, and help. Write a biographical sketch of Jane Addams explaining the elements in her life that led her to a career helping others. Pay specific attention to events that might have shaped her outlook on life. Explain the effect of her actions in her community and the legacy of her beliefs. Remember that this is an informative/expository essay, so stick to factual evidence and details.
4. **INFORMATIVE:** Pocahontas, the daughter of a power Indian chief, helped maintain peace between the English colonist and the Native Americans when colonists from England first arrived in America. As history has revealed, the settlers might have died without the Native Americans' help, and yet some of Pocahontas's own people saw her as a traitor. Even though there are two sides to this question, your assignment is to write an informative essay that presents the facts of this case without bias. Using texts read in class and your own independent research if desired, relate the facts of Pocahontas's interaction with the settlers and their chances of survival with and without her help. Present facts from both sides of this question without bias (this may be tricky!)

NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. On October 22, 1962, President John F. Kennedy demanded that the U.S.S.R. (Russia) get rid of missiles in Cuba. The missiles were aimed at the U.S., and the U.S. had missiles aimed at Russia. For a while, it looked like the U.S.S.R. would refuse, and war might began, but finally the U.S.S.R. cooperated and both agreed to remove some missiles. If you were the President, of your own country and had the power to make laws, start or stop wars, end hunger, etc. what would you do? Write about an imaginary country where you are the president. Make your country the way you wish it could be.
2. Dr. Ben Carson overcame poverty, racism, low-academic achievement, and a violent temper to become a world- renowned neurosurgeon. Carson is quoted having said, “We don’t need to be talking about Madonna, and Michael Jordan, and Michael Jackson. I don’t have anything against these people, I really don’t. But the fact of the matter is, that’s not uplifting anybody. That’s not creating the kind of society we want to create.” With all of our many imperfections, we still have the opportunity to contribute to society. Think about what kind of difference you would like to make in the world. Write a predicted chronological essay of your life from the time you were 10 until you reach 30. Include possible past and future events, mistakes, and achievements.

RESEARCH CONNECTION(S)

- Author biography/background
- Historical context
- Field trips/museums

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

- Journaling
- Short Response
- Quick Writes
- Note Taking
- Summaries

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

For 30 years, Nelson Mandela was imprisoned because of his work for racial equality. Once he was released, he won South Africa’s first free election easily. Using facts from Mandela’s biography explain the reasons why Mandela was able to persevere and eventually become the leader of his country. List specific character traits and evidence of those traits from the text, as well as describing Mandela’s vision for himself and his country and the elements of integrity in that stance that helped him to succeed.

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 important to have rituals and routines established?

TASK: Rituals and routines

Standards:

ELACC7W2e. Establish and maintain a formal style.

ELACC7SL1a. 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.

Instruction:

- Over the next 9 weeks, you will complete several task that is intended to create awareness and character that will last a lifetime.
- Establish listening, questioning, classroom jobs, partnerships, small groups, and conferencing procedures and requirements.
- Discuss daily responsibilities (e.g. being prepared, job requirements, centers/activities transition, sourcebook & journal maintenance, etc.).
- Explain the differences in a sourcebook, where they store tools necessary for regular use, and journal, where responses and thoughts are kept.

ESSENTIAL QUESTION: How do I respond to both literary and informational texts in my journal?

TASK: Discuss note-taking

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.

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.

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.

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.

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).

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

Instruction:

- In note-taking, we will analyze the author's writing style & structure:
 - sentence length, structure, variation, and position
 - the use of sensory details, figurative language, and other literary devices
 - the use of sound devices--alliteration, onomatopoeia, rhythm, repetition
 - the use of dialogue
 - word choice
 - tone
 - the use of local color
 - the use of irony
- Model note-taking, using a short, easy read such as The Lorax.
- Discuss and model making predictions and connections.

- Practice with Part One “A Country Childhood” (read 20 pages) of The Long Walk to Freedom.
- Clarify the meaning of the text, discuss, take questions, scaffold note-taking.
- Make connections to other texts.
- Close in whole group sharing impressions, opinions, style, etc.
- Allow time to record information in journal.

HOMEWORK: Assign desired number of pages of reading from extended text, with note-taking.

ESSENTIAL QUESTION: How is true tolerance exhibited?

TASK: Partner share and discussion of character traits and tolerance

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.

ELACC7W2a. 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.

ELACC7W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.

ELACC7L4d. 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:

- Complete a KWL chart or graphic organizer of character traits about Nelson Mandela
- Discuss reading and review notes together.
- Identify important vocabulary words and meanings associated with tolerance and the text.
- Have students come up with ways to explain tolerance: the consideration for individual differences, views, and beliefs of other people.
- Have students record in their source book the following vocabulary words and their meanings.
 - Acceptance- Recognition of the diversity of others, their opinions, practices, and culture.-
 - Forgiveness - Benefiting yourself and others by ceasing to feel resentment towards others.
 - Sportsmanship/cooperation - Working together for a common purpose. The ability to take winning and losing without gloating or complaining.
 - Courtesy -Polite, civil, and courteous behavior towards others in words and action.
- Have students discuss with partner when they demonstrated or observed the four attributes of tolerance.
- Choose 4 partner groups who are willing to create a role-play scenario of each attribute for class.
- Other students should take notes of their partner’s comments for discussion during whole-group.
- All partners groups share the others understanding of tolerance with class, bringing this discussion into the context of Mandela’s story. How do these topics connect both to his story and to the lives of the students?

HOMEWORK: Assign desired number of pages of reading from extended text, with note-taking.

ESSENTIAL QUESTION: How can reading with a partner enhance my experience of a text?

TASK: Partnered close reading

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.

ELACC7RI10c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

ELACC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Instruction:

- Model partner reading of the chosen chapter of the text.
- Record shared reading requirements:
 - Look at the book and get an idea of what it is about (predict).
 - Read along silently with partner as they read.
 - At the end of each chapter, talk about the story (ask questions, make predictions, answer how tolerance was demonstrated, etc.).
 - Record in journal a brief summary (summary requirements: Major Characters (insight into character), Author, Title, chapter, Plot (connect to theme, tone, characters, etc. so you're not just re-telling the book), Theme, Tone, Last thoughts on book (what you would've changed, what you thought was interesting, what the author did well, recommendation).
- Write examples of the 4 traits of tolerance, if any.
- Smoothly incorporate quotes citing the text, for each example: Nelson Mandela's father disciplined his son much the way my parents have done with me. When he referenced the term, "spare the rod" (Mandela 5); I'm reminded of my parents saying spare the rod and spoil the child..

HOMEWORK: Assign desired number of pages of reading from extended text, with note-taking.

ESSENTIAL QUESTION: What are some fundamental elements of expository writing?

TASK: Informative/expository writing study/practice

Standards:

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

ELACC7W2e. Establish and maintain a formal style.

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Discuss last night's reading, review notes.
- Distribute a local newspaper for today's activity.
- Allow students to select an article of high interest and after careful reading, have students answer the who, what, when, where, and why of the article and record the information in their journal.
- Make sure they distinguish the differences between the facts in the article and the opinions (Why is an opinion, Where is a fact).
- Have students write a response to the article they read.
- Have students brainstorm a topic of interest (family, sports, etc.) to place in a newspaper article of their own.

***Assessment Opportunity**

HOMEWORK: Bring in pictures, conduct research, and interview subjects of interest for article.

ESSENTIAL QUESTION: How is expository writing different from other genres?

TASK: Journalism

Standards:

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

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

ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Instruction:

- Today students will write their own newspaper article.
- Students will start their article with a topic sentence (what the piece is about).
- Students will then complete a quick write: making it interesting to the reader, but keeping to the point (students should refer back to the newspaper article as often as needed for examples).
- Finally, come up with an eye catching headline for article .
- Include photographs when possible.
- Place all classroom articles in newspaper style format .
- Publish for the class.

***Assessment Opportunity**

HOMEWORK: Assign desired number of pages of reading from extended text, with note-taking.

ESSENTIAL QUESTION: What can I learn from other writers?

TASK: Looking for techniques from admired writers

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.

ELACC7SL1a. 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.

ELACC7L4c. 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.

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:

- As a class, brainstorm rights which you currently possess that you would not like to loose.
- Using examples from one of the class texts or library books, focus on techniques that make a writer's text enjoyable or engaging:
 - How did the opening catch my attention?
 - How did the writing hold my attention?
 - How does the author use descriptive language, dialogue, action, and/or figurative language?
 - What techniques can I borrow from these writers to improve my own essays?

***Assessment Opportunity**

HOMEWORK: Assign desired number of pages of reading from extended text, with note-taking.

ESSENTIAL QUESTION: How can multimedia components enhance expression of points of view?

TASK: Protest rhetoric

Standards:

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.

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.

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

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

Instruction:

- In small groups, talk over the privileges you identified on yesterday that you would not like to lose
- Think of privileges gained by others that you now take for granted (the right to vote, freedom of religion, to eat where you want, shop where you want, etc.)
- What if some of those rights were taken away? What would you do? How would you react?
- Work together as a group to come up with new and technological ways to express your resistance to this imaginary loss of rights.
- Use any form of media you can to advertise your disagreement (digital, poster, rallies, marches, electronics, etc.) to construct your protest.
- Come up with a campaign to speak out against the change.

HOMEWORK: Complete protest piece and be ready to discuss in class

ESSENTIAL QUESTION: What are the components of persuasive protest?

TASK: Present protest pieces

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.

ELACC7RI10c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

ELACC7RI10e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC7SL1a. 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.

Instruction:

- Take 15 minutes to discuss with a partner, small group, or the class what you learned from this assignment, either academically or philosophically.
- In whole group, present your protest piece to class.

HOMEWORK: Read Thurgood Marshall and the Supreme Court

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 an effective informative essay?**TASK: Brainstorming, pre-writing, drafting**

Standards:

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

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- 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. (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 grade 7.)

Instruction:

- Complete the first draft of their essays
- 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

Homework: Continue reading A Long Walk to Freedom independently and consider how Mandela and Marshall’s visions of equality and methods of fostering

change are similar and different.

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

TASK: 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.

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

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.

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

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. (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 grade 7.)

Instruction: Respond to prompt

For 30 years, Nelson Mandela was imprisoned because of his work for racial equality. Once he was released, he won South Africa's first free election easily. Using facts from Mandela's biography explain the reasons why Mandela was able to persevere and eventually become the leader of his country. List specific character traits and evidence of those traits from the text, as well as describing Mandela's vision for himself and his country and the elements of integrity in that stance that helped him to succeed.

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

In 1954, Thurgood Marshall argued and won in the case *Brown vs. Board of Education* in Supreme Court against segregation in public schools denying "equal educational opportunities" to some students. Think of an educational problem, such as students who misbehave in class, perceived favoritism to boys or girls in the classroom, funding for education, etc., to argue as a violation of your rights to an equal education. Write

an argument using support from texts read in class or additional texts from your own independent research representing your point of view. Support your claims with clear reasons and relevant evidence.

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 are cases argued before the Supreme Court?

TASK: Mini-research project

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).

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.

ELACC7RI10a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

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

Instruction:

- Using the internet, research information related to the case Brown vs. Board of Education.
- State the position presented by opposing sides.
- Discuss what made segregation of schools unconstitutional.
- Make notes of Thurgood Marshall's roll in the desegregation of schools.
- Create a timeline on Thurgood Marshall's life for later use (Use the timeline in the text Thurgood Marshall and the Supreme Court as an example)
- Discuss in small group information obtained in connected to segregation and Brown vs. Board of Education.
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***Assessment Opportunity**

ESSENTIAL QUESTION: What makes a Supreme Court Justice qualified to be the ultimate arbiter of law in the United States?

TASK: Mock Supreme Court nominations

Standards:

ELACC7RI10b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or 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.

ELACC7SL1c. 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.

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.

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:

- Research the Supreme Court, its nine justices, how they’re appointed, and their purpose.
- Engage students in a mock Supreme Court Justice selection process.
- Students will be assigned the role of interviewer of nominee or nominee, creating questions and responses on current topics within the U.S.
- As a class, the remaining students will brainstorm educational problems, uniforms/no uniforms etc.
- Have students discuss whom they would choose as a Justice among the mock candidates, explaining what about that candidate’s beliefs and philosophies made them a good choice.
- Nine students will now have been “appointed” to the class Supreme Court. Have the remaining students form into two groups to prepare a case for and a case against a topic either currently under consideration by the real Supreme Court, or a topic of concern within your school or community.
- Give students a day or two to put together a case to argue to the court and allow the cases to be presented and the judges to render an opinion.
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HOMEWORK: Write and organize information that supports your case; practice stating positions and public speaking techniques

***Assessment Opportunity**

Homework: Continue reading A Long Walk to Freedom independently and consider how Mandela and Marshall’s visions of equality and methods of fostering change are similar and different.

ESSENTIAL QUESTION: What does it mean to demonstrate “Citizenship”?

TASK: Learning about good citizenship

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.

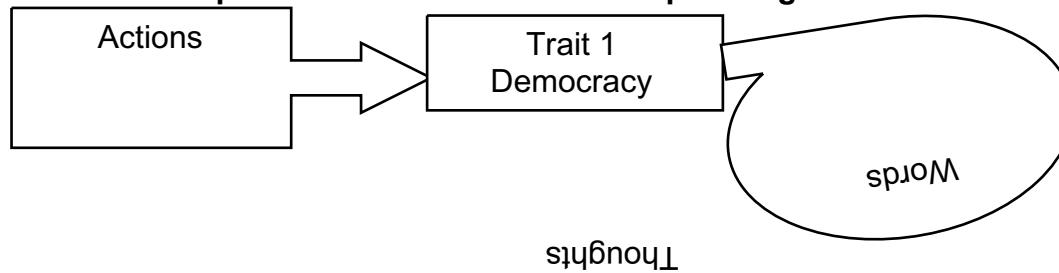
ELACC7RI10d. Establish and maintain a formal style.

ELACC7L4c. 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.

Instruction:

- Discuss as a whole group the terms located in the glossary of Thurgood Marshall and the Supreme Court.
- Identify, with support from the text, how Thurgood Marshall demonstrated the following three traits of “Citizenship.”
- Page by page identify traits of citizenship citing the text and page
 - Democracy - Individual, responsible participation in decision making; government by the people
 - Patriotism - Respectful devotion or love to one’s country
 - Service to Others - Useful, usable, and required duty to others
- In journal, record a character sketch of Thurgood Marshall citing information from the text.

Example of : Character Sketch Graphic Organizer



Homework: Continue reading A Long Walk to Freedom independently and consider how Mandela and Marshall's visions of equality and methods of fostering change are similar and different.

ESSENTIAL QUESTION: What elements and events from a person's life make a biography compelling?

TASK:

Standards:

ELACC7W2a. 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.

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.

ELACC7SL1c. 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:

- Using at least three resources, only one of which can be internet based, compose enough information to write a biography of Thurgood Marshall.
- Brainstorm a minimum of 10 interview questions you could have asked Thurgood Marshall if he were alive.
- When constructing the interview questions, be sure to think analytically; that is, stay away from "what" questions, and try to ask "how" and "why" questions. For example, instead of "where did you grow up?" you might ask "why was your hometown different from other hometowns?"

ESSENTIAL QUESTION: What are some of the most effective ways to conduct research?

TASK: Research Thurgood Marshall timeline

Standards:

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.

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.

ELACC7L4c. 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.

ELACC7L4d. 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:

- Using colored highlighters, highlight common themes, for example:
 - Childhood/green
 - Likes and dislikes/yellow
 - Professional training and experience/pink
- Conference with peers/partners on information gathered and its organization .
- Discuss unfamiliar vocabulary.
- Identify unfamiliar words through dictionary, thesaurus, and/or glossary.
- Share and discuss collected information giving special emphasis to Marshall's developing sense of justice and fairness and how he was able to persuade people effectively; you will need these skills on your culminating assessment.

HOMEWORK: Locate sources of information to include in biography

ESSENTIAL QUESTION: Prepare for culminating assessment.

TASK: Brainstorming Ideas (1 day)

Standards:

ELACC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ELACC7W2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

ELACC7SL1c. 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.

ELACC7SL1d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

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. (See grade 7 Language standards 1 and 3 for specific expectations.)

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

ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

Instruction:

- Reread or review notes from the text *Thurgood Marshall and the Supreme Court*, by Deborah Kent
- Prepare to write an argumentative essay on the problem you chose earlier to debate
- Make sure to use appropriate transitions, including adding several facts, details, and quotes which will strengthen your essay
- Correct any mistakes discovered during your debate
- Brainstorm ideas with a partner
- Write a plan listing the who, what, when, where, why, associated with the education problem you chose

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 makes for a strong argument?

TASK: Drafting

Standards:

ELACC7RI10b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELACC7W2a. 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.

ELACC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ELACC7SL1d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

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

ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Instruction:

- Begin drafting argument.
- Introduce the topic and state both possible positions.
- Research support to refute the opposition.
- Present your case with evidence from research that supports your view.
- Finish strong with a powerful statement possibly a quote that supports your view.
- Facts, details, and specifics will be extremely important in substantiating your position.

HOMEWORK: Conduct research of all possible cons to your position

ESSENTIAL QUESTION: In what ways can an essay become better through revision and editing?

TASK: Revising and editing

Standards:

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.

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

ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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 and including grade7.)

Instruction:

- Check writing to ensure you have kept the listeners' attention.
- Did you keep your focus on your opinion and support it with relevant facts?
- Did you maintain momentum by getting rid of unnecessary words (your ideas must grow constantly)?
- Did you exclude extraneous details?
- Did you build up toward a powerful end (informing the reader of specific details, using famous quotes, etc.)?
- Did you remember to address your audience?
- Did you check for grammatical errors in essay?

ESSENTIAL QUESTION: In what ways can an essay become better through revision and editing?

TASK: Revision and editing

Standards:

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.)

ELACC7SL1d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

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.)

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

ELACC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

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

ELACC7L1c. 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.
ELACC7L2:a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
ELACC7L2:b. Spell correctly.

Instruction:

- Editing checklist: [Editing Checklist](#)
- On the overhead projector or Smart board, display a piece of writing with mistakes. (Make some mistakes obvious and make some more difficult to find).
- Pass out a copy of the editing checklist and 2 copies of the [peer editing checklist](#)
- As a whole class, students peer edit the displayed writing.
- As students find a mistake, they will come up to the front of the room and fix the mistake, using editing symbols.
- Have students explain why they think it is a mistake and how they fixed it.

ESSENTIAL QUESTION: When am I ready to publish?

TASK: Completing essays

Standards:

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 grade 7.)

ELACC7SL1d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

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

Instruction:

Finalize your response to the cumulative assessment prompt:

In 1954, Thurgood Marshall argued and won in the case *Brown vs. Board of Education* in Supreme Court against segregation in public schools denying “equal educational opportunities” to some students. Think of an educational problem, such as students who misbehave in class, perceived favoritism to boys or girls in the classroom, funding for education, etc., to argue as a violation of your rights to an equal education. Write an argument using support from texts read in class or additional texts from your own independent research representing your point of view. Support your claims with clear reasons and relevant evidence.

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

Jane Addams worked as a pioneer social worker in America. She took care of children, nursed the sick, fed the poor, helped find jobs for people, and developed the Hull House, a place where people could go to get food, shelter, and help. Write a biographical sketch of Jane Addams explaining the elements in her life that led her to a career helping others. Pay specific attention to events that might have shaped her outlook on life. Explain

the effect of her actions in her community and the legacy of her beliefs. Remember that this is an informative/expository essay, so stick to factual evidence and details.

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 is compassion and how is it demonstrated as a character trait?

TASK: Trait study

Standards:

ELACC7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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.

ELACC7SL1a. 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.

Instruction:

- Write on board the definition for compassion and the different strands.
 - Compassion means showing concern or sympathy for others through gratitude, generosity, and kindness.
 - Gratitude is a feeling of thankful appreciation for benefits received.
 - Generosity is unselfish willingness to give and share your time and talents in your home, school, and community.
 - Kindness is being gently, willing to help, friendly, courteous, and considerate to others.
- Read Aloud the Aesop Fable "The Lion and the Mouse," [The Lion and the Mouse - DLTK's Educational Activities](#).
- Reflect how the Mouse and the Lion were unselfish towards one another.
- Get with your small group and brainstorm ways you can display generosity to those in your community.
- Prepare to discuss Jane Addams by reading the biography of [Jane Addams - Biography - Nobelprize.org](#).
- Provide students with an overview of the Jan Addams text to be read in this module. Provide specific paragraphs for students to visit that demonstrate some of the character traits Addams will display. Discuss the character trait elements possessed by Jane Addams as demonstrated in the biography.

Homework: Read assigned pages in Jane Addams text.

ESSENTIAL QUESTION: How is compassion demonstrated?

TASK: Community action

Standards:

ELACC7W2a. 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.

ELACC7SL1a. 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.

ELACC7SL1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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

Instruction:

- In teams, complete the list of activities identified during brainstorm session on yesterday (mow the lawn, rake leaves, wash the car, walk the dog, etc. for a person in need in your community).
- Organize assignments for each team member to complete.
- If you are able, carry out each of the activities with someone who needs your help.
- Get permission to video tape some of your activities if possible.
- Each team member should rotate through each of the following assignments:
 - Photographer
 - Recorder
 - Time keeper
 - Team Manager
 - Supply Manager
- Create a multi-media presentation that consists of the task you undertook to demonstrate generosity.
- After presentation, reflect in your journal how it made you feel to help someone else.

***Assessment Opportunity**

Homework: Read assigned pages in Jane Addams text. Refer to Mandela autobiography and continue to make comparisons between the character traits of the individuals we are considering. How did each embody fairness, justice, compassion, empathy, etc.? Make careful notes on the subject and think about using comparisons to Mandela in your culminating piece.

ESSENTIAL QUESTION: What are some ways in which we can express gratitude?

TASK: Letter writing

Standards:

ELACC7W2a. 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.

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7L2:b. Spell correctly.

Instruction:

- Discuss the reading on Jane Addams, constructing a chart or graphic organizer that illustrates her positive character traits with evidence from the text.
- Engage students in a discussion of these kinds of traits and people who have demonstrated these positive traits in their own lives.
- Students will write a thank you letter to someone whom they've received benefits.
- In their journal, create a gratitude chart with I am grateful for ...
- Include the benefits (what they are) and benefactors (who gave the benefits).
- After which, go over the format for a friendly letter (address, date, closing, signature, name to the right half of the page, and salutation and body).
- This will be a good time to discuss adding P.S. (post script).
- Begin drafting the friendly letter by writing to one benefactor to whom you are the most grateful.
- Explain what type of benefits were received, how thankful you are, and how it made you feel.

GRATITUDE WORKSHEET

Today I am grateful for many things.

Name: _____

Date: _____

Benefits

Benefactors

- Model the correct way to address an envelope and the use of correct grammar.
- Have students mail thank you notes to their benefactor if possible. It may be nice to share responses and reactions to these letters if possible.

***Assessment Opportunity**

ESSENTIAL QUESTION: What are some ways I can show kindness?

TASK: Kindness bulletin board; continue character trait study

Standards:

ELACC7W2a. 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.

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7SL1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Instruction:

- Lesson for today “Kindness is never wasted.”
- Identify examples of kindness exhibited by people we have studied in class in the texts provided (you may also provide other texts or allow students to conduct internet searches); explain and discuss how these actions demonstrate the character trait of kindness; discuss synonyms and related traits such as empathy, compassion, and generosity.
- Share with students a time when you demonstrated kindness to someone.
- Using their sticky notes, have students write down ways in which they can show kindness and ways that kindness has been shown to them.
- Create 2 classroom kindness bulletin boards or chart to place sticky notes (one for today’s brainstorm and one for future acts of kindness).
- Students will create a card of appreciation for a former teacher who impacted their lives.
- Send cards through interoffice mail to the respective schools/teachers.
- Throughout the year, upon entering the classroom, have students who have demonstrated kindness, write it on sticky notes and place it on the 2nd bulletin board.
- At the end of the 9-week period, have students choose someone who has consistently showed the most creative random acts of kindness for a COMPASSION certificate.

ESSENTIAL QUESTION: How can I demonstrate the traits of compassion?

TASK: Secret Pal

Standards:

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

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

Instruction:

- To demonstrate compassion, have students draw names to select a secret pal for a week.
- Tell students they must show the three traits of compassion to their secret pal, but they must not tell anyone the name of their secret pal.
- Discuss ideas they could do, such as putting a kind note in their desk, sitting with them during lunch, sharing materials with him/her etc.
- Have student come up with and share some ideas of what they could do to show the three traits of compassion.
- To make it more difficult to figure out their secret pal, have the students do something nice for more than just their pal.
- At the end of the week everyone who did something kind for his or her secret pal can participate in a secret pal party (if allowed) and try to guess their secret pal.
- In journals, reflect on how it felt to do something kind for someone and to receive kindness from someone else.

ESSENTIAL QUESTION: How brainstorming and discussion help me generate ideas for my analysis?

TASK: Begin response to assessment prompt

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.

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.

ELACC7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC7RI10d. Establish and maintain a formal style.

ELACC7RI10e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC7W2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Instruction:

- Distribute copies of excerpts from *Jane Addams: Champion of Democracy*, by Judith Fradin and Dennis Fradin (distribute passages you have chosen for focus in this assignment; students may have read the text by now or read major parts of it).
- Analyze the authors' elements of style together using a document viewer or smart board.
- Identify three separate instances where she demonstrated compassion (generosity, gratitude, and kindness).
- Create an outline to organize the information learned about Jane Addams.
- Include 2 or 3 character traits (generosity, gratitude, and kindness) and evidence for each
- Discuss how Jane Addam's character traits were developed in her personal life; discuss how they were illustrated and communicated through the text; and finally discuss how they informed Jane Addam's life's work.

***Assessment Opportunity**

ESSENTIAL QUESTION: What are the most important aspects to research on a person or topic?

TASK: Conducting research

Standards:

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.

ELACC7SL1c. 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:

- Students will begin fleshing out their knowledge of Addams and Hope House and the concept of social services in the U.S. in general
- A KWL may be helpful.
- Allow students time, resources, and assistance in compiling the information they will need to effectively address the prompt.
- Study the prompt as a class and make sure students have understood their assignment.

ESSENTIAL QUESTION: How does using an outline help me organize my writing?

TASK: Outline

Standards:

ELACC7W2e. Establish and maintain a formal style.

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7SL1c. 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:

- Begin drafting your essay.
- Use the outline format to organize your information (there are many online resources and guidelines, for example <http://www.lavc.edu/library/outline.htm>):
- Reread the outline and ask these questions:
 - Does my introduction tell what will be covered in my essay?
 - Do all of the headings make sense?
 - Are the categories under each heading in a logical order?
 - Have I left out any important ideas?
 - Is all the information correct?
 - How many resources did I use?
 - What idea(s) should I eliminate?
 - Does my conclusion wrap things up without being formulaic?
- You will write an essay using this information (the outline will make the writing easier).
- Partner check outline for logical order, relevance, and logic.

***Assessment Opportunity**

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

TASK: 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.

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, 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.

Instruction: Begin drafting

Jane Addams worked as a pioneer social worker in America. She took care of children, nursed the sick, fed the poor, helped find jobs for people, and developed the Hull House, a place where people could go to get food, shelter, and help. Write a biographical sketch of Jane Addams explaining the elements in her life that led her to a career helping others. Pay specific attention to events that might have shaped her outlook on life. Explain the effect of her actions in her community and the legacy of her beliefs. Remember that this is an informative/expository essay, so stick to factual evidence and details.

- Complete the first draft of their essays.
- 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.
- Allow sufficient in or out of class time for all steps of the writing process.
- Collect final essays.

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

Pocahontas, the daughter of a power Indian chief, helped maintain peace between the English colonist and the Native Americans when colonists from England first arrived in America. As history has revealed, the settlers might have died without the Native Americans' help, and yet some of Pocahontas's own people saw her as a traitor. Even though there are two sides to this question, your assignment is to write an informative essay that presents the facts of this case without bias. Using texts read in class and your own independent research if desired, relate the facts of Pocahontas's interaction with the settlers and their chances of survival with and without her help. Present facts from both sides of this question without bias (this may be tricky!)

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 are good notes helpful in comprehension?

TASK: Compare written and visual text/take notes

Standards:

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

ELACC7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

ELACC7W9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Instruction:

- Review the note taking process with the students.
- Record the note taking process (using the strategy: read, stop, dot).
- Explain to students why notes are important:
 - As a resource for remembering information
 - Helps you identify important facts
- Provide them with the following definition: "A note is a "fact fragment"—a piece of information that will become a complete thought in the writing process."
- Begin gathering information concerning Pocahontas
- Watch selected excerpts of the Disney movie version of "Pocahontas" (as much of the movie as you deem appropriate or necessary).
- Examine the poem "Pocahontas" www.scrapbook.com/poems/doc/1815/345.html.
- Compare and contrast using a Venn Diagram; discuss which elements were changed in text versus film, and about the constraints of the mediums

HOMEWORK: Begin reading The Double Life of Pocahontas

ESSENTIAL QUESTION: How should good notes be used?

TASK: Note-Taking (1 day)

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.

ELACC7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

ELACC7W9b. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").

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

ELACC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

Instruction:

- Using information from the first chapter of The Double Life of Pocahontas, model taking notes with the students by completing 4 facts on a Notes and Quotes chart (2 columns 1 labeled notes and the other quotes).
- Place the chart on the board so that students can see the notes or fact fragments and chosen quotes as you read.
- Allow students to practice selecting fact fragments and quotes to place in chart from the text The Double Life of Pocahontas.
- Use the interactive game, [Fact Fragment Frenzy](#) in a small group online activity to help students understand fact fragments better .

HOMEWORK: Continue or complete the reading of The Double Life of Pocahontas

ESSENTIAL QUESTION: How should good notes be used?

TASK: Using your notes

Standards:

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.

ELACC7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

ELACC7W9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).

Instruction:

- Review the article “Pocahontas Peacemaker or Traitor” [Reel American History - Films - List - Lehigh University](#)
- Students will take notes during this whole class discussion.
- Have students not only study and discuss the information relevant to their eventual writing assignment, but have them examine and compare the notes they’ve taken. Do they agree on what constitutes an important fact? Students might construct a short quiz from their notes and trade quizzes with a partner.
- Have students attempt to verbally defend the notes they’ve taken; can they articulate why they chose a given fact to write down? Do students use similar strategies (leaving out verbs or articles, using Roman numerals, etc.?)

***Assessment Opportunity**

HOMEWORK: Begin reading [In Their Own Words: Pocahontas](#)

ESSENTIAL QUESTION: How can I turn my notes and my ideas into an essay?

TASK: Deconstructing your notes and ideas

Standards:

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.

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

ELACC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

ELACC7L1c. 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.

ELACC7L2:a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

ELACC7L2:b. Spell correctly.

Instruction:

- Have students work in teams or pairs to compare notes and begin organizing thoughts and evidence.
- Have students search for text evidence of points they are considering exploring.
- Practice writing topic sentences that will introduce the main ideas of your paragraphs.
- Take this opportunity to discuss sentence fluency and variation.

HOMEWORK: Continue reading In Their Own Words: Pocahontas

ESSENTIAL QUESTION: Is it always easy to discern fact from opinion?

TASK: Comparing versions of a text

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.

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 and advancing different interpretations of facts.

ELACC7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

ELACC7W9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Instruction:

- Review John Smith's archived account of the events surrounding Pocahontas:
<http://www.archive.org/stream/generalhistorieo02smituoft#page/n7/mode/2up>.
- Compare and contrast the Double Life of Pocahontas, In Their Own Words: Pocahontas, archived accounts, and Pocahontas Peacemaker or Traitor.
- Using your notes, formulate an opinion of whether Pocahontas was a peacemaker or traitor.
- In journal, reflect on the issue as a matter of perspective .
- Cite evidence from each text to support perspective.

HOMEWORK: Research the history of Native Americans, Squanto, Jamestown, and any relevant information you may be interested in citing in your essay.

ESSENTIAL QUESTION: How can we determine what is really true about history?

TASK: Comparison and contrast of sources

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.

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

ELACC7RI10a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELACC7W9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Instruction:

- Compare and contrast both sides of the issue (was Pocahontas a traitor or peacemaker) in discussion groups.
- It may be helpful to complete the following character exercise:
Identify, with support from the text, quotes of how Pocahontas demonstrated the following five traits of "Resilience" which means the capacity to successfully manage high levels of change
 - Humility- Willingness to admit mistakes and take responsibility; not pretentious.

- Self-confidence / Empowerment- Realistic positive attitude about, and trust in one's self; sense of security, and self-assurance.
 - Flexibility*/ Creativity- Adaptability and versatility; clever, imaginative, and inventive.
 - Initiative / Effort- Proactive; thinking and taking action on your own; industry.
 - Self-reliance- Relying on one's own abilities, efforts, or judgments.
- Have students attempt to discern elements of rhetorical persuasion in the pieces; where does fact veer off into opinion?
 - Have students begin brainstorming their informational essays on the Pocahontas question. Can they identify elements of bias in their own notes? Remind them that the tricky part of this assignment will be to write about an historical debate *without* taking a stand.

ESSENTIAL QUESTION: Why is it important to have more than one source of information?

TASK: Conducting further research to support assessment

Standards:

ELACC7W2a. 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.

ELACC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

Instruction:

- Provide students with time and resources to research their Pocahontas controversy papers.
- Bring specific attention to the ways in which the reports of the facts differ depending on the perspective of the author.
- Students will compile information, facts, ideas, details, and a list of other possible resources in which to gather information.
- After research, the students should be able to:
 - present information in a sequenced and logical manner
 - sustain a conversation on the topic
 - share information and ideas with classmates
 - recount or narrate researched information
 - answer open-ended questions on the topic

ESSENTIAL QUESTION: How can I succeed on this assessment?

TASK: Study project parameters for culminating assessment

Standards:

ELACC7R11: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7R12: 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.

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

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison, 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.
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.

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 informative essays

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

TASK: Culminating assessment

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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation 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:

Pocahontas, the daughter of a power Indian chief, helped maintain peace between the English colonist and the Native Americans when colonists from England first arrived in America. As history has revealed, the settlers might have died without the Native Americans’ help, and yet some of Pocahontas’s own people saw her as a traitor. Even though there are two sides to this question, your assignment is to write an informative essay that presents the facts of this case without bias. Using texts read in class and your own independent research if desired, relate the facts of Pocahontas’s interaction with the settlers and their chances of survival with and without her help. Present facts from both sides of this question without bias (this may be tricky!)

THE FOLLOWING NARRATIVE WRITING OPPORTUNITIES MAY BE WOVEN INTO ANY OF THE ABOVE UNIT MODULES AT INSTRUCTOR DISCRETION ALLOWS.

NARRATIVE/RESEARCH/ROUTINE WRITING 1: *integrating reading selections from the unit into a writing task*

On October 22, 1962, President John F. Kennedy demanded that the U.S.S.R. (Russia) get rid of missiles in Cuba. The missiles were aimed at the U.S., and the U.S. had missiles aimed at Russia. For a while, it looked like the U.S.S.R. would refuse, and war might began, but finally the U.S.S.R.

cooperated and they both agreed to remove some missiles. If you were the President, would you have made the same demand of Russia? Do you approve or disapprove of President Kennedy's decision? Write an essay defending your position.

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 is the true meaning of responsibility?

TASK: Character traits of a responsible person

Standards:

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.

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.

ELACC7L4a. 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.

Instruction:

- Share with small groups notes from John F. Kennedy: A Photographic Story of A Life excerpt
- Identify unknown vocabulary through context
- In journal, identify, with support from the text, how John F. Kennedy demonstrated the following four traits of "Responsibility" (meaning taking care of one's self and others; to carry out a duty or task carefully and thoroughly)
 - Positive Attitude/ Cheerfulness - Good humored, bright and pleasant. Realistic positive confidence of feeling toward one's self.
 - Accountability- Being responsible for your decisions and actions; dependable.
 - Honor- A sense of what is right, just and true; privilege.
 - Pride- Care and satisfaction in your country, community, and/or school's environment, achievement and success
- Turn and share with a partner ideas written in journal

ESSENTIAL QUESTION: How do I demonstrate responsibility?

TASK: Recycling or other project

Standards:

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

ELACC7SL1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Instruction:

- Students will brainstorm every product that can be recycled at the school (For example paper, water bottle, paper cups, paper plates, newspaper etc.).
- The student will estimate about how much of the product is in the school on a daily basis in order to figure out how much of the product will be collected on a yearly basis (substitute another project if appropriate).
- Students will begin writing a proposal which includes everything that they will need to help them be successful in this project.
- Proposal consists of:
 - **Statement of Need:** Why this project is necessary? Is the project/problem solvable?

- **Evidence:** Specific, compelling
- **Sustainability:** What will happen to your project in the future? Who will maintain the project?)
- **Objectives:** How the project will address goals?
- **SMART Goals:** S(pecific) M(easurable) A(chievable) R(ealistic) T(ime-bound)

ESSENTIAL QUESTION: How do I show responsibility?

TASK: Recycling project

Standards:

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

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

Instruction:

- Have students move forward with doing a community service project if viable.

***Assessment Opportunity**

ESSENTIAL QUESTION: How is journaling helpful in living a reflective life?

TASK: Journaling

Standards:

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7SL1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

ELACC7SL1c. 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:

- Students answer the following question in their journals: "How am I taking responsibility for my chosen service project or life responsibilities?"
- Students are to address each of the following issues:
 - Cheerfulness
 - Positive Attitude
 - Accountability
 - Honor
 - Pride (add others as desired)
- In whole group setting, share entries with class
- The lesson is intended to highlight students responsibility for materials, homework, class work, and home requirements

ESSENTIAL QUESTION: What is author's craft?

TASK: Improving your narrative writing

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.

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.

ELACC7W3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

ELACC7W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

ELACC7W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

ELACC7W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

ELACC7W3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.)

Instruction:

- Today, students will begin practicing author’s craft using the text I Know Why the Caged Bird Sings.
- Read aloud chapter 6 of the excerpt from Maya Angelou’s I Know Why the Caged Bird Sings and/or other texts to reflect author’s craft (be aware that the word “damn” appears in this excerpt; please omit when reading aloud).
- After reading go back and highlight the author’s strategies (tone, voice, figurative language, diction, etc.)
- Analyze meaning of words, phrases, dialects, and figurative language.
- Make a jot list of elements of Angelou’s writing that you admire; try emulating some of these strategies (teacher may assign specific emulation strategies or deliverables if desired).

ESSENTIAL QUESTION: How do engage the reader throughout my story?

TASK: Studying plot

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.

ELACC7W3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

ELACC7W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

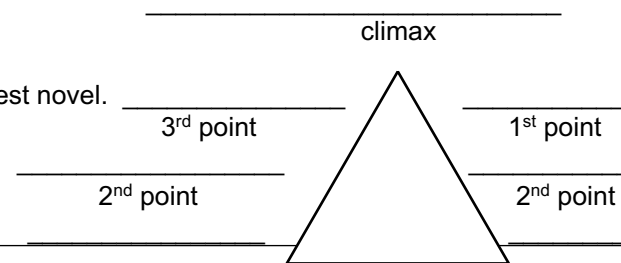
ELACC7W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

ELACC7W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

ELACC7W3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instruction:

- Read aloud chapter 7 of Maya Angelou’s I Know Why the Caged Bird Sings, or another high interest novel.
- Review the components of a typical plot line
 - Exposition: the beginning of the story, establishment of setting and characters
 - Conflict: the problem(s) faced by the characters
 - Rising Action: events in the story leading up to the climax



- Climax: the culmination of events in the story, point of highest reader interest
- Falling Action: events leading to the solving of the story's problems
- Resolution: how events and problems of the story are solved

1st point

3rd point

Intro: _____

- Create a visual picture on the board of a mountain.
- At the bottom of the mountain, to the left, extend a line and write introduction.
- Up the side of the mountain- draw a number of extended lines outward and identify as 1st point in rising action, 2nd etc., as you ascend up the mountain.
- At the top is the climax, then descend and write 1st point falling action, 2nd etc., until you get to the bottom.
- Together as a whole group, invite students to describe the intro., this will form the first paragraph
- Then ask for 4 points of rising action, each shall form a new paragraph.
- Then ask for the climax, and 3 points falling action .
- Review how each of the points was turned into a basic paragraph.

***Assessment Opportunity**

ADDRESS THE PROMPT IF DESIRED.

NARRATIVE/RESEARCH/ROUTINE WRITING 2: *integrating reading selections from the unit into a writing task*

Dr. Ben Carson overcame poverty, racism, low-academic achievement, and a violent temper to become a world- renowned neurosurgeon. Carson is quoted having said, "We don't need to be talking about Madonna, and Michael Jordan, and Michael Jackson. I don't have anything against these people, I really don't. But the fact of the matter is, that's not uplifting anybody. That's not creating the kind of society we want to create." With all of our many imperfections, we still have the opportunity to contribute to society. Think about what kind of difference you would like to make in the world. Write a predicted chronological essay of your life from the time you were 10 until you reach 30. Include possible past and future events, mistakes, and achievements.

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 is necessary to accomplish my goals?

TASK: Goal setting

Standards:

ELACC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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.

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Examine how Dr. Ben Carson demonstrated the following five traits of "Accomplishment"
 - Perseverance*- Working hard without giving up.
 - Courage*- To meet a challenge without giving in to fear.
 - Patience* / Moderation- The power to wait calmly without complaining; avoiding extremes.

- Wisdom- Good judgment; ability to make reasoned decisions; insight.
- Character- Reflect on your Understanding (Thinking), Caring About (Feeling), and Acting Upon (Behavior) in becoming a good example of positive character this year.
- Skim through all chapters and highlight specific details of examples of each character trait.
- Record highlighted sections in journal.
- Write a short reflective essay daily demonstrating how Dr. Carson demonstrated one or all of these traits in each chapter.

***Assessment Opportunity**

HOMEWORK: Read Gifted Hands Chapter 4

ESSENTIAL QUESTION: How can I track my progress toward my goals?

TASK: Tracking

Standards:

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7SL1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Instruction:

- Write the word “Goal” on the board.
- Explain to the students that writing a personal goal is something that a student can work on during the school day (finishing all your class work, saying kind words to others, turning in homework on time, etc...
- Model the process of setting a goal on the board.
- Ask the students to think of things you could do to help you remember your goal throughout the day.
- Ask the students how they might show progress.
- Have students set and write a personal goal for the day.
(They should answer these three questions. Is this something I need to work on? What can help me reach my goal? How will I know if I did well).
- Brainstorm as a class ways of keeping track of their goals.
- In journal, have students keep track of the progress throughout class period.
- At the end of the day, students will meet with their partner and show their progress.
-

HOMEWORK: Read Gifted Hands Chapter 6

ESSENTIAL QUESTION: How do I set goals for the future?

TASK: Studying patience

Standards:

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7SL1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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:

- Write the word “Patience and Moderation” on the board.
- Explain to the students that writing a goal with patience/moderation is something that a student can work on all day long (e.g. working to obtain a higher grade, passing the EOTY/CRCT, making a sports team, etc.).
- Share a personal experience in which you had to exhibit patience/moderation.
- Have students set a personal goal which will take patience/moderation for the year .
- Answer these questions: What do I need to work on? What can help me reach my goal?
- Keep track of your progress throughout the year in your writing journal.
- At the end of the year, share with your class your goal and if you reached it or not and why.

HOMEWORK: Read Gifted Hands Chapter 8

ESSENTIAL QUESTION: How can poetry teach me to understand the meaning of a word?

TASK: Acrostic poem

Standards:

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

ELACC7W2e. Establish and maintain a formal style.

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:

- Structure your own acrostic poem.
- Wisdom is generally thought of as keen insight that helps in navigating life.
- Research various philosophers’ description of wisdom.
- Using the word “Wisdom,” write an acrostic poem that exemplifies your understanding of the word.
(An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word.)
- Write your word vertically on your paper placing one letter on each line.
- Select a word that describes wisdom and begins with the same letter as one of letters in the word (e.g. **W**ise).
- You can use one word or a phrase (e.g. **W**ise or **W**ise men seek knowledge).
- Continue this pattern until you reach the final letter of your topic word.

**W
I
S
D
O
M**

HOMEWORK: Read Gifted Hands Chapter 18

ESSENTIAL QUESTION: What does it mean to have character?

TASK:

Standards:

ELACC7W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.

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:

- On the board, cover the important vocabulary associated with character: character, morals, and personality.
 - Character means way in which we distinguish between right and wrong
 - In Character we use morals which or beliefs that govern the way people think and behave.
 - Personality is the combination of our personal preferences and social skills.
- Character is developed by choice (positive or negative).
- Anyone can take steps to eliminate negative choices.
- Divide the class into groups of three or four students.
- Create a list of positive and negative character traits and place them in a bag.
- Instruct students to pick a trait from the bag.
- Have students act out their trait for the class.
- Allow time for each group to determine the best way to express themselves.
- Have students record in journals a positive way to express themselves with each trait demonstrated .
- Summarize group activity by emphasizing that choices build character, which in turn leads to rewards or consequences.

HOMEWORK: Read Gifted Hands Chapter 19

ESSENTIAL QUESTION: How does viewing texts broaden my understanding of text?

TASK: Film

Standards:

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).

ELACC7W2e. Establish and maintain a formal style.

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.

Instruction:

- Today you will watch the film version of Gifted Hands.
- Use a graphic organizer to compare elements of the book to the film version.
- Discuss which changes in the film version enhanced the book.
- Discuss which changes you think were bad ideas.
- In small groups select a scene from the book that was not well represented in the movie.
- Rewrite the scene for a readers theater performance.
- Present your groups depiction of the selected scene.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can setting goals for my future propel me to success?

TASK: Essay

Standards:

ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELACC7SL1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Instruction:

- Write your life's story.
- Begin at age 10 and predict your future up until age 30.
- Create a timeline of events that will take place in your life (refer back to the timeline created in the Thurgood Marshall lesson).
- Include all important milestones (graduation from H.S., college, graduate school, getting a job (what kind), getting married, buying a house, having a family etc.).
- Include the difference you would like to make in the world.
- Include actual events from age 10 and predict possible future events, mistakes, and achievements.
- Make sure you use the writing process to complete your essay.