

Columbus County Schools Common Core State Standards Curriculum Alignment		
SUBJECT: ELA	GRADE LEVEL: 7 th	Unit Timeframe: Weeks 13-24
THEME: Burning Bridges: What History Has Taught Us About Civil Rights	PRIMARY TEXT: While the World Watched by Carolyn Maull McKinstry with Denise George GENRE: Nonfiction/Informational	
12-WEEKS SUPPLEMENTARY THEMATICALLY-CONNECTED TEXTS <i>These resources are intended to supplement and enhance instruction. They are embedded throughout the weekly unit plans. Please test all hyperlinks for current operation.</i>		
1. Lyrics –“Lift Every Voice and Sing” by James Weldon Johnson (http://www.poets.org/viewmedia.php/prmMID/15588)		
SUPPLEMENTARY THEMATIC RESOURCES (MULTIMEDIA): 1. Civil Rights Activator-Video clip (4 min) http://www.youtube.com/watch?v=g88rMfYFe64 2. Civil Rights Clip http://www.youtube.com/watch?v=fJN08uqt70 and follow with this web page from the US Department of Health and Human Services http://www.hhs.gov/ocr/civilrights/faq/86.html 3. Civil Rights Timeline at http://www.history.com/topics/civil-rights-movement/interactives/black-history-timeline 4. Graphic organizers for vocabulary: http://notebookingfairy.com/2011/05/vocabulary-notebooking-pages/ 5. Flashcards- Online sources: http://www.scholastic.com/kids/homework/flashcards.htm , http://www.kitzkikz.com/flashcards/ , http://cambridgeenglishonline.com/Flashcard_maker/ 6. http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=16&Itemid=2 . (Note: This mini-lesson requires the use of a text that may not be available. However, this text could be used in its place: http://www.mrnussbaum.com/readingcomp/jrobcomp.htm) 7. John F. Kennedy speech about segregation located here http://www.americanrhetoric.com/speeches/jfkcivilrights.htm 8. A mini-lesson on symbolism: http://voices.yahoo.com/literary-symbolism-exercise-high-school-middle-2217847.html?cat=4 9. Help on literature circles- http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html .) 10. James Weldon Johnson audio of "Lift Every Voice and Sing" http://www.youtube.com/watch?v=uk3zXi8WVqk 11. http://www.amazon.com/Freedom-Riders-Struggle-Racial-Justice/dp/0199754314 -Amazon page with Freedom Riders book cover 12. A mini lesson on inference http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=16&Itemid=2 . (Note: This mini-lesson requires the use of a text that may not be available. However, this text could be used in its place: http://www.mrnussbaum.com/readingcomp/jrobcomp.htm)		
NOTES OF IMPORTANCE: SKILL BUILDING TASKS <i>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.</i> Writing-Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4-5 to reflect your choice. <i>Just for Teachers:</i> 10 Ways to Talk to Students About Sensitive Issues in the News http://learning.blogs.nytimes.com/2012/03/23/10-ways-to-talk-to-students-about-sensitive-issues-in-the-news/		
TEACHER RESOURCES: While the World Watched PPT in dropbox.		

Meaningful sentences PPT in dropbox.

While the World Watched-Prezi http://prezi.com/etrkg8xrs6_r/?utm_campaign=share&utm_medium=copy&rc=ex0share
<http://jc-schools.net/tutorials/vocab/ppt-vocab.html> Game templates/instructions

INSTRUCTIONAL FRAMEWORK – WEEKS # 1&2**WORD WORK**

Word Usage	Word Study (Homophones, Antonyms, etc.)	Roots & Derivatives

LANGUAGE**Grammar/Conventions**

- Grammar/Conventions can be reinforced as Bell Ringer Activities.

TEXT-BASED VOCABULARY (suggested, teachers/students may identify many more)

civil rights segregation human rights desegregation	inaugural memorable apartheid prejudice
--	--

ACADEMIC VOCABULARY (suggested, teachers may identify more)

inferences text predictions journal reflection evidence symbolism expressionism diction argument judgment	roots affixes central/main idea compare/contrast figurative language allusion metaphor simile context clues relevancy
---	--

Day 1

Essential Question: How do authors use factual evidence to persuade the reader?

Task: pre-reading and predict

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).

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.

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

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

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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

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.

Grammar: page 25, complements

Roots/Derivatives: page 59, Review

Instruction: Students begin a journal, based on chapter by chapter reading, to record predictions, personal reflections while reading the text While the World Watched.

- Develop a text dictionary for new vocabulary acquired during the reading of the text. Each chapter should contain both teacher-directed vocabulary and student acquired vocabulary as found in the text.
- Active background knowledge on civil rights with this video clip (4 min) <http://www.youtube.com/watch?v=g88rMfYFe64>
- Class discussion of what civil rights are and who is affected. Show this clip <http://www.youtube.com/watch?v=fjJN08uqt70> and follow with this web page from the US Department of Health and Human Services <http://www.hhs.gov/ocr/civilrights/faq/86.html>
- Share information regarding civil rights struggles in other countries such as South Africa and India,
- Students work in pairs at computers to view and interact with the Civil Rights Timeline at <http://www.history.com/topics/civil-rights-movement/interactives/black-history-timeline>

Preview texts *While the World Watched* and *Freedom Riders* comparing book covers, pictures, captions, graphic features, organization of text. Encourage peer discussions of what they are discovering as they preview.

Reflection(s):

Amazon page has book cover for Freedom Riders: <http://www.amazon.com/Freedom-Riders-Struggle-Racial-Justice/dp/0199754314>

Exit Ticket: What made learning easy for you today?

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary

Day 2

Essential Question: How can learning Greek and Latin affixes and roots help me unlock the meaning of unknown words?

Task: Greek and Latin affixes and roots

Standards: 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.

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

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

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

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

Grammar: page 26, part A

Roots/Derivatives: page 60

Instruction: Choose from this selection of graphic organizers for vocabulary: <http://notebookingfairy.com/2011/05/vocabulary-notebooking-pages/>

- Conduct direct instruction on writing meaningful sentences using the PowerPoint presentation “Meaningful Sentences”
- Student pairs create “meaningful sentences” of selected vocabulary words.
- LEGOS: Individually or in pairs, students create nonsense words using roots and affixes to construct them similar to how Legos are used. After the words are formed, they should then use the new words in meaningful sentences and write them on sentence strips which can then be shared with the class. Display the strips in either in the classroom or hallway to promote vocabulary conversations.
- Using the vocabulary words, students work with a partner to write sentences on the topic of civil rights, segregation, apartheid, or human rights.
- Students create flashcards of affixes, roots, and vocabulary words. Online sources: <http://www.scholastic.com/kids/homework/flashcards.htm> , <http://www.kitzkikz.com/flashcards/> , http://cambridgeenglishonline.com/Flashcard_maker/
- Vocabulary Sort: Create a chart of the vocabulary word and the definition. Print it out, laminate (for extended use), and cut apart. Place pieces in a small plastic bag or envelope. Students may work individually or with a partner to put the pieces back together again. You can also use this as a game by having partners play other pairs of students.

Teacher completes the Password Vocabulary Review template using selected roots, affixes, and words. Follow the directions on the template for playing the game. <http://jc-schools.net/tutorials/vocab/ppt-vocab.html>

- Teacher completes the Vocabulary Bingo template with selected roots, affixes, and words. Students play Bingo with the cards as completed <http://jc-schools.net/tutorials/vocab/ppt-vocab.html>

Reflection(s):

- Students play “Draw Something” or “Pictionary” on the board as a whole class game or in small teams.
- Read Chapter 1 in class discussing what is going on in Carolyn’s life.

***Assessment Opportunity**

- **Exit Ticket:** Respond to the following: The thing I found most challenging about this assignment was...?

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4-5 to reflect your choice.

- Argumentative: Author Carolyn Maull McKinsty noted in her book, While the World Watched, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life’s work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
- Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King’s was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
- Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
- Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, group activity/product

Day 3

Essential Question: What techniques can I use to comprehend what I read?

Task: Reading the text-group reading and note taking

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.

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).

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

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

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.

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

- a. 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").
- b. 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").

Reflection(s):

Grammar: page 26, part B

Grammar: page 27, part A

Roots/Derivatives: page 61

Roots/Derivatives: page 62

This will probably take at least 2 days to cover...

- **Instruction:** Conduct a mini-lesson on inference. A mini-lesson on inference and theme can be found here: http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=16&Itemid=2. (Note: This mini-lesson requires the use of a text that may not be available. However, this text could be used in its place: <http://www.mrnussbaum.com/readingcomp/jobcomp.htm>)
- **Literature Book can be used in place of/in addition to above link (see pages 67, 12, 14, 62-72 “Thank you, Ma’m”)**
- Consider the author’s title choice for Chapter 2, “Halfway In and Halfway Out”. What evidence does the author use as clues? How is this considered an example of inference?
- Conduct whole group guided reading for Chapter 3. Student notes should specify author’s central ideas and how the individual sections of the chapter contribute to the whole. **(Main idea instruction can be found in Literature book page 223)**
- Provide explicit instruction on comparing and contrasting text and its video representation. Re-read the introduction of MLK’s “I have A Dream” speech in Chapter 1 and the conclusion in Chapter 3. Play the video of the actual delivery of the speech. Use a graphic organizer to model comparing and contrasting the two speech presentations. Draw particular attention to the expressionism through voice in speed, volume, and diction in the video.

(Compare/contrasting text and video instruction can be found in Literature book pages 430-431)

- Group students to do the same using the compare/contrast graphic organizer and the John F. Kennedy speech about segregation located here <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm> Reflection: Why do you think this speech is not as memorable as other Kennedy speeches, such as the inauguration speech of 1961? Why is it not as memorable as the speech made by Martin Luther King, Jr.?
- Conduct a mini-lesson on symbolism: <http://voices.yahoo.com/literary-symbolism-exercise-high-school-middle-2217847.html?cat=4>

(Symbolism instruction can be found in Literature book pages 351-364)

Homework if you have extra books or use for classroom activities: Read Chapter 4. Take notes regarding symbolism found in this chapter. What symbols do you find and what do they represent? Add any unfamiliar words to the personal dictionary.

Exit Ticket: Respond to the following: How do inference skills make you a better reader?

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4-5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, While the World Watched, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life’s work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King’s was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.

3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, group activity/product

Day 4**Essential Question: How does my choice of words impact my writing and my readers?****Task: The importance of word choice****Standards: 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.**ELACC7L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.**Reflection(s):****Grammar:** page 27, part B**Grammar:** page 28, Fragments**Roots/Derivatives:** page 63**Roots/Derivatives:** Unit Test**Instruction: This may take 2 days to cover.**

If books are not available for homework reading, read chapter 4 in class.

Allow students to share examples of symbolism found in Chapter 4 of *While the World Watched*

- Using “Lift Every Voice and Sing” by James Weldon Johnson (<http://www.poets.org/viewmedia.php/prmMID/15588>) review the use of figurative language in literary text. Song: James Weldon Johnson text of "Lift Every Voice and Sing" <http://www.youtube.com/watch?v=uk3zXi8WVqk> (Figurative language in literature instruction can be found in Literature book page 556, FM55-56)
- Discuss an author’s use of figurative language in non-fiction text and how it compares to that found in literary text such as poetry. Use the title of Chapter 5, “Life Is but a Vapor”, as an example and have students determine what the author means by using this metaphor.

(Figurative language in non-fiction instruction can be found in Literature book page 846-851

- Conduct whole group guided reading of Chapter 5. Place emphasis on questioning the biblical allusions, metaphors, similes, and draw attention to unfamiliar words asking students to clarify meaning by using context clues.

Instruction can be found in the literature book on pages: Metaphor-558, 613...Similes-558, FM55...Context clues-19, 44, 63...Allusions-FM56*Homework if extra books or use as a classroom read aloud: Read Chapters 6 and 7. In students’ personal dictionary, list ten words that you did not know and the meaning as revealed through the context clues in the text.***Exit Ticket: Respond to the following:** The thing I found most enjoyable about this assignment was...?

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4-5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, group activity/product, roots unit test

Day 5**Essential Question: How do I make the reasoning in my arguments sound and relevant?****Task: Tracing and evaluating arguments****Standards: 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.**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.

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

b. 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”).

Reflection(s):**Grammar:** page 29, part A**Grammar:** page 29, part B**Roots/Derivatives:** page 64**Roots/Derivatives:** page 65**Instruction: This may take two days.... if you do not have extra books for homework reading..** *classroom read aloud: Read Chapters 6 and 7. In students' personal dictionary, list ten words that you did not know and the meaning as revealed through the context clues in the text.*Conduct literature circles to read Chapter 8. (Help on literature circles can be found here: <http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html>.) Circle discussions should be centered on questions the author poses in Chapter 8 regarding the justice system and desegregation.

- Conduct whole group guided reading using Dr. King's "Letter from Birmingham Jail" in Chapter 8. Attention should be given to Dr. King's arguments as to his purpose of coming to Birmingham during that particular time period. How sound is his judgment in this decision? What evidence supports his reasoning? **(Evidence in an argument can be found in Literature book page R20)**
- Discuss **relevancy** and how it applies to Dr. King's letter.
- Write a response to Dr. King's letter. Base your letter on your knowledge of the issues that Dr. King has stated. What will you encourage him to do? Stay the course and continue the fight or leave Birmingham as soon as he is released from jail? What evidence from the text will you use to support your reasoning?

- Combine literature circle groups to discuss as a whole class group the individual circle findings from their discussions of the justice system and desegregation.

*** Assessment Opportunity**

Homework if you have extra books or classroom activities: Read Chapters 9 and 10. As done in class with Chapter 1, take notes regarding the central ideas of this chapter. Document their development with specific statements by the author. Add unfamiliar words to the personal dictionary.

Exit Ticket: What was the most striking line from Dr. King's letter? Why?

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4-5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, While the World Watched, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, response letter

INSTRUCTIONAL FRAMEWORK – WEEKS # 1&2***Student Progress Monitoring Week******Benchmarks should assess ALL standards taught the 2nd nine-weeks grading period.*****REVIEW/TEST GRAMMAR EVERY OTHER WEEK
REVIEW/TEST VOCABULARY EVERY OTHER WEEK****WORD STUDY (HOMOPHONES/GREEK & LATIN ROOTS)-TEST EVERY 5TH WEEK****READING COMPREHENSION (CLASSSCAPE) BENCHMARK #1, end of 1st 9 WEEKS****BENCHMARK WRITING ASSESSMENT #1:Argumentative****Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4-5 to reflect your choice.**

1. Argumentative: Author Carolyn Maull McKinsty noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Columbus County Schools Common Core State Standards Curriculum Alignment		
SUBJECT: ELA	GRADE LEVEL: 7 th	Unit Timeframe: Weeks 13-24
THEME: Burning Bridges: What History Has Taught Us About Civil Rights	PRIMARY TEXT: While the World Watched by Carolyn Maull McKinstry with Denise George GENRE: Nonfiction/Informational	
12-WEEKS SUPPLEMENTARY THEMATICALLY-CONNECTED TEXTS <i>These resources are intended to supplement and enhance instruction. They are embedded throughout the weekly unit plans. Please test all hyperlinks for current operation.</i>		
SUPPLEMENTARY THEMATIC RESOURCES (MULTIMEDIA): <ul style="list-style-type: none">• http://www.eduplace.com/rdg/hme/enrichment/8/unit8.pdf or Dependent/Independent Clause review game: http://www.quia.com/rr/744958.html• Explicit instruction on misplaced and dangling modifiers (fun examples here: http://www.twobells.com/Writing_Online/rayas-dungeon/03.htm, http://grammar.quickanddirtytips.com/funny-misplaced-modifiers.aspx, http://www.writersrelief.com/blog/2008/03/misplaced-modifiers/),• Quiz here: http://www.methodist.edu/english/dd_mm.htm• http://www.visualthesaurus.com/cm/lessons/1195/• Created lessons on analogy can be found at: http://www.beaconlearningcenter.com/Lessons/1236.htm, http://www.teachervision.fen.com/lesson-plan/teaching-methods/48609.html, or http://mrsdell.org/analogsies/,• Analogies practice using http://www.vocabulary.co.il/analogsies/middle-school/6th-8th-grade-analogy-types/ or http://www.vocabulary.co.il/analogsies/middle-school/middle-school-analogy-match/• Cartoon located at http://dlg.galileo.usg.edu/baldy/jpgs/chb1895lo.jpg• MLK speech http://mlk.discoveryeducation.com/• Citing sources http://cybersmartcurriculum.org/researchinfo/lessons/6-8/how_to_cite_a_site/ Go to link and search in search bar “citing sources”.• Other lessons can be found here: http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html or http://www.teach-nology.com/tutorials/teaching/citing/• http://www.youtube.com/watch?v=yTl9zYS3_dc Conduct whole class discussion: How far does the argument progress? Why do you think the argument seems to stall?• Direct instruction on arguments using the lesson at Read, Write, Think as a starting point. http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html?tab=3#tabs• http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf• Argumentative story from www.tweentribune.com		
NOTES OF IMPORTANCE: Writing-Choice #3 is presented in separate lesson (found in Dropbox) for weeks 4-5. If you choose another prompt, you will need to change weeks 4 -5 to reflect your choice.		

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.*

Just for Teachers: 10 Ways to Talk to Students About Sensitive Issues in the News

<http://learning.blogs.nytimes.com/2012/03/23/10-ways-to-talk-to-students-about-sensitive-issues-in-the-news/>

TEACHER RESOURCES:

INSTRUCTIONAL FRAMEWORK – WEEKS # 3&4

WORD WORK

Phonics	Word Study (Homophones, Antonyms, etc.)	Roots & Derivatives

LANGUAGE

Grammar/Conventions

- Grammar/Conventions can be reinforced as Bell Ringer Activities.

TEXT-BASED VOCABULARY

slain turbulent	
--------------------	--

ACADEMIC VOCABULARY

subordinating clauses misplaced/dangling modifiers dependant/independent sources analogy collegial discussion norms analysis excerpt	claims support facts/opinions cite formal/informal style argument denotation/connotation
--	--

Day 1

Essential Question: How do I identify and correct a misplaced modifier?

Task: Identifying clauses and identifying and correcting misplaced modifiers.

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

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

- b. 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”).

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.

Grammar: page 30, part A

Grammar: page 30 part B

Roots/Derivatives: page 66

Roots/Derivatives: page 67

Instruction: This may take 2 days to cover.

(Instruction on clauses can be found in the literature book on pages R62-64) After a review of different clauses, reinforce skills by playing the Clause Exchange Game. <http://www.eduplace.com/rdg/hme/enrichment/8/unit8.pdf> or Dependent/Independent Clause review game:

<http://www.quia.com/rr/744958.html>

- During class read aloud, students will locate and write down two examples of each where a subordinating clause occurs at the beginning, in the middle, and at the end of a sentence found in Chapters 9 and 10 of *While the World Watched*.
- Explicit instruction on misplaced and dangling modifiers (**Instruction on modifiers can be found in the literature book on pages R57-59**) (fun examples here: http://www.twobells.com/Writing_Online/rayas-dungeon/03.htm, <http://grammar.quickanddirtytips.com/funny-misplaced-modifiers.aspx>, <http://www.writersrelief.com/blog/2008/03/misplaced-modifiers/>), Quiz here: http://www.methodist.edu/english/dd_mm.htm
- Practice finding misplaced and dangling modifiers. Divide class into small teams. Each team will select a sentence from *While the World Watched* and turn it into a sentence with a misplaced modifier. Next, have each team pass their creation to another team. This team will illustrate the created sentence just as it is, and then resolve it. The resolving team will write the misplaced modifier of the created sentence on a smaller sheet of paper and attach it to their illustration by use of a short piece of string or yarn, hence the “dangling modifier”. Hang the dangling modifiers in the room or hallway.
- Class discussion of Chapters 9 and 10.

Reflection(s):

***Assessment Opportunity**

Homework: Write a reflection on the events that happened in these chapters (11-12).

Exit Ticket: The thing I found most challenging about this assignment was...?

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4 -5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, group activity/product

Day 2**Essential Question:** How do I correctly site my sources?**Task:** Citing Sources**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.)**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.**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.**ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**Reflection(s):****Grammar:** page 46**Roots/Derivatives:** page 68**Instruction:**

Conduct literature circle reading of Chapters 11 and 12. Students should use computer stations to find out what eventually became of Governor George Wallace of Alabama. Respond to the following question: How do the claims made by Mrs. McKinstry regarding Governor Wallace hold up against the facts presented in the research you have done on Governor Wallace using the Internet?

Conduct direct instruction on citing sources. **(Instruction on citing sources can be found in the literature book on pages 1036-1037)**

Use the lesson here: http://cybersmartcurriculum.org/researchinfo/lessons/6-8/how_to_cite_a_site/ to teach this standard. Go to link and search in search bar “citing sources”. Other lessons can be found here: <http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html>, or <http://www.teach-nology.com/tutorials/teaching/citing/>

Introduce 1st writing prompt.

***Assessment Opportunity (After completing chapters 1-12 of WTWW, teachers will focus on argumentative writing found in a separate document (in Dropbox). That document holds a complete breakdown of the prompt and the process.)**

Homework: Using any chapter in While the World Watched, find an example of an analogy McKinstry has used. Explain the analogy and why you consider this to be an appropriate analogy for that situation or chapter.

Exit Ticket: Why is it important to properly cite sources? What are 2 possible consequences if sources are not properly cited?

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4 -5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion/response, read aloud, journal, creation of personal dictionary, group activity/product, argumentative writing process/product

Day 3

Essential Question: How can I tell the meaning of words using connotation/denotation?

Task: Differentiating between connotation and denotation

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

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

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.

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

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

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

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

Reflection(s):

Grammar: page 47, part A

Grammar: page 47, part B

Roots/Derivatives: page 69

Roots/Derivatives: page 70

Instruction: This will take 2 days to cover. ****Start this **after** argumentative writing has been completed (Writing activity can be found in separate document in Dropbox)

- **Small group activity: Read chapter 13** In your group, list the main concepts of the excerpt of the “Where Do We Go From Here?” speech by Martin Luther King, Jr. Give text evidence of your choices. Students will present findings from Chapter 13 small group analysis of speech to whole class.
- *Read Chapter 14 and be prepared to discuss the pictures that are found there.* Conduct whole class discussion of pictures used in Chapter 14. Why did the author choose those pictures as part of her book?
- Conduct direction instruction on denotation and connotation. Use the lesson found here: <http://www.visualthesaurus.com/cm/lessons/1195/>

(Instruction on denotation and connotation can be found in the literature book on page R71)

Homework: teacher’s discretion

Exit Ticket: How does this quote relate to the concepts presented in this chapter: “Let us realize the arc of the moral universe is long but it bends toward justice.” Dr. Martin Luther King, Jr.

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4 -5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, group activity/product

Day 4

Essential Question: How do analogies and word choice help a reader better understand what the author is trying to say?

Task: Analogy and word choice

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

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

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

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.

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

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

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reflection(s):

Grammar: page 48, part A

Roots/Derivatives: page 71

Instruction:

- Provide direct instruction on analogy. Created lessons on analogy can be found at: <http://www.beaconlearningcenter.com/Lessons/1236.htm>, <http://www.teachervision.fen.com/lesson-plan/teaching-methods/48609.html>, or <http://mrsdell.org/analogies/>, (Instruction on analogy can be found in the literature book on page R71, page 120)
- Set up computer stations for analogies practice using <http://www.vocabulary.co.il/analogies/middle-school/6th-8th-grade-analogy-types/> or <http://www.vocabulary.co.il/analogies/middle-school/middle-school-analogy-match/>
- Conduct whole class guided reading of Chapter 15 of *While the World Watched*. Discuss Chapter 15 events and how they relate to Carolyn's recitation of the 23 Psalm.

Exit Ticket: Create an original analogy that relates to chapter 15.

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4 -5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, group activity/product

Day 5

Essential Question: How can I become a vital participant in a group discussion?

Task: Becoming an integral part of a group discussion

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.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

Reflection(s):

Grammar: page 48, part B

Grammar: page 49, parts A and B

Roots/Derivatives: page 72

Roots/Derivatives: page 73

Instruction: This task will take 2 days.

- Provide students with definitions regarding **formal and informal discussions**. Formal discussions are usually guided by predetermined questions which are developed to drive discussions. In addition they are often led by a moderator or facilitator. Informal discussions begin with the participants suggesting points to be discussed and rarely have a facilitator. Rules for collegial discussions include setting specific goals and deadlines and define roles as needed.
- Provide direct instruction on **establishing norms** for group discussions. Students will then, as a whole group, develop group norms.
- Use pictures from *While the World Watched* (Chapter 14), *Freedom Riders*, and the political cartoon "3 Slain Civil Rights Workers from Mississippi", by Clifford Baldowski (Cartoon located at <http://dlg.galileo.usg.edu/baldy/jpgs/chb1895lo.jpg>) to begin a discussion regarding the **Civil Rights movement in the south**. Develop specific questions to get the discussion going. (E.g. How do the pictures of actual events stimulate reader? How would you feel if you were one of the students in these pictures?)
- Use the video of Carolyn McKinstry discussing the events of September 15 as a springboard for discussion of the events that have taken place up to this point in *While the World Watched*. (Video found here "Martin Luther King, Jr. - More Than a Dream" <http://mlk.discoveryeducation.com/>. Select Chapter 10 video clip.)
- Read aloud Chapters 16-18. Write a brief essay discussing the relativity of what President Kennedy in Chapter 16 (page 191) regarding

the future of African-American children in 1963 and the passing of the Civil Rights Act of 1964. In addition, answer in your journal, the question posed by Carolyn Maull McKinstry on page 205 in Chapter 17. “We can, by law, change the outside, I thought. But we can’t’ so easily change people’s hearts. How do we change the inside?”

- Exit Ticket: Think, Pair, Share: Respond to the following: What lessons can be learned by looking at pictures of such a turbulent time in our nation’s history?

Homework: teacher’s choice

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4 -5 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life’s work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King’s was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal, creation of personal dictionary, group activity/product

INSTRUCTIONAL FRAMEWORK – WEEKS # 3 & 4***Student Progress Monitoring Week******Benchmarks should assess ALL standards taught the 2nd nine-weeks grading period.*****REVIEW/TEST GRAMMAR EVERY OTHER WEEK
REVIEW/TEST VOCABULARY EVERY OTHER WEEK****WORD STUDY (HOMOPHONES/GREEK & LATIN ROOTS)-TEST EVERY 5TH WEEK****READING COMPREHENSION (CLASSSCAPE) BENCHMARK #1, end of 1st 9 WEEKS****BENCHMARK WRITING ASSESSMENT #__ : Argumentative (teacher choice)****Prompts: (teacher choice) Choice #3 is presented in lessons for weeks 4-5. If you choose another prompt, you will need to change weeks 4-5 to reflect your choice.**

1. Argumentative: Author Carolyn Maull McKinsty noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Columbus County Schools Common Core State Standards Curriculum Alignment		
SUBJECT: ELA	GRADE LEVEL: 7 th	Unit Timeframe: Weeks 13-24
THEME: Burning Bridges: What History Has Taught Us About Civil Rights	PRIMARY TEXT: While the World Watched by Carolyn Maull McKinstry with Denise George GENRE: Nonfiction/Informational	
12-WEEKS SUPPLEMENTARY THEMATICALLY-CONNECTED TEXTS <i>These resources are intended to supplement and enhance instruction. They are embedded throughout the weekly unit plans. Please test all hyperlinks for current operation.</i>		
SUPPLEMENTARY THEMATIC RESOURCES (MULTIMEDIA): “You’re Not the Boss of Me! Yes, I Am!” http://www.youtube.com/watch?v=fFt46AfQysc Direct instruction on arguments http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html?tab=3#tabs Direct Instruction on arguments http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf The Holy Grail: “She’s a Witch” comedy sketch. http://www.youtube.com/watch?v=zrzMhU_4m-g Direct instruction on logical reasoning. http://www.youtube.com/watch?v=x4tTugqBkJU&feature=related Clip of Dr. King’s “Letter...Jail” http://www.youtube.com/watch?v=knFojb020bY Clip of Governor Wallace’s speech on segregation http://www.youtube.com/watch?v=hLLDn7MjbF0&list=PLB55EBEAF9CE8549E Instruction on Inside/Outside Circle http://cte.sfasu.edu/wp-content/uploads/2013/04/Teacher-Instructions-for-Inside-Outside-Circle-Activity.pdf		
NOTES OF IMPORTANCE: Writing-Choice #3 is presented in separate lesson (found in Dropbox) for weeks 4-5. If you choose another prompt, you will need to change weeks 4 -5 to reflect your choice. SKILL BUILDILNG TASKS <i>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.</i> Just for Teachers: 10 Ways to Talk to Students About Sensitive Issues in the News http://learning.blogs.nytimes.com/2012/03/23/10-ways-to-talk-to-students-about-sensitive-issues-in-the-news/		
TEACHER RESOURCES: Teacher created peer assessment/rubric for inside/outside circle activity		

INSTRUCTIONAL FRAMEWORK – WEEKS # 3&4

WORD WORK

Phonics	Word Study (Homophones, Antonyms, etc.)	Roots & Derivatives

LANGUAGE

Grammar/Conventions

- Grammar/Conventions can be reinforced as Bell Ringer Activities.

TEXT-BASED VOCABULARY

slain
turbulent

ACADEMIC VOCABULARY

subordinating clauses
misplaced/dangling modifiers
dependant/independent
sources
analogy
collegial discussion
norms
analysis
excerpt

claims
support
facts/opinions
cite
formal/informal style
argument
denotation/connotation

Day 1

Essential Question: How do I develop a strong opposing claim that is both substantive and logical?

Task: Understanding and developing arguments and relevant counter arguments

Note-This lesson may take 2 class periods

Reflection(s):

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.

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

b. 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”).

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.

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.

Grammar: page 50 part A

Day 2-Page 50 part B

Roots/Derivatives: page 74; Day 2-Page 75

Instruction: Activator: Show “You’re Not the Boss of Me! Yes, I Am!” <http://www.youtube.com/watch?v=fFt46AfQysc> Conduct whole class discussion: Why wasn’t this argument effective?

Direct instruction on arguments using the lesson at Read, Write, Think as a starting point. <http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html?tab=3#tabs> (Note: You may choose to write a different Hypothetical Scenario depending on your students’ background knowledge.)

Direct Instruction on arguments using this lesson to show how arguments progress.

<http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf>

Supplement with the Writing Workshop in the McDougal Literature book pgs. 162-167

Play the Horseshoe Game. Divide class into groups. Put an argumentative topic into a bag and have each group select one from the bag.

Using the skills learned in the lesson above, have students prepare a group argument either for or against their random topic. Allow students to choose sides by giving them 3 choices: yes, no, or maybe. Students write their response down on a piece of paper, but do not discuss it with anyone. Form a horseshoe with the yes side and no side facing each other and the maybes at the top of the horseshoe. The teacher stands in the middle. The teacher randomly throws a small object such as a tennis ball to students which become a signal for the student who catches it to talk. The receiving student expresses his or her vote and gives a 2 sentence reason why they feel that way. Once everyone has voiced their opinion, ask if anyone has changed sides. If they have, they move and then say why.

Exit ticket: 3-2-1 Students write down on a note card 3 things they learned from today's lesson, 2 questions they have about the topic and 1 thing want the teacher to know from today's lesson.

Homework: teacher choice

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for week 5. If you choose another prompt, you will need to change week 4 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, argumentative essay

Day 2

Essential Question: How can I develop a strong argumentative essay?

Task: Write Augmentative Essay with Guided Practice

Note-This lesson will take at least 2 class periods

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

Reflection(s):

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.

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

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”).

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.

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.

Grammar: page 51 part A and Page 51 part B

Roots/Derivatives: page 76 and Page 77

Instruction: Lesson on Argumentative Writing. Focus on **argument, position, claim, opposing claim, reasons, and evidence.** Use the following prompt to guide students through the argumentative writing process: *What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?*

Supplement with the Argumentative Writing Workshop in the McDougal Literature book pgs. 952-957

GUIDED PRACTICE: Create T-Chart and list the pros and cons of single-gender classrooms.

Based on T-Chart, students will argue for or against single-gender classrooms.

Teacher will argue one side and guide students through the writing process.

Use the Tree Map in Dropbox labeled “Argumentative Essay Flow Map” as your guide to writing the essay

Exit Ticket: Postcards – Have students write a post card to an absent student explaining the key ideas presented in the day’s lesson.

Homework: Complete Tree Map for essay; MUST BE COMPLETED TO PROCEED TO NEXT STEP OF THIS LESSON

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for week 5. If you choose another prompt, you will need to change week 4 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, argumentative essay

Day 3**Essential Question: Can I identify logic and fallacies in an argument?****Task: Peer edit; search for logic in argument****Standards:****ELACC7W1:**

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.

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

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”).

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.

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.

Reflection(s):**Grammar:** page 52 part A; Day 2- page 52 part B**Roots/Derivatives:** page 76 and Page 77**Instruction:** Literary Arguments:

After writing essay, complete the following:

As an activating strategy show Monty Python and The Holy Grail: “She’s a Witch” comedy sketch. http://www.youtube.com/watch?v=zrzMhU_4m-g How logical are the reasons used in this sketch? Conduct a whole class discussion of the meaning of “logical”. Create a Frayer model on the board and allow students to complete it as a whole class activity.

Direct instruction on logical reasoning. Use the following video to assist this lesson.

<http://www.youtube.com/watch?v=x4tTugqBkJU&feature=related> (Note: You may prefer to only show the section only on Logos or logical reasoning. Higher level classes could use the entire video clip. Supplement with pages R22-24 in textbook.

Work with a partner to find Dr. King’s logical reasoning in “Letter from Birmingham Jail” from chapter 11

Find parts of the argument that follow logical reasoning. Defend idea that the idea is logical (tell why it is logical)

Partner students; peer edit essays and have students decide if argument presented is clear AND logical.

Exit Ticket: Students to have a reflection/suggestion sheet for this task.

Homework: Rewrite/address fallacies in your writing or you heard from a peer.

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for week 4. If you choose another prompt, you will need to change week 4 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinsty noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, argumentative essay

Day 4

Essential Question: Can I independently write and argumentative essay and cite the text to support my claims?

Task: Independently write argumentative essay; use previous essay as the guide.

Note: This lesson will take up to 4 class periods

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.

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

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

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.)

Reflection(s):

Grammar: page 53 part A

Page 53 part B

Page 54 part A

Page 54 part B

Roots/Derivatives: page 78

Page 79

Page 80

Page 81

Instruction: Review lesson on components of effective argumentative essay.

Activate activity:

Show clip of Dr. King's "Letter...Jail" <http://www.youtube.com/watch?v=knFojb020bY>

Show clip of Governor Wallace's speech on segregation <http://www.youtube.com/watch?v=hLLDn7MjbF0&list=PLB55EBEAF9CE8549E>

Have students write immediate thoughts about both speeches; have students address the pros and cons of each speech.

Assign the following essay topic:

Dr. Martin Luther King, Jr. and former Alabama Governor George Wallace were on opposing sides of the Civil Rights debate. Based on your knowledge of both men's position on the issue and their reasons for their position, argue for Dr. King's idea to end segregation or for Governor Wallace's position that segregation should remain legal in the South. Cite evidence from Dr. King's "Letter from a

Birmingham Jail” and Governor Wallace’s quotes from chapter 12 to defend your position and rebuke the counter argument.

Have students follow same format as guided practice- T-Chart, Flow Map, Draft, Peer Edit, Revision and Self Edit, Final Draft. Pace this according to your students. Final draft to be submitted into Write to Learn.

Exit Ticket: Teacher’s Choice...Suggestion peer/self checklist that each day’s activities have been completed

Homework: Will vary as your students complete each task.

Writing/Write to Learn:

Prompts: (teacher choice) Choice #3 is presented in lessons for week 4. If you choose another prompt, you will need to change week 4 to reflect your choice.

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life’s work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King’s was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, argumentative essay

Day 5**Essential Question: Can I defend the content of my essay in an open forum?****Task: Inside/Outside Circle Discussion Activity****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).**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.**ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**Grammar:** page 55 part A**Roots/Derivatives:** page 82**Instruction:** Direct instruction on Inside/Outside Circle; instructions found at this link <http://cte.sfasu.edu/wp-content/uploads/2013/04/Teacher-Instructions-for-Inside-Outside-Circle-Activity.pdf>

Create peer assessment sheet/rubric for activity

Exit ticket: Doodles – Students can sketch or draw 3 concepts they learned from the lesson using words or images.**Homework:** teacher choice***Assessment Opportunity****Writing/Write to Learn:****Prompts: (teacher choice) Choice #3 is presented in lessons for week 4. If you choose another prompt, you will need to change week 4 to reflect your choice.**

1. Argumentative: Author Carolyn Maull McKinstry noted in her book, While the World Watched, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the

Reflection(s):

importance of a college education.

2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Writing Rubric: <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

Assessment (formative/summative): teacher observation, class discussion, read aloud, argumentative essay

INSTRUCTIONAL FRAMEWORK – WEEKS 5 & 6***Student Progress Monitoring Week******Benchmarks should assess ALL standards taught the 2nd&3rd nine-weeks grading periods.*****REVIEW GRAMMAR WEEKS 3&5****WORD STUDY (HOMOPHONES/GREEK & LATIN ROOTS) BENCHMARK****READING COMPREHENSION (CLASSSCAPE) BENCHMARK #2-3****BENCHMARK WRITING ASSESSMENT #1: (Argumentative)****Prompts: (teacher choice) Choice #3 is presented in lessons for week 4. If you choose another prompt, you will need to change week 4 to reflect your choice.**

1. Argumentative: Author Carolyn Maull McKinsty noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.
2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.
3. Argumentative: What if a new North Carolina law was currently being argued by the state legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way?
4. Argumentative: Write a letter to the editor of the *Wilmington Morning Star* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

Columbus County Schools Common Core State Standards Curriculum Alignment		
SUBJECT: ELA	GRADE LEVEL: 7 th	Unit Timeframe: Weeks 12-24
THEME: Burning Bridges: What History Has Taught Us About Civil Rights	PRIMARY TEXT: While the World Watched by Carolyn Maull McKinstry with Denise George GENRE: Nonfiction/Informational	
12-WEEKS SUPPLEMENTARY THEMATICALLY-CONNECTED TEXTS <i>These resources are intended to supplement and enhance instruction. They are embedded throughout the weekly unit plans. Please test all hyperlinks for current operation.</i> 1. Biographies of Martin Luther King, Jr.) http://www.biography.com/people/martin-luther-king-jr-9365086 and Malcolm X http://www.biography.com/people/malcolm-x-9396195 . 2. Biographies of Nelson Mandela http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html and Mahatma Gandhi http://history1900s.about.com/od/people/a/gandhi.htm 3. Biography of Langston Hughes http://www.poets.org/poet.php/prmPID/83 . 4. "I Have a Dream", Dr. Martin Luther King, Jr. (text) http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231#.Tz7m6fWwU6k		
SUPPLEMENTARY THEMATIC RESOURCES (MULTIMEDIA): 1. Mini-lesson on writing concluding statements. Use http://www.proquestk12.com/curr/homework/reference_strats3.shtml 2. Mini-lesson on word choice in writing. Lesson ideas found here: http://www.ttms.org/writing_quality/word_choice.htm 3. Show the video clip of the "I Have a Dream" speech: http://www.teachertube.com/viewVideo.php?video_id=20916		
NOTES OF IMPORTANCE: Writing Prompts: Picture Story (see performance assessment documents in dropbox) <i>Just for Teachers:10 Ways to Talk to Students About Sensitive Issues in the News</i> http://learning.blogs.nytimes.com/2012/03/23/10-ways-to-talk-to-students-about-sensitive-issues-in-the-news/		
TEACHER RESOURCES:		

INSTRUCTIONAL FRAMEWORK – WEEKS #7&8**WORD WORK**

Phonics	Word Study (Homophones, Antonyms, etc.)	Roots & Derivatives
I can	I can	I can

LANGUAGE**Grammar/Conventions**

- Grammar/Conventions can be reinforced as Bell Ringer Activities.

TEXT-BASED VOCABULARY

verdict
 jury
 foreman
 mastermind
 conviction
 guilt

ACADEMIC VOCABULARY

argument
 counter argument
 biography
 timeline
 Venn diagram
 editorial

informal writing
 formal writing
 concluding statements
 flashback
 audience

Day 1

Essential Question: How do I develop a strong opposing claim that is both relative and logical?

Task: Understanding and developing arguments and relevant counter arguments

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.

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

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”).

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.

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.

Reflection(s):

Grammar: page 55 part A; page 55 part B

Roots/Derivatives: page 83 and page 84

Instruction: This may take 2 days to complete.

Read Chapters 17-21 in While the World Watched. Find examples of counter arguments and explain how they are relevant and logically used in this text. Continue to add unknown words into your journal. Write a brief journal entry as to what you think should be done now that the three most influential people in the fight for civil rights are killed. How will the fight continue without its leaders? **(Instruction on arguments and counterarguments can be found in the literature book on page R20)**

Writing/Write to Learn:

Prompt: Picture Story (see performance assessment documents in Dropbox)

Exit Ticket: Why is it important to consider all sides of an argument before you make a judgment? What would happen if you didn’t consider counter arguments?

Homework: Teacher Choice

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 2

Essential Question: How do events or ideas influence the lives of individuals?

Task: Compare and Contrast the lives of two similar people dealing with the same situations

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).

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).

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.

Reflection(s):

Grammar: page 56 part A; page 56 part B

Roots/Derivatives: page 85 and page 86

Instruction: This may take 2 days to complete.

- Conduct paired reading of the biographies of Martin Luther King, Jr.) <http://www.biography.com/people/martin-luther-king-jr-9365086> and Malcolm X <http://www.biography.com/people/malcolm-x-9396195>.
- Students pair up to compare and contrast the lives of Martin Luther King, Jr. and Malcolm X by creating corresponding timelines. Present the timelines to the class.
- Small groups: Create a Venn diagram of how the two men are similar and different in what they believed and how they lived.
- Conduct whole group discussion: How do you think the lives of Dr. King and Malcolm X influenced young people like Carolyn Maull McKinsty? They were grown men, yet their work greatly influenced America's African-American youth.

Optional activity: Students write a newspaper editorial answering this question: Do you think there are people like Martin Luther King, Jr. and Malcolm X that can stir the youth of today, regardless of race? Why or why not? Who would that be? How would they create that same type of unity created by these two influential leaders? **(Instruction on editorial can be found in the literature book on pages 959-965)**

Exit Ticket: Respond to the following: One thing I would like to know more about is...?

Writing/Write to Learn:

Prompts: Picture Story (see performance assessment documents in Dropbox)

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 3

Essential Question: How does the author’s point of view distinguish his or her position from that of others?

Task: Comparing and Contrasting two points of view on the same topic.

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

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

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.

d. Establish and maintain a formal style.

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

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

Reflection(s):

Grammar: page 57 part A; page 57 part B

Roots/Derivatives: page 87 and page 88

Instruction:

Pair students to read background material from Malcolm X and Martin Luther King, Jr. autobiographies or to conduct background research regarding their views on solving the issue of Civil Rights. **(Instruction on formal and informal style can be found at**

<http://www.skillsyouneed.com/write/know-your-audience.html>

Conduct whole class discussion of how these are examples of formal style. What is the difference between formal style and informal style? Give students sticky notes and have them answer the question, “In what type of writing is formal and what type is informal?” Draw a T chart on the board with Formal and Informal as headings. Students will put their answers under the correct heading.

Conduct a mini-lesson on writing concluding statements. Use http://www.proquestk12.com/curr/homework/reference_strats3.shtml

(Instruction on writing concluding statements can be found in the literature book on page R33)

Students partner up to examine the material. Determine what technique the writers have used. Compare answers with the rest of the class. They should pull evidence to support their findings from the text.

Homework or optional class activity: Read the online biographies of Nelson Mandela

http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html and Mahatma Gandhi

<http://history1900s.about.com/od/people/a/gandhi.htm> Compare and contrast these two civil rights leaders to Martin Luther King Jr. and Malcolm X.

Exit Ticket: Respond to the following: The three most important ideas about this topic were....

Writing/Write to Learn: Prompt: Picture Story (see performance assessment documents in dropbox)
Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 4

Essential Question: How does an author's choice of words and phrases impact the meaning of the text?

Task: Word Choice-Power Verbs

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.

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

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

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.)

Reflection(s):

Grammar: page 58 part A; page 58 part B

Roots/Derivatives: page 89 and page 90

Instruction:

Conduct a whole class guided reading of *While the World Watched* Chapters 22 and 23. Pay particular attention to the flashback as told by Carolyn during the trial of Bobby Frank Cherry in Chapter 23. How might that flashback been beneficial to Carolyn's testimony for Mr. Cherry? What, if anything, did this important turning point do for Carolyn? **(Instruction on flashback can be found in the literature book on page 47)**

- Pair-research the trial of Bobby Frank Cherry, accused of bombing the Sixteenth Street Baptist Church. What evidence was presented that convicted him after all the years that had gone by?
- Imagine you were the foreman of the jury at the trial of Bobby Frank Cherry, accused mastermind of the Sixteenth Street Baptist Church bombing. The local news station wants to interview you regarding the jury's decision regarding the guilty verdict. What will you say? How did the facts that were presented affect the decision? What evidence was enough for the conviction?
- Direct instruction on word choice in writing. Lesson ideas found here: http://www.ttms.org/writing_quality/word_choice.htm

Pair read "I, Too, Sing America" and "I Dream a World" by Langston Hughes. Students study word choice using these poems. How powerful are these word choices? Be specific with your answers. "I Dream A World", Langston Hughes <http://www.poemhunter.com/poem/i-dream-a-world-2/> "I, Too, Sing America", Langston Hughes <http://www.poets.org/viewmedia.php/prmMID/15615>

- Students read the biography of Langston Hughes <http://www.poets.org/poet.php/prmPID/83>. Which civil rights leader would Langston Hughes be most likely to follow, Martin Luther King, Jr. or Malcolm X? Why? What evidence from the text can you find to support your claim?
- Students use the text of Chapter 17 to demonstrate the power of powerful verbs. **(Instruction on effective verbs can be found in the literature book on page 215)**
- Working with a partner, find 20 verbs that can be made into power verbs. Write choices on sticky notes and justify why you have chosen these particular power verbs. Create a chart with the sticky note choices to share with the class.

- Conduct whole class guided reading of a section from *Freedom Riders*. (excerpt found in Dropbox) Have students look closely at the pictures (in dropbox) and list possible power verbs that could be used to describe what is happening. Find link at <http://www.oprah.com/oprahshow/Raymond-Arsenault-Freedom-Riders-Excerpt/1> with more information/pictures.
- Students use the listed power verbs to write a summary of *Freedom Riders* excerpt.

***Assessment Opportunity**

Exit Ticket: Respond to the following: Choose one line from “I, too, Sing America” or “I Dream of a World” and explain why it is important to the ideas presented in the Civil Rights Movement

Homework or optional class activity: Read the Epilogue on page 278 of *While the World Watched*. Write a book review. State whether you liked the book and why or why not. Cite text passages or other evidence from the book that support your views.

Writing/Write to Learn:

Prompt: Picture Story (see performance assessment documents in dropbox)

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 5

Essential Question: How does the delivery of a speech affect the impact of the words?

Task: Comparing and Contrasting written words to spoken words

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).

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.

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

Grammar: page 59 part A; page 59 part B

Roots/Derivatives: page 91 and page 92

Instruction:

Conduct whole class guided reading of "I Have a Dream" speech in class. Discuss specific phrases Dr. King uses in the speech and clarify areas of uncertainty. Text: <http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231#.Tz7m6fWwU6k>

- Show the video clip of the same speech http://www.teachertube.com/viewVideo.php?video_id=20916
- Pair-Share: Compare and contrast the two pieces and create a visual/graphic organizer to share with the class of the team findings.

Students evaluate delivery by responding to the Essential Question in a short essay. (How does the delivery of a speech affect the impact of the words)

- Discuss in small groups, the relativity of the claims Dr. King makes in regards to the social atmosphere of the early 1960s in America. Has he or has he not made sound reasoning by using the claims he has chosen? Present findings to the class.
- Conduct whole class guided reading of President Kennedy's speech regarding civil rights. <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm> (pdf with audio available) Afterward listen to him deliver the speech. What do you hear in his voice that cannot be detected in the text of the speech?
- Partner with a classmate and evaluate the speeches of Dr. King and President Kennedy. How does the delivery of each speech impact the words? Be specific and cite evidence from the audio/text.

Reflection(s):

Exit Ticket: Respond to the following: Do you think Dr. King's dream about racial equality in America has been fulfilled? Why or why not?
Homework: Teacher Choice

***Assessment Opportunity**

Writing/Write to Learn:
Prompt: Picture Story (see performance assessment documents in dropbox)

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

INSTRUCTIONAL FRAMEWORK – WEEKS #7&8***Student Progress Monitoring Week******Benchmarks should assess ALL standards taught the _2nd_ nine-weeks grading period.*****REVIEW GRAMMAR WEEKS 7&9****WORD STUDY (HOMOPHONES/GREEK & LATIN ROOTS) BENCHMARK****READING COMPREHENSION (*CLASSSCAPE*) BENCHMARK #2&3****BENCHMARK WRITING ASSESSMENT #2-Picture Story/Narrative****Prompt: Picture Story (see performance assessment documents in dropbox)**

Columbus County Schools Common Core State Standards Curriculum Alignment		
SUBJECT: ELA	GRADE LEVEL: 7 th	Unit Timeframe: Weeks 12-24
THEME: Burning Bridges: What History Has Taught Us About Civil Rights	PRIMARY TEXT: While the World Watched by Carolyn Maull McKinstry with Denise George GENRE: Nonfiction/Informational	
12-WEEKS SUPPLEMENTARY THEMATICALLY-CONNECTED TEXTS <i>These resources are intended to supplement and enhance instruction. They are embedded throughout the weekly unit plans. Please test all hyperlinks for current operation.</i>		
<div>1. http://www.pbs.org/wnet/jimcrow/stories_narratives.html -Jim Crow stories podcasts</div> <div>2. https://exchange.columbus.k12.nc.us/owa/redir.aspx?C=5fd70d4d13cc4226b7182c2a9783a430&URL=http%3a%2f%2fwww.findingsources.com%2fsitebuildercontent%2fsitebuilderfiles%2fjimcrowlawsnorthcarolina.pdf. –NC Jim Crow laws</div> <div>3. http://www.bookrags.com/articles/31.html Use these to develop a presentation (PowerPoint, Prezzi, etc.).</div> <div>4. Clip on a debate regarding rappers as role models. http://www.youtube.com/watch?v=cOebyD_KsCE&feature=related</div> <div>5. <i>Roll of Thunder, Hear My Cry</i>- Chapter 5</div> <div>6. Jackie Robinson biography, (video Part 1 and 2 and accompanying text) http://www.biography.com/people/jackie-robinson-9460813</div> <div>7. http://www.archives.gov/education/lessons/civil-rights-act/ -Civil Rights Act</div> <div>8. “Where is Love”- http://www.azlyrics.com/lyrics/blackeyedpeas/whereisthelove.html (lyrics)</div>		
SUPPLEMENTARY THEMATIC RESOURCES (MULTIMEDIA): <div>1. Trailer from the movie <i>The Help</i> (http://www.youtube.com/watch?v=J_ajv_6pUnI</div> <div>2. “Where is the Love?” by the Blackeyed Peas http://www.youtube.com/watch?v=WpYeekQkAdc&ob=av2e (video)</div> <div>3. http://www.thekingcenter.org/glossary-nonviolence -glossary of words for nonviolence</div>		
NOTES OF IMPORTANCE: Just for Teachers: <i>10 Ways to Talk to Students About Sensitive Issues in the News</i> http://learning.blogs.nytimes.com/2012/03/23/10-ways-to-talk-to-students-about-sensitive-issues-in-the-news/		
TEACHER RESOURCES: <div>1. http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html -presentation creation lesson</div> <div>2. lesson on concise writing can be found here: http://learning.blogs.nytimes.com/2011/03/28/less-is-more-using-social-media-to-inspire-concise-writing/#www.edmodo.com)</div> <div>3. www.edmodo.com)</div> <div>4. http://writingfix.com/process/Revision/Owl_Moon.htm. This lesson offers a very good lesson regarding redundancy and sentence length. (Note: While this lesson calls for the use of Jane Yolen’s book, <i>Owl Moon</i>, which is well below the Lexile level for seventh grade, <i>Roll of Thunder, Hear My Cry</i> could be used in its place.)</div> <div>5. Interactive practice with wordiness: http://academic.scranton.edu/departments/ctletutorials/concision/wordiness.html</div> <div>6. Interactive practice revising sentences for conciseness: http://grammar.about.com/od/words/a/praclutterex.htm</div> <div>7. Direct instruction using PowerPoint presentation for Redundancy and Wordiness: www.siskiyous.edu/writinglab/powerpoints/redundancy.ppt</div>		

8. Interactive redundancy exercises: http://en.wikipedia.org/wiki/User:Tony1/Redundancy_exercises:_removing_fluff_from_your_writing
9. <http://listverse.com/2010/01/27/top-15-greatest-silent-films/>
10. Examples of neutral scripts: <http://neutralscript.blogspot.com/> , <http://www.folger.edu/documents/DanRockscript.pdf> , <http://apellerine.wordpress.com/2011/03/23/drama-verbal-action-neutral-script/>
11. Interactive context clues games found here http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm.

INSTRUCTIONAL FRAMEWORK – WEEKS #9&10

WORD WORK

Word Usage	Word Study (Homophones, Antonyms, etc.)	Roots & Derivatives
I can	I can	I can

LANGUAGE

Grammar/Conventions

- Grammar/Conventions can be reinforced as Bell Ringer Activities.

TEXT-BASED VOCABULARY

trailer
tolerance

ACADEMIC VOCABULARY

concise
redundant
cite
revision
figurative language
inference
dialogue

<p>Day 1</p> <p>Essential Question: How can understanding different points of view help me to better understand the topic?</p> <p>Task: point of view</p> <p>This lesson will take more than one day.</p> <p>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).</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. a. 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). <p>ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>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.</p> <p>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.)</p> <p>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.)</p>	<p>Reflection(s):</p>
<p>Grammar: page 60 part A; page 60 part B</p> <p>Roots and derivatives: page 93 and page 94</p> <p>Instruction: Students pair up to listen to podcasts of fifteen people who lived during the time of the Jim Crow laws. These are their personal experiences. http://www.pbs.org/wnet/jimcrow/stories_narratives.html When they have listened to the stories, have them retell the class the stories they have heard.</p> <ul style="list-style-type: none"> • Small groups will create a Persuasive podcast using the lesson found here: http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html Adapt the lesson as needed. • In small groups or pairs, read “What was Jim Crow?” http://www.ferris.edu/jimcrow/what.htm for a more detailed explanation of Jim Crow laws. Write a personal reflection on your feelings about these laws. How willing would you be to enforce these laws before the Civil Rights Movement? • Conduct whole group guided reading of the “North Carolina Jim Crow Laws”: NC Jim Crow Laws 	

<https://exchange.columbus.k12.nc.us/owa/redir.aspx?C=5fd70d4d13cc4226b7182c2a9783a430&URL=http%3a%2f%2fwww.findingsources.com%2fsitebuildercontent%2fsitebuilderfiles%2fjimcrowlawsnorthcarolina.pdf>.

- How do these laws compare to the laws of the land? Did they work in addition to the standard Jim Crow laws? Why do you think North Carolina had to write its own set of Jim Crow laws?
- Using “What was Jim Crow?” students will create a list of unfamiliar vocabulary terms and use either an online dictionary or classroom dictionary to determine and note the word meanings. Students will add these terms to their personal dictionary.
- Imagine you lived during the time of desegregation. Write five days worth of diary entries regarding your first week in an integrated school
- Give Direct Instruction for how to debate. Find explicit points here <http://www.bookrags.com/articles/31.html> Use these to develop a presentation (PowerPoint, Prezzi, etc.). Show this clip on a debate regarding rappers as role models.
http://www.youtube.com/watch?v=cOebyD_KsCE&feature=related Students write their opinion regarding rappers as role models for young people, citing evidence from the video.
- Establish debate teams. Divide class into two groups and assign the topic “Was it beneficial for NC to write their own Jim Crow laws?” Students should keep in mind that no matter what team they are on, they should state their arguments in complete sentences, choosing sentences that will firmly support their argument. **Supplemental information on debate found in textbook on page R79.**

Exit Ticket: What’s Inside – This can be done individually, with a partner or in small groups. Students get a sealed envelope that contains a slip of paper with a topic or vocabulary word from today’s lesson written on it. Students then have to explain or describe the contents of the envelope.

Homework: teacher choice

Writing/Write to Learn:

Prompts: Picture Story documents in Dropbox

Writing Rubric:

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 2

Essential Question: Why do authors sometimes use actual historical events in their writing?

Task: The value of historical events

This lesson will take more than one day.

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).

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.

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

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

a. 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”).

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.)

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.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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

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.

Reflection(s):

Grammar: page 61 part A; page 62 part B

Roots and derivatives: page 95 and page 96

Instruction: Conduct teacher read aloud of Chapter 5 in *Roll of Thunder, Hear My Cry*. Have students re-read Chapter 2 of *While the World Watched*. In what way does the fiction found in *Roll of Thunder, Hear My Cry* compare to that in the true events happening to Carolyn Maull McKinstry in *While the World Watched*? Create a diagram to compare and contrast the events. What textual evidence can you cite that will support your choices?

- Respond in a journal entry to the following: Why do you think some authors choose to use actual events when writing fictional texts? How do actual events affect a reader?
- Tells students that you are going to show them a trailer (vocabulary opportunity) of a popular movie. Explain that as they watch they should consider the scenes that are shown and how historically accurate they are. Show the trailer from the movie *The Help* (http://www.youtube.com/watch?v=J_ajv_6pUnI) Discuss what they have seen after the video. According to what you have just seen, what Jim Crow laws are the focus of this movie?

(Optional) Imagine you are traveling in another country. While traveling through you come to a town where all of the restaurants, hotels, and public restrooms have an American flag with the universal “NO” symbol. What will you do? How will you cope? Write a letter home to your family about your travels and the problems you have encountered.

- Imagine your letters home from your travels will be turned into a fictional movie. Write a scene from your movie based on your letter. How will you incorporate the actual events into a fictional movie?

***Assessment Opportunity**

Exit Ticket: Postcards – Have students write a post card to an absent student explaining the key ideas presented in the day’s lesson.

Homework: teacher choice

Writing/Write to Learn:

Prompts: Picture Story Documents in Dropbox

Writing Rubric:

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 3

Essential Question: How can I eliminate words yet keep the general meaning?

Task: conciseness, redundancy, wordiness

This lesson will take more than one day.

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

d. Establish and maintain a formal style.

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

a. 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 up to and including grade7.)

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.

Reflection(s):

Grammar: page 63 part A; page 63 part B

Roots and derivatives: page 97 and page 98

Instruction: Students create a word splash for concise, redundant, and wordy.

- An excellent lesson on concise writing can be found here: <http://learning.blogs.nytimes.com/2011/03/28/less-is-more-using-social-media-to-inspire-concise-writing/#>
- Establish an Edmodo account (www.edmodo.com) Set up a class and allow students to post and ask questions regarding lessons or other various teacher led discussions. Limit responses on Edmodo to 150 characters or less.
- Conduct a whole class lesson on revision using the lesson found here: http://writingfix.com/process/Revision/Owl_Moon.htm. This lesson offers a very good lesson regarding redundancy and sentence length. (Note: While this lesson calls for the use of Jane Yolen's book, *Owl Moon*, which is well below the Lexile level for seventh grade, *Roll of Thunder, Hear My Cry* could be used in its place.) **Supplemental content on revision can be found in the textbook on pages 21, 166-169, and 179.**
- Interactive practice with wordiness can be found here: <http://academic.scranton.edu/departments/ctletutorials/concision/wordiness.html>
- Students practice revising sentences for conciseness here: <http://grammar.about.com/od/words/a/praclutterex.htm>
- Direct instruction using PowerPoint presentation for Redundancy and Wordiness: www.siskiyous.edu/writinglab/powerpoints/redundancy.ppt
- Interactive redundancy exercises can be engaged here: http://en.wikipedia.org/wiki/User:Tony1/Redundancy_exercises_removing_fluff_from_your_writing

Exit Ticket: 3-2-1 - Students write down on a note card 3 things they learned from today's lesson, 2 questions they have about the topic and 1

thing want the teacher to know from today’s lesson.
Homework: teacher choice
Writing/Write to Learn: Prompts: Picture story Documents in Dropbox
Writing Rubric:
Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 4

Essential Question: How can the use of figurative language be beneficial in information texts?

Task: figurative language

This lesson will take more than one day.

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

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

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

ELACC7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Grammar: page 64; page 65 part A

Roots and derivatives: page 99 and page 100

Instruction: Conduct class survey of familiarity of Jackie Robinson. Who was he? What did he do?

- Show the Jackie Robinson biography, (video Part 1 and 2 and accompanying text) <http://www.biography.com/people/jackie-robinson-9460813> (Note: There are two parts to the video clip. Part 2 deals with Robinson's involvement with civil rights.) As students watch the video of Jackie Robinson, listen for examples of figurative language. When the video is finished, give students a copy of the text so that students can search for those examples of figurative language. Circle all of the similes, underline the metaphors, highlight the personification, box in the hyperboles, and cross out the idioms. How does this figurative language help you visualize what the speaker is saying? **Supplemental content on figurative language can be found in the textbook on pages 92, 126, 280, 605, and 195.**
- Students create a folded graphic organizer by folding a piece of construction paper into fourths (as if creating a card) and then fold down the common corner so that it creates a triangle shape. When you open the paper, it should have a diamond shaped crease in the center. Label each section with simile, metaphor, personification, and hyperbole. The center diamond should be labeled as idiom. Using this organizer and *While the World Watched* or *Freedom Riders*, students will find examples of all of these and record them on the organizer.

Exit Ticket: Gallery Walk – Students create a graphic organizer or infographic to represent their learning. Students then post them on the wall for students to get up and view different visual representations of understanding. Students may use their graphic organizers created today for this activity.

Homework: teacher choice

Writing/Write to Learn:

Prompts: Picture Story Documents in Dropbox

Writing Rubric:

Reflection(s):

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 5**Essential Question:** How do I determine the meaning of an unknown word?**Task:** inferred meanings and context clues**This lesson will take more than one day.****Standards: ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**ELACC7RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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

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

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.**Reflection(s):****Grammar:** page 65 part B; page 66 part A**Roots and derivatives:** page 101

- **Instruction:** Conduct whole class review of inference by showing one of the silent film clips here <http://listverse.com/2010/01/27/top-15-greatest-silent-films/> Explain that they will have to make up the words as there are no words in the first movies made. When the clip is over with, have them tell you what they saw. What was going on in the movie? Ask them how they know this (evidence). Tell them that often times, inference can be used to unlock the meaning of an unknown word using context clues. **Supplemental content on inferences found in the textbook on page 225 and context clues content is found on page 19.**
- Return to Sender: Model writing a note using only inferences on the board. Allow the class to determine what the note meant. Then have students write a note to a classmate using only inferences. After the classmate has read the note, he or she will write what the author of the note meant on the back of the note and then return it to the sender.
- Students perform Neutral Dialogue as a means to understand inference. Students should read the script and decide what is going on before performing. The class can then determine what has happened based on the actor's expressions and tone of voice. Here are some sites that offer neutral dialogue scripts: <http://neutralscript.blogspot.com/> , <http://www.folger.edu/documents/DanRockscript.pdf> , <http://apellerine.wordpress.com/2011/03/23/drama-verbal-action-neutral-script/>
- Students can play any of the interactive context clues games found here http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm.

Exit Ticket: Pair/Share – “Tell the person next to you what kind of problems you can run into when you must infer someone’s meaning when writing? How can you prevent these problems when you are writing?”

Homework: teacher choice
Writing/Write to Learn: Prompts: Picture Story Documents in Dropbox Writing Rubric:
Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

Day 6

Essential Question: How can the tone and word choices of a text impact the reader?

Task: tone and word choice

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

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

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).

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

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

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

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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

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.

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

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.

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

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

Reflection(s):

Grammar: page 66 part B

Roots and derivatives: page

Instruction: Conduct small group reading and discussion of The Civil Rights Act of 1964. <http://www.archives.gov/education/lessons/civil-rights-act/> Has this act been the answer that the Civil Right Movement demanded? Why or why not? What does this document do for you? Write a journal entry responding to this question.

- Print out the lyrics and then show the music video “Where is the Love?” by the Blackeyed Peas <http://www.youtube.com/watch?v=WpYeeKQkAdc&ob=av2e> (video) <http://www.azlyrics.com/lyrics/blackeyedpeas/whereisthelove.html> (lyrics) Ask students what has this video to do with the Civil Rights movement.
- Write the word “tolerance” on the board. Ask what it means. Have students illustrate the word and its definition.
- Write a recipe for social change using words found in the Glossary of Nonviolence: <http://www.thekingcenter.org/glossary-nonviolence>
- Write a rap about tolerance.

Exit Ticket: Journal Entry – Have students do a quickwrite or summary of what they learned today.

Homework: teacher choice

Begin final project-Creating a picture story based on While the World Watched. Documents found in Dropbox.

Writing/Write to Learn:

Prompts: Picture Story Documents in Dropbox

Writing Rubric:

Assessment (formative/summative): teacher observation, class discussion, read aloud, journal entry

INSTRUCTIONAL FRAMEWORK – WEEKS #9 & 10***Student Progress Monitoring Week******Benchmarks should assess ALL standards taught the 2nd & 3rd nine-weeks grading period.*****REVIEW GRAMMAR WEEKS _____****WORD STUDY (HOMOPHONES/GREEK & LATIN ROOTS) BENCHMARK #__****READING COMPREHENSION (*CLASSSCAPE*) BENCHMARK #__****BENCHMARK WRITING ASSESSMENT #__: Argumentative****Writing/Write to Learn:****Prompts: Picture Story Documents found in Dropbox****Writing Rubric:**