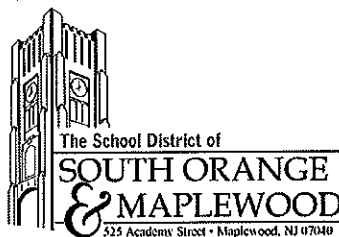


# **School District of South Orange-Maplewood**

## **English Language Arts Curriculum – Grade 7**



**South Orange Maplewood  
School District  
Department of Curriculum &  
Instruction  
2017-2018**

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| ESTABLISHED GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | TRANSFER                                                                                                                                                                                                                                                                                                                                                                                              |  |
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| <p><b>NJSLS.ELA-LITERACY.RL.7.4</b><br/>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>NJSLS.ELA-LITERACY.RL.7.10</b><br/>By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3</b><br/>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.A</b><br/>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.B</b><br/>Use narrative techniques, such as dialogue,</p> |  | <p><i>Students will be able to independently understand the significance of life's important moments and why we remember those times. Using their knowledge of themselves students will create a Personal Narrative Writing piece following NPR's unit for "This I Believe," which is an essay-writing program that allows students to explore beliefs and values that are important to them.</i></p> |  |
| MEANING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | ACQUISITION                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>One can determine one's identity by exploring the beliefs and values most important to one's self.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <p><b>ESSENTIAL QUESTIONS</b></p> <p>E1 Could we say that forming an identity is difficult? How could this be true?</p> <p>E2 What is an identity? How does society shape who we are?</p> <p>E3 What does it mean to have a strong identity?</p>                                                                                                                                                      |  |
| <p><b>U1</b> Good readers recognize when they do not understand words and choose the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <p><b>Students will be skilled at...</b></p> <p><b>S1</b> Telling a story that centers on themselves</p>                                                                                                                                                                                                                                                                                              |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                             |
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| <p>pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.C</b><br/>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.D</b><br/>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.E</b><br/>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>NJSLS.ELA-LITERACY.W.7.4</b><br/>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>NJSLS.ELA-LITERACY.W.7.5</b><br/>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.</p> <p><b>NJSLS.ELA-LITERACY.W.7.6</b><br/>Use technology, including the Internet, to produce and publish writing and link to and</p> | <p>best strategy to help them define the words.</p> <p><b>U2</b> Authors develop a distinctive style over time by making conscious choices about subject matter, point of view, organization, and language.</p> <p><b>U3</b> Good readers look for the messages that authors convey to understand and analyze theme.</p> <p><b>U4</b> Good writers look at examples to gain ideas for their own works and brainstorm ideas before writing.</p> <p><b>U5</b> Good writers will produce a developmentally appropriate piece that demonstrates their understanding of the writing process and centers on a belief.</p> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Six Word Memoirs <a href="http://www.sixwordmemoirs.com/">http://www.sixwordmemoirs.com/</a></li> <li>• "A Poem for My Librarian, Mrs. Long (You never know what troubled little girl needs a book)" by Nikki Giovanni</li> <li>• Teaching Tolerance Lesson Plan</li> <li>• NPR Curriculum Guide</li> <li>• ThisI Believe.org for examples of writing <a href="http://thisibelieve.org/">http://thisibelieve.org/</a></li> <li>• "I Believe in the Beatles"</li> </ul> | <p>and is a fresh take on the personal narrative essay.</p> <p><b>S2</b> Writing in a positive manner.</p> <p><b>S3</b> Focusing in on something that they believe strongly in and communicating that idea to an audience.</p> <p><b>S4</b> Achieving a "main task of adolescence [which is] to achieve a state of identity" (Erikson).</p> |
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| <p>cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><b>NJSLS.ELA-LITERACY.W.7.10</b><br/>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1</b><br/>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.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1.A</b><br/>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.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1.B</b><br/>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1.C</b><br/>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1.D</b><br/>Acknowledge new information expressed by</p> | <ul style="list-style-type: none"> <li>• "Accomplishing Big Things in Small Pieces"</li> <li>• "The Triumph of Kindness"</li> <li>• "The Power of Hello"</li> <li>• "Taco Head" by Viola Canales</li> <li>• "Second Chances"</li> <li>• NTCE's ReadWriteThink.org</li> </ul> |  |
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| <p>others and, when warranted, modify their own views.</p> <p><b>NJSLS.ELA-LITERACY.L.7.4</b><br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>NJSLS.ELA-LITERACY.L.7.4.C</b><br/>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>NJSLS.ELA-LITERACY.L.7.6</b><br/>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.</p> |                                                                                                                                                                                                                                                                                                                                                                   |  |
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| Evaluative Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment Evidence                                                                                                                                                                                                                                                                                                                                               |  |
| TC Rubric (attached)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)</b></p> <p><b>PT Formative:</b> Weekly Edmodo Homework Questions, Journal responses, and materials provided</p> <p>by NPR (see curriculum guide).</p> <p><b>Interim:</b> ELA Portfolio writing assignments, Edmodo homework assignments, and rough draft and conferencing with students.</p> |  |

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|                                                                       | <p><b>Summative:</b> This I Believe Personal Narrative Essay (see assignment write up).</p> <p><b>OTHER EVIDENCE</b></p> <p>Teacher Reflection and Student Reflection pieces<br/>OE</p> |
|                                                                       |                                                                                                                                                                                         |
| <p>See NPR's Curriculum (attached)</p> <p>See Sample Lesson Ideas</p> | <p><i>Summary of key Learning Events and Instruction</i></p>                                                                                                                            |

### Differentiation Options to Support Reading

- Teachers need to support a wide variation in reading comprehension of complex text and teach comprehension strategies. To address the variability of learners in the classroom while meeting the Common Core State Standards for English Language Arts expectation of all students reading complex and challenging text, some supports need to be provided to students for whom the text is significantly beyond their independent reading level. All students need to learn how to take reading notes, react to the text as they read it, and base discussions upon evidence from the text. Each student needs to spend part of every lesson reading and decoding independently. However there will need to be differentiation in the amount of text students need to read. After processing an appropriate amount of the text independently, students needing support can continue to read through one of several scaffolding options for reading. The goal is that the reading options enable the students to make progress through the text so they can be held accountable for comprehension of the material. Teachers will have to use their expertise to select the right level of support as well as the amount of text that the student can read without assistance. Some suggested differentiation options:
  - Reading independently: students who can read the text at an independent reading level.
  - Reading in pairs: "Buddy reading" is best done in heterogeneous pairs. Studies have shown that heterogeneous pairing is beneficial for both the struggling reader and the "at level" reader. In this pairing the struggling reader has a fluency model in the at-level reader, and the at-level reader can help the struggling reader with word identification and decoding. The at-level reader in turn practices their own fluency. Carefully match the pair with the text level. Do not pair two struggling readers with a book that neither can decode nor read with

- accuracy. Inform students of the behavior expected of a reading partner, such as reading a page and asking each other questions, taking turns reading aloud a segment of text, or reading independently and asking each other questions as needed.
- Small groups for differentiated instruction: Compose these groups carefully and change them frequently. In at least some instances, students should choose their own groups. Some groups can read independently. For students who are reading at a level below the text: In addition to small group work, add a teacher read aloud or an audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is considerably above their current reading level, it could be better for them to just listen and focus on the sequence of events and comprehension.
  - Listening to the audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is above their current reading level, they could follow along while listening in some parts of the story and focus on the sequence of events and comprehension.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

| <u>Time/General</u>                                                                                                                                                                                                                           | <u>Processing</u>                                                                                                                                                                                                                                  | <u>Comprehension</u>                                                                                                                                                                                                                    | <u>Recall</u>                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communications system between home and school</li> </ul> | <ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> </ul> | <ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Provide lecture notes/outline</li> </ul> | <ul style="list-style-type: none"> <li>• Reading partners</li> </ul> | <ul style="list-style-type: none"> <li>• Emphasize multi-sensory learning</li> </ul> | <ul style="list-style-type: none"> <li>• Graphic organizers</li> </ul> |
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| <u>Assistive Technology</u>                                                                                                                                      | <u>Tests/Quizzes/Grading</u>                                                                                                                          | <u>Behavior/Attention</u>                                                                                                                                        | <u>Organization</u>                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder/CD player</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul> | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul> |

## **Enrichment**

### **Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners

- Self-Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## LESSON 1 (Ice Breaker Ideas and Great Lead into This I Believe)

**Standards to be addressed:**

**NJSLS.ELA-LITERACY.W.7.3**

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

**NJSLS.ELA-LITERACY.W.7.3.D**

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

## **NJSLS.ELA-LITERACY.L.7.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Objective:**

- Students will be able to focus on purposeful and precise writing by creating a 6 Word Memoir to introduce themselves to the ELA teacher.

### **During the Lesson:**

- Students will do a “Cross the Room” **Warm up Activity**. This activity should take no more than 5 minutes of class time.
- For “Cross the Room” the teacher asks a series of yes or no questions. If the answer is “yes,” students cross the room.

### **Sample Cross the Room Questions:** (feel free to create your own questions)

Cross the room

- ...if you had Ms. Butler last year.
- ... if you had Ms. Alloway last year.
- ... if you had Mrs. Forero last year.
- ... if you read at least 1 book this summer.
- ... if you read more than 1 book this summer.
- ... if you went to the movies.
- ... if you went to summer camp.
- ... if you left South Orange.
- ... if you left New Jersey.
- ... if you went to the Beach.
- ... if you are nervous about 7<sup>th</sup> grade.

...if you are excited about 7<sup>th</sup> grade.

### **MINI-LESSON and GUIDED PRACTICE**

#### **Teacher...**

- Model a mini lesson with examples of 6 word memoirs. The website provides excellent examples.  
<http://www.sixwordmemoirs.com/teens/>
- List words on the board.
- Lead students into brainstorming ideas of their own.
- Give students time to write out their own ideas.
- Challenge students by asking them to now create a 6 word sentence that describe themselves and still makes sense.

#### **Students will...**

- Brainstorm ideas by picking out words they can use to describe themselves.
- Create a 6 word **memoir**.
- Create more than one 6 word memoir (especially students who work faster than others).
- Share memoirs.

#### **Formative Assessment:**

Students will turn in 6 word memoirs.



## LESSONS 2/3

As students are getting ready to explore their own values and beliefs, there are several things you can do in your classroom leading up to starting the NPR unit:

**Standards to be addressed:**

**NJSLS.ELA-LITERACY.RL.7.4**

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

### **NJSLS.ELA-LITERACY.L.7.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

As students are getting ready to explore their own values and beliefs, there are several things you can do in your classroom leading up to starting the NPR unit:

#### **Objective:**

- Students can explore the idea of RESPECT by creating a Frayer Model (see attached document).
- Students can create and ratify their own list of classroom rules.

\*\* Spend a day or two getting to know your students and what is important to them. Model and explain classroom procedures (how to use Edmodo, how to create a Google ELA Portfolio, how to turn in assignments in your classroom).

## **LESSONS 4/5 FROM TEACHING TOLERANCE**

#### **Standards to be addressed:**

### **NJSLS.ELA-LITERACY.RL.7.4**

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

### **NJSLS.ELA-LITERACY.L.7.4.C**

Consult 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.

**\*\*Teachers in the South Orange Maplewood School District received training in Social Justice during the summer of 2015. Teaching Tolerance was given as a reference to create meaningful lessons for students. This work ties in nicely with the NPR This I Believe Unit.**

**Essential Question:** How does society shape who we are?

**Central Text:** A Poem for My Librarian, Mrs. Long (You never know what troubled little girl needs a book by Nikki Giovanni

(see next page)

A Poem for My Librarian, Mrs. Long (You never know what troubled little girl needs a book)

Nikki Giovanni

Early to end 8th  
At a time when there was no tv before 3:00 P.M.  
And on Sunday none until 5:00  
We sat on the front porches watching  
The jfg sign go on and off greeting  
The neighbors, discussing the political  
Situation congratulating the preacher  
  
On his sermon  
There was always radio which brought us  
Songs from wiac in nashville and what we would now call  
Easy listening or smooth jazz but when I listened  
Late at night with my portable (that I was so proud of)  
Tucked under my pillow

English Language Arts Curriculum  
This I Believe Unit - Grade 7

I heard nat king cole and matt dennis, june christy and ella fitzgerald  
And sometimes sarah vaughan sing black coffee  
Which I now drink

It was just called music  
There was a bookstore uptown on gay street  
Which I visited and inhaled that wonderful odor  
Of new books  
Even today I read hardcover as a preference paperback only

As a last resort  
And up the hill on vine street  
(The main black corridor) sat our carnegie library  
Mrs. Long always glad to see you  
The stereoscope always ready to show you faraway

Places to dream about  
Mrs. Long asking what are you looking for today  
When I wanted *Leaves of Grass* or alfred north whitehead  
She would go to the big library uptown and I now know

Hat in hand to ask to borrow so that I might borrow  
Probably they said something humiliating since southern

Whites like to humiliate southern blacks  
But she nonetheless brought the books  
Back and I held them to my chest  
Close to my heart  
And happily skipped back to grandmother's house  
Where I would sit on the front porch  
In a gray glider and dream of a world

Far away  
I love the world where I was  
I was safe and warm and grandmother gave me neck kisses

When I was on my way to bed  
But there was a world  
Somewhere  
Out there  
And Mrs. Long opened that wardrobe  
But no lions or witches scared me  
I went through  
Knowing there would be  
Spring

In Giovanni's poem, the speaker describes growing up as a little black girl in the South, swinging on the porch, listening to her portable radio and drifting to far away places via the books Mrs. Long procured for her. "A Poem for My Librarian, Mrs. Long" is a poem written by Nikki Giovanni and published in the 2007 book, *Acolytes*. "A Poem for my Librarian, Mrs. Long" from *ACOLYTES* by NIKKI GIOVANNI. COPYRIGHT © 2007 BY NIKKI GIOVANNI. Used by permission of HarperCollins Publishers

#### **Possible Activities to use with the Poem for Lessons 4 and 5:**

#### **Word Work (Strategies) Vocabulary Prediction Chart 6-12**

#### **What?**

- Students predict the meanings of vocabulary words before reading and confirm the accuracy of their predictions during and after reading.
- Students identify context clues from the text and revise their definitions accordingly.

**When?** Before, during and after reading

**Why?**

- Vocabulary prediction charts combine two essential skills: analyzing word parts (morphemes) and using context clues. This strategy builds word-consciousness, reading comprehension and the ability to independently make meaning of text. (sample attached)

**How?**

1. Choose your vocabulary words and list them in the first column.
2. Before reading, have students predict meaning from word roots, prefixes, suffixes, or through recognition of cognates and possible word relatives. Have them write their predictions in column 2.
3. While reading, students revise their predictions (column 3) and make note of the context clues that helped (column 4).
4. After reading, have students look up the actual definitions or provide student-friendly definitions (column 5).
5. Have students reflect on their process by completing the last two columns in the chart, which ask them to consider their original predictions and the usefulness of context clues.

To help students master these word-learning habits, have them complete prediction charts routinely through the year.

**English Language Learners:**

- Offer English Language Learners the option to include graphic connections (you may need to use a larger prediction chart).
- Pair students to fill in the first column; this allows English Language Learners to practice verbalizing words and ideas.

**Connection to anti-bias education** Analyzing the context and structure of words develops critical awareness that is essential for anti-bias thinking. Students will not always receive explicit instruction for every unfamiliar word. Predicting the meaning of unfamiliar words increases students' ability to engage deeply with a text.

### **Close and Critical Reading (Strategies)**

Shared Reading 6-12

#### **What?**

- Shared reading combines aspects of guided reading and read-aloud strategies.
- During shared reading, a teacher or proficient student reads the text aloud, pausing at pre-selected moments to discuss content and analyze the text.
- This strategy facilitates close reading of a complex text in small or whole group settings.

#### **When? During reading**

#### **Why?**

- Shared reading allows you to motivate students, demonstrate fluency, model metacognitive habits and engage students at different reading levels.
- Shared reading integrates all literacy areas—reading, writing, speaking and listening, and language—and falls into the “we do” stage of gradual release instruction.

#### **How?**

1. Choose the *Perspectives* central text. Shared reading is intended for use with complex texts worth several reads. *Perspectives* includes a library of complex texts rich in anti-bias, multicultural and social justice content. Text selection must reflect your learning goals for the lesson as well as students' readiness.
2. Read and re-read the text. At first, pay attention to points where you had to slow down, ask yourself a question or visualize a concept. Mark these. Next, reread the text from the students' point of view. What prior knowledge will they need? Where might they struggle? Mark these parts as well.
3. Use your notes from Step 2 to select points in the text that may require scaffolding. Based on your instructional goals, write several text-dependent questions. Recall that text-dependent questions should require close and careful attention to the text, and require students to use textual evidence in support of their analysis.
4. Select engaging tasks. Rather than asking a series of questions to the whole class and choosing from the raised hands, employ creative methods to solicit 100% engagement and to diversify the lesson.
5. Write your script. Prepare a script so you interrupt reading at purposeful stopping points. Embed your prompts in the text with sticky notes or by writing in the margins. You can also create two-column notes with the text in one column and your script in the other, or use a tool like the Shared Reading Lesson Planning Template.
6. Read the text aloud or have a proficient student do so. Pause strategically and prompt students to discuss content and analyze the text. Only one person at a time actually reads aloud, but all students should read along.
7. Implement your script. Monitor student engagement and vary the structure of the questions and tasks (e.g., turn and talk, stop and jot). Remember, all questions asked during shared reading should be text dependent and require students to employ textual evidence in order to support their ideas about what the text is saying. A first read should focus on what the text says and asks clarifying questions. Subsequent reads will ask more interpretive questions and focus on particular learning outcomes (e.g., examining author's purpose, evaluating arguments).

### **English Language Learners:**

English Language Arts Curriculum  
This I Believe Unit – Grade 7



This strategy provides an interactive literacy experience that places reading, writing, language, and speaking and listening into context. It is important that ELLs both observe and participate in shared reading. Social interaction enhances comprehension; as English language learners hear phrasing, intonation and expression, they will better understand the process and the text. The following adaptations to shared reading can be made for English language learners:

- o Pair English language learners with a partner who is at least one level of proficiency higher.
- o Be sure you and the student readers offer sufficient wait-time (at least 10 seconds) during each pause during reading.
- o Scaffold the shared reading with methods that expose English language learners to phrasing, intonation and expression (e.g. turn and talk, teacher think-aloud, etc.).
- o Plan for several and varied re-reads—chorally, with a partner or silently.

### **Connection to anti-bias education**

Shared reading creates an inclusive literacy experience, strengthens peer relationships and supports a welcoming classroom environment. Readers on all levels contribute, bringing multiple perspectives into text analysis. The centrality of text-dependent questioning develops the habit of mind necessary for becoming a critical consumer of information and an aware member of society.

### **Write to the Source (Tasks)**

So What? 6-12

W.6-12.2, W.6-12.4, W.6-12.9

Follow these steps to customize this explanatory/definition task:

1. Review the steps in Plan for Write to the Source.
2. Fill in the task template to customize your own So What? task.

3. Review the Explanatory Writing Rubric. Adapt as necessary.
4. Share the customized task, rubric, student checklist, and central text and any other relevant material with students. Make it clear that students' writing should be developed and organized in a way that is appropriate to task, purpose and audience, given their particular grade level.

**Writing Task: (To be completed in ELA Portfolio and shared with teacher)**

**How does society shape who we are?** After reading **A Poem for My Librarian, Mrs. Long (You never know what troubled little girl needs a book)**, write a memo that defines and explains the speaker's identity. Clarify your explanation with evidence from the text, and discuss use details and descriptions to show how characters respond to certain situations.

**Modifications for task demands**

- [Mild] ...use details and descriptions to show how characters respond to certain situations.
- [Medium] ...use details and descriptions to show how characters respond to certain situations. Manage the sequence of events using transitional words and phrases.
- [Spicy] ...use sensory details to describe experiences and events precisely. Manage the sequence of events using transitional words and phrases.

## LESSON 6

**Standards to be addressed:**

English Language Arts Curriculum  
This I Believe Unit – Grade 7

## **NJSLS.ELA-LITERACY.SL.7.1**

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.

“This I Believe” See NPR Curriculum Guide for “Value Activity Sheet.”

### **Objective:**

- Students will be able to understand what it means to be part of a classroom discussion as an active participant.
- Students will be able to assess what values are most important to them as part of their identity.

### **During the Lesson:**

#### **Teacher...**

- Classroom activities will be the bridge to take us into NPR's “This I Believe” Personal Narrative Essay.

#### **Students will...**

- Be introduced to “This I Believe” and given a brief history of this Essay contest.
- Listen to “I Believe in the Beatles.”  
<http://thisibelieve.org/essay/46931/>
- Discuss “What is an identity?”
- Complete the “Values Activity Sheet.” This is the start of the brainstorming process for writing our essays.

### **Formative Assessment:**

- Completed “Values Activity Sheet”
- Exit Ticket: Journal writing in student ELA Portfolio: What is your most important value? Explain.

## LESSON 7

**Standards to be addressed:**

English Language Arts Curriculum  
This I Believe Unit – Grade 7

## **NJSLS.ELA-LITERACY.RL.7.10**

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### **“Taco Head” from *The Tequila Worm* by Viola Canales / “This I Believe”**

#### **Objective:**

- Students will be able to gather more ideas for **THEIR** essay by reading “Taco Head” and completing “Important Moments” worksheet.

#### **During the lesson:**

##### **Teacher...**

- Mini-lesson on theme.
  - Three factors for determining theme: close reading look fors: repetition, ambiguity, and “sage on the stage.”
  - Take the time to “unpack” the terms above.
  - Have an anchor chart that explains these close reading ideas. Provide examples for each.
    - Repetition (anything that repeats frequently) like “I do not like Green Eggs and Ham. I do not like them Sam I Am.”
    - Ambiguity (things that don’t quite fit in or seem strange) like Max chasing his dog with a fork in *Where the Wild Things Are* or having a forest grow in his room.
    - Sage on the Stage (the older wiser character who gives advice) like Gandalf in *The Hobbit*.
    - Teacher Read Aloud: “Taco Head.”

##### **Students will...**

- Look for the three factors.
- Make ties between theme and values.
- Look at Sofia’s character and determine what values from our list mean most to her character.

- Look at Coach's character and determine what values mean most to her character.
- Look at the "Important Moments" worksheet to brainstorm ideas for their important moments.

**Formative Assessment:**

Completed "Important Moments."

## LESSON 8

**Standards to be addressed:**

English Language Arts Curriculum  
This I Believe Unit – Grade 7

## **NJSLS.ELA-LITERACY.RL.7.10**

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### **“Second Chance” / “This I Believe”**

#### **Objective:**

- Students will be able to evaluate their “Important Moments” list and narrow down their experiences to pin point my one moment.

#### **During the Lesson:**

##### **Teacher ...**

- Read Aloud: “Second Chance”
- Review with students their Assignment Write Up.
- Review Assignment Rubric with students.

##### **Students will...**

- Group Activity with “Second Chance.” (add activity)
- Go back to their “Important Moments Sheet” and create a brief out line of their event.
- Determine what they feel they should write about.

#### **Formative Assessment:**

- This I Believe Essay Assigned to students (write up follows below).
- Rubric (see Google Sheet in “shared” drive).

## Assignment Write Up

Narrative writing tells a story or part of a story. In this instance, you are telling me a story about yourself. Your story should also use first person. Your essay should include something you truly believe in and a story about yourself that centers on this belief.

Are following the curriculum for NPR's *This I Believe*. We have brainstormed ideas by using the "Values Activity" sheet and explored our "Important Moments." We have also viewed and listened to examples on ThisIBelieve.org.

As you write, focus on the story telling aspect of your writing. *Show me what happened; don't tell me!* Explain what you are feeling in this memory, but again show me what you are feeling; don't tell me. Be descriptive. Use imagery (language that paints a picture in the reader's head).

### Requirements:

- Essays must be typed
- Essays must be double spaced
- Use font size 12
- Font style—plain (default font on your word processing program)
- Length 2 to 3 pages
- Essays must be written in paragraph format and have at least 5 paragraphs
- Essays must include your belief.
- Essays must use descriptive language and use imagery (see above)
- Essays must include your emotions/feelings as you describe your event.
- Essays must SHOW your story, not tell (do not simply summarize)



- Brainstorming is mandatory and must be included on the “Important Moments” Google document you created.

## LESSON 9

### **Standards to be addressed:**

#### **NJSLS.ELA-LITERACY.W.7.3**

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

#### **NJSLS.ELA-LITERACY.W.7.3.A**

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

#### **NJSLS.ELA-LITERACY.W.7.3.B**

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

#### **NJSLS.ELA-LITERACY.W.7.5**

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.

#### **NJSLS.ELA-LITERACY.W.7.6**

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.

#### **NJSLS.ELA-LITERACY.W.7.10**

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

#### **NJSLS.ELA-LITERACY.SL.7.1**

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.

## **NJSLS.ELA-LITERACY.SL.7.1.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 discussions, including linking to and citing sources.

### **Objective:**

- Students will be able to write their Personal Narrative Essay.
- Students will be able to write a compelling hook for their essay that is not a rhetorical question.

### **During the Lesson:**

#### **Teacher...**

- Rotate among students/groups assisting where necessary.

#### **Students will...**

- Listen to NPR examples of “This I Believe” using “Accomplishing Big Things in Small Pieces.” <http://thisibelieve.org/essay/39318/>
  - View the essay and follow along as they hear it read out loud by William Wissemann.
  - Pair-share to determine the hook that Wissemann uses in his essay.
  - Pair-share ideas of what would make a good hook and share ideas together as a class.
  - Pair-share what values and beliefs they see in “Accomplishing Big Things in Small Pieces.”
  - Pair-share what they see as strong pieces in this essay.
- Begin drafting their essays.

### **Formative Assessment:**

- Student participation and final essays.
- Exit Ticket: Sharing your “hook.” (This can be done in the ELA Portfolio or on Edmodo).

# LESSONS 10/11

(depending on students' needs, you might include a third day for drafting and conferencing)

## **Standards to be addressed:**

Same as Lesson 9

## **Objective:**

- Students will be able to produce a well thought-out and planned personal narrative essay.

## **During the Lesson:**

### **Teacher...**

- Model for students how to do a search and “explore” on the website. Look to view essays by “theme” or by “essay search” to view examples by students in their age group.
- During drafting days, teachers confer with students to see how the writing process is going.
- Provide headphones/ear buds will be needed for class during drafting days.

### **Students will...**

- Have at least two days to work on drafts. Over these days you may choose to begin with a mentor text for students to view from NPR's ThisI Believe.org. Excellent examples include: <http://thisibelieve.org/essay/83477/> “The Triumph of Kindness” and <http://thisibelieve.org/essay/48202/> “The Power of Hello.”
- Also view the thousands of essay on the website. TOO MANY!!!
- Bring headphones/ear buds to class during drafting days.

## **Formative Assessment:**

- Student participation and final essays.

- Teacher notes and feedback on “how it is going.”

## LESSON 12

**Standards to be addressed:**

Same as Lesson 9

**Revision Step One: Peer Review**

**Objective:**

- Students will be able to produce a well thought-out and planned personal narrative essay.
- Students will be able to review and evaluate a peer’s text to see what I can “praise, question, and suggest they polish.”

**During the Lesson:**

**Teacher...**

- Teacher will explain what it means to revise an essay.
- Rubric will be reviewed again at this time.

**Students will...**

- Spend the first 10 minutes of class reviewing their work and making any changes they would like.
- Be given NTCE’s PQP Peer Editing Sheet to review. Students need to complete the sheet for their partner.
- <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-review-narrative-122.html?tab=3#tabs>  
(first sheet in the Printouts under Resources)
- Trade papers with a partner and read their essays.
- Complete the PQP worksheet.
- Review comments written by peer editor and have a chance to ask follow-up questions.

**Formative Assessment:**

PQP Worksheets

# LESSON 13

**Standards to be addressed:**

Same as Lesson 9

Revision Step 2

**Objective:**

- Students will be able to review their essay with a critical eye and find 1 area to revise.
- Students will be able to revise their essay and make corrections.

**During the Lesson:**

**Teacher...**

- Mini-lesson on "Juicy Details."
- Mini-lesson on C.O.P.S. (Capitalization, Punctuation, Organization, and Spelling).
- Mini-lesson on Transitions (connecting ideas together).

**Students will...**

- Find one piece of their essay that they think is done well.
- Add any descriptive words or details to make this part "pop."
- Spend a few minutes reading over essays.
- Highlight one area to revise.
- Look for areas to revise with their essays.
- Self-assess their work using the Rubric.

**Assessment:**

Final Essays (students will have a day or two to finish up work on their own at home)

# LESSON 14

## Standards to be addressed:

### NJSLS.ELA-LITERACY.SL.7.1

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.

### NJSLS.ELA-LITERACY.SL.7.1.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.

### NJSLS.ELA-LITERACY.SL.7.1.B

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

### NJSLS.ELA-LITERACY.SL.7.1.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.

## Objective:

- Students will be able to share their well thought-out and planned personal narrative essay.

## During the Lesson:

### Teacher...

- Determine how students will share their work.
- Suggested ideas include:
  - Having students participate in a "Museum Walk" around the room to read other students work.
  - Having student volunteers share finished essays.
  - Create a bulletin board that highlights students finished pieces.

- Having students “Pair share” with their original peer editing partner to **share** their finished piece.

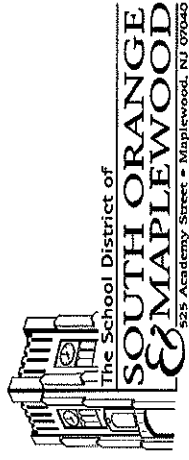
#### **Students will...**

- Take at least a ½ a class period to share. (This adds value to the work they have created).
- For the last part of the final class, review the debatable question: “What does it mean to have a strong identity?”
- Work through this question in pairs or in a group.

#### **Assessment:**

- Student participation and final essays.
- Exit Ticket should be a Mind/Body/Action post-it note response from the group.





# *Identity: Coming to Know One's Self*

## English Language Arts, Grade 7

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*Students will be able to independently use their learning to read and evaluate literature that is interesting in order to gain insights into characters' motivation. To explore common themes, characters, and contrasting points of view. Use novels as a tool to reflect on their lives and how they would handle situations. Create a narrative writing piece that adds to the plot structure of a novel.*

*This unit includes lesson plans, Performance Assessments, and resources. In using this unit, it is important to consider the variability of learners in your class and make adaptations as necessary.*

English Language Arts Curriculum  
Identity: Coming to Know One's Self – Grade 7



| ESTABLISHED GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TRANSFER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                          |                                                                                                                                                                                                      |                                                       |
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| <p><b>G</b></p> <p><b>NJSLS.ELA-LITERACY.RL.7.1</b><br/>Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>NJSLS.ELA-LITERACY.RL.7.2</b><br/>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>NJSLS.ELA-LITERACY.RL.7.3</b><br/>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>NJSLS.ELA-LITERACY.RL.7.4</b><br/>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>NJSLS.ELA-LITERACY.RL.7.5</b><br/>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b>NJSLS.ELA-LITERACY.RL.7.6</b><br/>Analyze how an author develops and contrasts the</p> | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read and evaluate literature that is interesting in order to gain insights into characters' motivation.</li> <li>• To explore common themes, characters, and contrasting points of view.</li> <li>• Use novels as a tool to reflect on their lives and how they would handle situations.</li> <li>• Create a narrative writing piece that adds to the plot structure of a novel.</li> </ul> <p><b>MEANING</b></p> <table border="1"> <thead> <tr> <th data-bbox="938 789 1036 1346">UNDERSTANDINGS<br/>U</th><th data-bbox="938 228 1036 789">ESSENTIAL QUESTIONS<br/>Q</th></tr> </thead> <tbody> <tr> <td data-bbox="1036 789 1221 1346"> <p><i>Students will understand that...</i></p> <p>U1 Stories are better interpreted with an understanding of their elements and characters.</p> <p>U2 There is always a reason for, and evidence</p> </td><td data-bbox="1036 228 1221 789"> <p>EQ1 How does one's identity affect one's life?</p> </td></tr> </tbody> </table> | UNDERSTANDINGS<br>U | ESSENTIAL QUESTIONS<br>Q | <p><i>Students will understand that...</i></p> <p>U1 Stories are better interpreted with an understanding of their elements and characters.</p> <p>U2 There is always a reason for, and evidence</p> | <p>EQ1 How does one's identity affect one's life?</p> |
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| <p>points of view of different characters or narrators in a text.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3</b><br/>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.A</b><br/>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.B</b><br/>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.C</b><br/>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.D</b><br/>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>NJSLS.ELA-LITERACY.W.7.3.E</b><br/>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>NJSLS.ELA-LITERACY.W.7.4</b><br/>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | <p>to explain, a character's actions.<br/>U3 Stories reflect real life and readers can learn from them.<br/>U4 Allusions to other stories help readers learn about the world now.</p>                                                                                                                                                                                                                                                        | <p><b>EQ2</b> Can people change and if so, what causes these changes?</p> <p><b>EQ3</b> What is true friendship and how is it portrayed in literature?</p> <p><b>EQ4</b> How does struggle help define who we are?</p> |
| <b>ACQUISITION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                        |
| <p><b>Students will know...</b><br/><b>K</b></p> <p><b>K.1</b> The importance of an <i>introduction (exposition)</i>, <i>rising action</i>, <i>climax</i>, <i>falling action</i>, and <i>resolution (conclusion)</i> in keeping the reader interested and engaged in a story.</p> <p><b>K.2</b> The use of conflict in a piece of text and how conflict motivates characters.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Students will be skilled at...</b><br/><b>S</b></p> <p><b>S1</b> Identifying the <i>introduction (exposition)</i>, <i>rising action</i>, <i>climax</i>, <i>falling action</i>, and <i>resolution (conclusion)</i> of a story through independent investigation and group work.</p> <p><b>S2</b> Determining the type of conflict in a text.</p> <p><b>S3</b> Making inferences and to draw conclusions based on evidence from text</p> |                                                                                                                                                                                                                        |

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| <p><b>NJSLS.ELA-LITERACY.W.7.5</b><br/>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.</p> <p><b>NJSLS.ELA-LITERACY.W.7.6</b><br/>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.</p> <p><b>NJSLS.ELA-LITERACY.L.7.4</b><br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>NJSLS.ELA-LITERACY.L.7.4.A</b><br/>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.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1</b><br/>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1.A</b><br/>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.</p> | <p><b>K3</b> Various kinds of conflicts drive fiction.</p> <p><b>K4</b> Using inferring to draw conclusions based on evidence from text.</p> <p><b>K5</b> Close reading requires careful examination of words, phrases, and sentences to elicit meaning.</p> <p><b>K6</b> Accurate, well-chosen textual evidence is drawn from close reading.</p> <p><b>RESOURCES</b></p> <p><i>The Screem Edvard Munch</i><br/><a href="http://www.learner.org/courses/globalart/work/103/index.html">http://www.learner.org/courses/globalart/work/103/index.html</a></p> <p><i>The False Mirror René Magritte</i><br/><a href="http://www.learner.org/courses/globalart/work/102/index.html">http://www.learner.org/courses/globalart/work/102/index.html</a></p> <p>"The World's Shortest, Short Story" by Kurt Vonnegut</p> | <p>by participating in close reading activities.</p> <p><b>S4</b> Generating writing pieces about perspective and explaining how it influences conflict through double entry journals.</p> <p><b>S5</b> Exploring how conflict develops characters through cooperative group activities.</p> <p><b>S6</b> Determining and identifying the meaning of similes, metaphors and analogies in a text.</p> <p><b>S7</b> Recognizing archetypes in literature.</p> <p><b>S8</b> Expressing their ideas about comparing texts by participating in a Socratic Seminar.</p> <p><b>S9</b> Planning and brainstorming ideas to produce a narrative writing piece that either adds on to an existing story or combines the characters from different works.</p> |
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| <p><b>NJSLS.ELA-LITERACY.SL.7.1.B</b><br/>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1.C</b><br/>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>NJSLS.ELA-LITERACY.SL.7.1.D</b><br/>Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>NJSLS.ELA-Speaking and Listening.SL.7.2</b><br/>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify atopic, text, or issue under study.</p> | <p>The unit is designed so that the teacher can pick two of the following novels to use in the classroom.</p> <p><i>Freak the Mighty</i> by Rodman Philbrick</p> <p>To explore the King Arthur allusions use:</p> <p>"The Sword an the Stone" by Sir Thomas</p> <p>Malory as retold by Keith Baines</p> <p>Video Clip from Great Books: LE MORTE</p> <p>D'ARTHUR (KING ARTHUR)</p> <p><a href="http://www.youtube.com/watch?v=ij33aci39Zk">http://www.youtube.com/watch?v=ij33aci39Zk</a></p> <p><i>A Monster Calls</i> by Patrick Ness</p> <p><i>We Beat the Street</i> by Sharon Draper</p> <p><i>A Long Way from Chicago</i> by Richard Peck</p> <p>From Teaching Tolerance:</p> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                            |                                                                                                                                                                                                   |                                                                       |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|                            | <p><i>An Open Letter to Ann Coulter</i></p> <p>John Franklin Stephens</p> <p>Short Stories:</p> <p>“Rumpelstiltskin” by the Brothers Grimm</p>                                                    |                                                                       |
|                            |                                                                                                                                                                                                   |                                                                       |
| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b>                                                                                                                                                                        | <b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)</b> |
|                            | <p><b>PT</b></p> <p>Homework assignments, journals, vocabulary exploration, exit tickets, participation in a Socratic Seminar and Public Service Announcement Project.</p> <p><b>Writing:</b></p> |                                                                       |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Students will write a fictional piece using the Teacher's College <i>Writing Realistic Fiction</i> lessons. The essay will focus on symbolism, syntax, and truth.</p> <p><b>OTHER EVIDENCE</b><br/><b>OE</b></p> <p>Partner A/B work, small group work, teacher reading and writing conferences with students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p><b><i>Summary of Key Learning Events and Instruction</i></b></p> <p>The following unit should take approximately 5-6 weeks. Suggested approaches to learning include: using one title as a whole-class read aloud and an additional title as independent reading. Students could also participate in a whole-class reading paired with a literature circle (for the literature circle other titles may be added to those listed as resources.</p> <p>Sample lessons are listed below. This unit is designed to be one of the first units covered during the course. Basic concepts in literature and writing should be reviewed with students at this time. Pre-assessments are also recommended to see what students have retained from previous years.</p> |

## **Differentiation Options to Support Reading**

- Teachers need to support a wide variation in reading comprehension of complex text and teach comprehension strategies. To address the variability of learners in the classroom while meeting the Common Core State Standards for English Language Arts expectation of all students reading complex and challenging text, some supports need to be provided to students for whom the text is significantly beyond their independent reading level. All students need to learn how to take reading notes, react to the text as they read it, and base discussions upon evidence from the text. Each student needs to spend part of every lesson reading and decoding independently. However there will need to be differentiation in the amount of text students need to read. After processing an appropriate amount of the text independently, students needing support can continue to read through one of several scaffolding options for reading. The goal is that the reading options enable the students to make progress through the text so they can be held accountable for comprehension of the material. Teachers will have to use their expertise to select the right level of support as well as the amount of text that the student can read without assistance. Some suggested differentiation options:
  - Reading independently: students who can read the text at an independent reading level.
  - Reading in pairs: "Buddy reading" is best done in heterogeneous pairs. Studies have shown that heterogeneous pairing is beneficial for both the struggling reader and the "at level" reader. In this pairing the struggling reader has a fluency model in the at-level reader, and the at-level reader can help the struggling reader with word identification and decoding. The at-level reader in turn practices their own fluency. Carefully match the pair with the text level. Do not pair two struggling readers with a book that neither can decode nor read with accuracy. Inform students of the behavior expected of a reading partner, such as reading a page and asking each other questions, taking turns reading aloud a segment of text, or reading independently and asking each other questions as needed.
  - Small groups for differentiated instruction: Compose these groups carefully and change them frequently. In at least some instances, students should choose their own groups. Some groups can read independently. For students who are reading at a level below the text: In addition to small group work, add a teacher read aloud or an audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is considerably above their current reading level, it could be better for them to just listen and focus on the sequence of events and comprehension.
  - Listening to the audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is above their current reading level, they could follow along while listening in some parts of the story and focus on the sequence of events and comprehension.



## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

| <u>Time/General</u>                                                                                                                                                                                                                                                                    | <u>Processing</u>                                                                                                                                                                                                                                                              | <u>Comprehension</u>                                                                                                                                                                                                                                                                | <u>Recall</u>                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communications system between home and school</li> <li>• Provide lecture notes/outline</li> </ul> | <ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul> | <ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul> |

| <u>Assistive Technology</u>                                                                                                         | <u>Tests/Quizzes/Grading</u>                                                                                         | <u>Behavior/Attention</u>                                                               | <u>Organization</u>                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder/CD player</li> <li>• Spell-checker</li> </ul> | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> </ul> | <ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> </ul> |

|                                                                       |                                                                           |                                                                                                                   |                                                                                                            |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Audio-taped books</li> </ul> | <ul style="list-style-type: none"> <li>• Read directions aloud</li> </ul> | <ul style="list-style-type: none"> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul> |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|

## Enrichment

### Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self-Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board

- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

#### **Introductory Lesson**

##### **Lesson 1 - Reviewing Theme:**

##### **Standards to be addressed:**

##### **NJSLS.ELA-LITERACY.SL.7.1**

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.

##### **NJSLS.ELA-LITERACY.SL.7.1.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.

##### **NJSLS.ELA-LITERACY.SL.7.1.B**

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

##### **NJSLS.ELA-LITERACY.SL.7.1.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.

##### **NJSLS.ELA-Speaking and Listening.SL.7.2**

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

**Objective:**

- Students will be able to review what I already know about theme.
- Students will be able to compare two works of art: *The Scream* and *The False Mirror* to find similarities and differences.

**During the lesson:**

**Teacher...**

- Form homogeneous groups based teachers pre-assessment.
- Have students view paintings on the Annenberg Institute's website.
- Share key questions with groups.
  - o What is the subject of each painting?
  - o What is unique about each painting?
  - o What emotions does each artist portray?
  - o How are the paintings similar?
  - o How are the paintings different?
  - o Why did the artist paint this particular painting?
  - o Who is the intended audience?
  - o Is there a message to the viewer?
  - o Which painting do you like better?
- Rotate among groups to listen in on discussions.

**Students will...**

- Work in homogeneous groups.
- View Munch's *The Scream* and Magritte's *The False Mirror* as an introduction to theme.
- *The Scream* Edvard Munch  
<http://www.learner.org/courses/globalart/work/103/index.html>
- *The False Mirror* René Magritte  
<http://www.learner.org/courses/globalart/work/102/index.html>

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- Look at paintings within their groups and hold a discussion about each.
- Discuss key questions have been shared with groups.
  - What is the subject of each painting?
  - What is unique about each painting?
  - What emotions does each artist portray?
  - How are the paintings similar?
  - How are the paintings different?
  - Why did the artist paint this particular painting?
  - Who is the intended audience?
  - Is there a message to the viewer?
  - Which painting do you like better?
- In their groups determine the theme of each work and to compare and contrast the paintings.

#### Formative Assessment:

- Groups will craft a paragraph about the similarities and differences of each work.
- Groups will make a hypothesis of a common theme.

*Later lessons can refer back to the two paintings as they share common themes with the novels in this unit. Theme lessons should focus on the concept of identity.*

#### **Lesson 2 - Plot Lesson**

##### **Standards to be addressed:**

##### **NJSLS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### **NJSLS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### Objective:

- Students will be able to review “The World’s Shortest Short Story” and explain the plot outline structure.

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- Students will be able to explain what I have learned about the novel's Exposition.

**During Lesson:**

**Teacher...**

- Mini Lesson on Plot with "The World's Shortest Short Story" by Kurt Vonnegut.  
*"Living in a studio apartment next door to a man just learning to play the violin is difficult to take," he said handing the smoking revolver to the policeman."*
  - Review the plot outline: Exposition, Rising Action, Climax, Falling Action, and Resolution.
  - Introduce how to write double entry journals (DEJs) with students

**Students will...**

- Plot the pieces of Vonnegut's story.
- Transfer ideas from the plot structure to the novel they are reading by evaluating the exposition of the story.
- Begin working on DEJs for their novels.

**Formative Assessment:**

- Plot outline charts completed by students.
- Double Entry Journals *Teachers can add additional lessons that explore specific pieces of the plot structure.*

**Directions for Double Entry Journals:**

You have practiced doing DEJs with character and with theme. You may also change the "in your own words" portion to explore other ideas explained in the right column below.

Create 30 entries for your novel. You must use a combination of all the ideas listed below. You may type or hand-write your entries. Entries should be created as you read and must be listed in chronological order.

| Page # | Quote | Explain IN YOUR OWN WORDS the following ideas. You may use any of the following ideas/ key concepts. |
|--------|-------|------------------------------------------------------------------------------------------------------|
|        |       |                                                                                                      |

|      |                 |                                                                                |
|------|-----------------|--------------------------------------------------------------------------------|
| page | quote from text | Your reactions, commentary, or musings                                         |
| page | quote from text | Connections to the text:<br>Text to Text or Text to World                      |
| page | quote from text | Why the text says what it says (an explanation)                                |
| page | quote from text | Questions or things you might be wondering about or predictions you might make |
| page | quote from text | Literary devices (similes, metaphors, symbolism, etc.)                         |
| page | quote from text | Theme clues: repetition, ambiguity, sage on the stage and what it means.       |
| page | quote from text | Observations about character                                                   |

Again, DEJs should be done as you read.

**EXAMPLE FROM *Freak the Mighty***

|        |       |                                                                                                      |
|--------|-------|------------------------------------------------------------------------------------------------------|
| Page # | Quote | Explain in your own words the following ideas. You may use any of the following ideas/ key concepts. |
|--------|-------|------------------------------------------------------------------------------------------------------|

|                                |                                                                                                                                    |                                                                                                                                                                                                                                          |  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                |                                                                                                                                    |                                                                                                                                                                                                                                          |  |
| Questioning<br>page 10         | "Scuttle down into your dim whole in the ground, Maxwell dear. Big goon like you."                                                 | Why is Max insulting himself? He calls "The Down Under" a whole in the ground. Does Max have issues with himself? Low self-esteem?                                                                                                       |  |
| Text to Text<br>page 1         | "On the subject of robots, you are clearly misinformed. Robots are not just in the movies."                                        | This reminds me of <i>I, Robot</i> by Isaac Asimov. The robots in the book are misunderstood. There are rules that the robots have to follow to ensure the safety of humans. Freak is trying to explain the importance of robots to Max. |  |
| Literary<br>devices<br>page 23 | "... reaches out and she puts her hand on my shoulder; real light and feathery, you can feel how nervous she is just to touch me." | Excellent example of Show; Don't Tell. Philbrick paints a picture with words to illustrate just how scared Gram is to be around Max.                                                                                                     |  |

**Lesson 3 - Conflict Lesson**  
**Standards to be addressed:**

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### **NJSLS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **NJSLS.ELA-LITERACY.RL.7.2**

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

### **NJSLS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### **Objective:**

- Students will be able to analyze conflicts by exploring the title they are reading for class.

### **During the lesson:**

#### **Teacher...**

- Mini-lesson on conflict.
  - Review journal responses from students and record key works on chart paper. (Students may be able to list the four types of conflict on their own; if they don't, unveil these after the reading).
  - Conduct a read aloud of "Rumpelstiltskin." Refer to the chart prior to reading the story. Have students look for the ideas listed on the chart.
  - Partner A/B shared responses work will with this story.(no more than 30 seconds each time) Pause and ask questions from time to time and have Partners A and B discuss each question briefly.
  - Places to ask questions about conflict:
    - After the Miller tells the King that his daughter can spin straw into gold
    - After the Miller's daughter begins crying on the first night, when the King promises to marry the Miller's daughter if she can spin straw into gold after the first night
    - When the Miller's daughter promises her first born child to Rumpelstiltskin

#### **Students will...**

- Journal: What is conflict?
- Explain and give examples for the 4 types of conflict: person vs. person, person vs. nature, person vs. society, and person vs. self.
- Examine the beginning chapters of the title they are reading to look for examples of conflict. (With *A Monster Calls*, students can look at

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illustrations).

- Work with their previous partner to explain their findings.
- Create a double entry journal that focuses on conflict. They may work with their partner to find quotes that exemplify conflict.

#### **Formative Assessment:**

Double Entry Journals about conflict.

*Teachers can follow up with additional lessons about conflict.*

#### **Sample Vocabulary Lesson**

##### **Objective:**

- Students will be able to determine interesting words for the *novel* that need further investigation.
- Students will be able to use evidence from the text to decode a word's meaning.

##### **During the lesson:**

Students will...

- Find at least 10 interesting words about their text from the reading thus far (page numbers were to be noted).
- Work in groups together to complete the Vocabulary Graphic Organizer via Google Docs.

Example:

#### ***A Monster Calls Vocabulary – Finding Meaning with Context Clues***

Directions: Complete the following chart by using context clues to make educated guesses about word meanings.

|   | Word         | Word in Context – (sentence)                                                            | Probable Definition                                                             | Which Sentence from the passage best supports your definition?                                                                                           |
|---|--------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | yew<br>Pg. 4 | "Conor could also see the great yew tree that rose from the center of the graveyard..." | A type of coniferous, evergreen tree that produces berries which are poisonous. | "... first when he was little to make sure he didn't eat the berries, which were poisonous, and again this past year ... 'That's a yew tree, you know.'" |

- Google Drive document for students includes a place for all 10 words to be recorded.
- If students finish early, students may use additional time to read.

#### **Formative Assessment:**

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Completed assignment.

#### Lesson 4 - Symbolism Lesson

##### Standards to be addressed:

**NJSLS.ELA-LITERACY.L.7.4**

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.

**NJSLS.ELA-LITERACY.L.7.4.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.

**NJSLS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### Objective:

- Students will be able to create a definition for symbolism.
- Students can analyze objects in *their novel* and determine if these objects are symbols.

##### During the lesson:

###### Teacher...

- Will lead a mini-lesson on symbolism.
  - Review journal responses briefly with a whole class discussion. (no more than 5 minutes)
  - Move students into groups of 3 to 4 students or partners.
  - Pick one of the universal symbols that students have found and share the picture with the whole class on the SmartBoard.
  - Direct a discussion connecting the idea of universal symbols to literature and explain the purpose of symbolism in literature.
  - Definitions to use:
    - **Symbolism:** A device in literature where an object represents an idea.
    - **A symbol** is something- a person, object, situation, or action-which operates on two levels; the literal and the figurative.

###### Students will...

- Journal: See visual aid with picture of "universal symbols." Students will pick two symbols to Journal about.

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- Pair share-findings from Journals.
- Look at universal symbolism vs. text specific symbolism.
- Work in small groups.
- Look on Google to find pictures of universal symbols to copy and paste into their journals. (no more than 5 minutes)
- Partner with a second group to share findings.
- Explain what each symbol represents.
- Look for symbols in *their novel* (the Yew Tree in *A Monster Calls*, the down under in *Freak the Mighty, Reggie's Way*, Reggie's explanation of being like the ocean in *We Beat the Street*, the idea of religion or the gardens in *Emma and Charles*, Grandma Dowdel in *A Long Way from Chicago* (which leads to another great talking piece that characters can be symbols, too)
- Share with partners and explain what each symbol represents.
- Exit Ticket: Edmodo post on symbolism.

#### Formative Assessment:

Students will post to Edmodo post about symbolism.

**Sample Read Aloud Lesson (listed for Freak the Mighty specifically, but can be adapted).** Several Read Aloud lessons should be incorporated into this unit.

Close Reading

#### Objective:

- Students will be able to analyze conflicts of *Freak the Mighty* by examining the conflicts from chapters 15 and 16.
- Students will be able to use the close reading techniques to examine the archetype of "good vs. evil".

#### During the Lesson:

Teacher...

- Will review the term archetype with students.
- The whole class will have a 3 minute discussion on this archetype.
- Read aloud with Chapter 16, "A Chip Off the Old Block".

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**Students will...**

- Journal: Describe the classic story of "good vs. evil". What would be a good example of an original good vs. evil tale?
- Pair-share with partner about Journal findings.
- Look at conflicts between Max and his dad.
- Turn and talk about conflicts/role play will be involved.
- Exit Ticket: What do you think will happen to Max?

**Assessment:**

Exit Ticket (can be a post-it note, an Edmodo post, or a bookend journal).

**Teaching Tolerance Lessons**

(Supplemental materials to use in addition to any of the novels in the unit)

**Essential Question:** How does struggle help define who we are?

**Central Text:**

***An Open Letter to Ann Coulter***

John Franklin Stephens

Lexile 1190

Dear Ann Coulter,

Come on Ms. Coulter, you aren't dumb and you aren't shallow. So why are you continually using a word like the R-word as an insult?

I'm a 30 year old man with Down syndrome who has struggled with the public's perception that an intellectual disability means that I am dumb and shallow. I am not either of those things, but I do process information more slowly than the rest of you. In fact it has taken me all day to figure out how to respond to your use of the R-word last night.

I thought first of asking whether you meant to describe the President as, someone who was bullied as a child by people like you, but rose above it to find a way to succeed in life as many of my fellow Special Olympians have.

Then I wondered if you meant to describe him as someone who has to struggle to be thoughtful about everything he says, as everyone else races from one snarky [sic] sound bite to the next.

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Finally, I wondered if you meant to degrade him as someone who is likely to receive bad health care, live in low grade housing with very little income and still manages to see life as a wonderful gift.

Because, Ms. Coulter, that is who we are—and much, much more.

After I saw your tweet, I realized you just wanted to belittle the President by linking him to people like me. You assumed that people would understand and accept that being linked to someone like me is an insult and you assumed you could get away with it and still appear on TV.

I have to wonder if you considered other hateful words but recoiled from the backlash.

Well, Ms. Coulter, you, and society, need to learn that being compared to people like me should be considered a badge of honor.

No one overcomes more than we do and still loves life so much.

Come join us someday at Special Olympics. See if you can walk away with your heart unchanged.

A friend you haven't made yet,  
John Franklin Stephens  
Global Messenger

Special Olympics Virginia

Following a presidential debate in 2012, Ann Coulter referred to President Barack Obama as a "retard" in one of her tweets. Stephens, a 30-year-old man with Down syndrome wrote this open letter to Coulter in response to her hurtful and uninformed comments.

Athlete John Franklin Stephens posted this letter on the Special Olympics blog on Oct. 23, 2012.

## **Lesson: Close and Critical Reading (Strategies)**

### Thinking Notes

#### **What?**

Thinking notes are text annotations (highlights, underlines or symbols made on the text or in the margins) that document student thinking during reading. Depending on how you structure the task, these notes can indicate agreement, objection, confusion or other relevant reactions to the text.

#### **When?** During reading

**Why?** Thinking notes help develop students' meta-cognitive skills. Meta-cognition has been defined as self-knowledge of and control over one's own thinking and learning activities.<sup>1</sup> Students who monitor their thinking are more effective readers and learners.

Not only do thinking notes aid comprehension, they also illustrate that reading is a process with a purpose. Students must comprehend what they read before they can answer text-dependent questions and integrate textual evidence into their writing. Referring back to thinking notes also aids meta-cognition by prompting students to reflect on textual elements that challenged, troubled or stood out to them.

Thinking notes also offer clues about which parts of the text perplexed or resonated with your students. Take note of what students mark up and why; these observations can generate ideas for discussion and provide insight about supports students may need.

**How?** Thinking notes can be used in a number of ways, incorporated into other strategies, and implemented during shared or independent reading. This approach always includes these steps:

1. Choose the central text. Provide students a copy of the text they can write on. (Sticky notes can substitute when this is not possible.)

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2. Establish a system of symbols or cues before reading. Students should go beyond merely highlighting and underlining. Thinking notes are evidence that students have interacted with the text. For example, a question mark can mean, "This would make a good discussion question." "MI" might stand for "main idea" and "TI" could mean "text-to-text connection." See the sample symbols for more ideas. Make calculated decisions about how many symbols to use with a given text based on the text itself, your purpose for reading and your students' abilities.
3. Instruct students to make thinking notes during a second read of the text. The second read may be done independently, as a whole class, in pairs or in other groupings. This is the time when students begin to think about the text more deeply and can use these thinking notes in subsequent class discussions and writing assignments.

**Note:** The first read-through of a text should be done aloud by the teacher or a skilled reader while other students follow along. Students should not be required to make notes or answer questions during this initial read-through. Listening to the text being read aloud ensures that all students have access to the text, improves fluency and allows students to focus on getting the gist of the text.

To see the thinking notes strategy in action, see this Learning Channel [video](#).<sup>2</sup>

### **English Language Learners**

Thinking notes and visual symbols heighten meta-cognitive awareness in English language learners. Model the practice on a Smart board or by placing a clear transparency over the text and marking thinking notes together as you read.

### **Connection to anti-bias education**

Thinking notes invite students to engage with the author and text in a non-threatening and accessible way. The task solicits analysis and critical thinking without setting up the barriers that some students encounter when assigned formal writing and speaking tasks. Marking the text empowers students to say, "I was here and this is what I think or feel about what I'm reading." Most important are the many ways thinking notes can focus the reader on social justice and anti-bias questions.

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### **Lesson: Community Inquiry (Strategies)**

#### **Say Something**

**What?** A comprehension strategy during which student take turns reading aloud to each other, stopping occasionally to comment on the text.

**When?** During reading and re-reading

**Why?** Say Something gives students the opportunity to collaboratively interpret text and check for understanding. Rather than read through a text without focus, this strategy teaches students to attend to their reading by stopping to "say something" at intervals in the text. Sentence starters can assist reluctant readers or students who find it difficult to "say something."

#### **How?**

1. Select a central text.
2. Put students into pairs. Instruct them to take turns reading and pausing to "say something." Depending on student skill and comfort levels, consider providing sentence starters.

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3. The first student reads a chunk of text aloud to the other student. Depending on the text length and complexity, they may read a paragraph, several paragraphs or a page. The first few times students do this—or for those who struggle with this step—consider chunking the text ahead of time or setting parameters for how often or when they should pause to “say something.”
4. After reading, the first student stops to “say something” about what has been read, returning to the text to comment on a specific aspect (e.g., central idea, author’s style or purpose, character development, etc.). The student’s comment should be text-dependent and explicitly rooted in the text to support his or her developing understanding of the text.
5. The second reading partner responds to what was said, then picks up the reading until the next time they stop to “say something.”
6. Reading partners alternate the reading of the text, talking after each section until they have completed the reading.

Depending on student skill level and text complexity, “say something” may not be enough of a directive. Even strong readers may believe they have nothing to say or doubt that what they have to say is worth sharing. Model the strategy first by thinking aloud, setting the purpose for reading, and providing students with sentence starters designed to help them address the text with their comments.

### **English Language Learners**

This strategy is appropriate for intermediate English Language Learners (level three or above). Strategic pairing of students and the use of sentence starters support developmental language acquisition. Consider offering English language learners an option to use choral or echo reading techniques instead of taking turns.

### **Connection to anti-bias education**

Say Something relies heavily on speaking and listening skills to improve reading comprehension. Students work together to interpret what is being read. Meaningful conversations about the central text will touch on issues of identity, diversity, justice, and action. Thus, active listening and respectful speaking can be integrated into instruction in a way that meets the goals of both anti-bias education and improved literacy.

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**Lesson: Write to the Source (Tasks)**

**Are You Convinced?**

Follow these steps to customize this argument/evaluation task:

1. Review the steps in Plan for Write to the Source.
2. Fill in the task template to customize your own Are You Convinced? task.
3. Review the Argument Writing Rubric. Adapt as necessary.

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4. Share the customized task, rubric, student checklist, and central text and any other relevant material with students. Make it clear that students' writing should be developed and organized in a way that is appropriate to task, purpose and audience, given their particular grade level.

#### **Argument Writing Assessment:**

**[How does struggle help define who we are?]** After reading **An Open Letter to Ann Coulter**, write a/an letter to the editor that discusses how the author/text addresses the question and evaluates the strength or usefulness of his/her/their claims. Defend your position with evidence from the text. Develop your argument by including relevant personal experience and anticipating counterclaims or competing views.

#### **Additional task demands**

- [Mild] ...including relevant personal experience.
- [Medium] ...including relevant personal experience and anticipating counterclaims or competing views.
- [Spicy] ...including relevant personal experience, anticipating counterclaims or competing views, and giving examples from history or current events.

#### **Lesson: Do Something (Tasks)**

***The project by itself would work nicely as an additional summative assessment for any of the books in this unit.***  
***Listen Up! PSA for Change (several class days will be needed to create PSAs; plan accordingly.)***

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**What?** Students produce digital media to raise awareness and encourage change related to an anti-bias theme.

**Why?** Quality technology use in the classroom, focused on social justice and active learning, engages students and promotes academic achievement<sup>1</sup>. PSA for Change allows students to explore social justice ideas and themes using familiar technology they enjoy.

**How?**

**Get Ready**

1. Assess technology strengths among your students. Many know how to record, edit and post a video, but others may need assistance. Consult technology teachers or media specialists in your school.
2. Review your school's policies on use of student images and using social media in the classroom. Secure permission slips if necessary.
3. Inventory resources and supplies such as digital cameras and computer lab access. Some students may have phones with video capability; make sure to provide all students access without singling any out.
4. Determine whether students will work in groups or individually.

**Get Set**

1. Provide students with information about supplies, work schedules and due dates. Use the rubric to define expectations and project components and to clarify how you will assess student work.
2. Show examples of brief, direct public service announcements created by professional organizations and schools, such as this one from Liberty Middle School in Madison, Ala.
3. Ask students to conduct a media survey by watching television and accessing social media as they naturally would and recording the number of anti-bias themes or social justice messages they encounter. Discuss the findings in class.
4. Instruct students to complete the Do Something Student Planning Guide and to brainstorm and sketch out an outline of their PSA.

**Go!**

1. Allow several class periods for students to film, record and create their PSAs
2. Share student PSAs with family and community members. If social media is prohibited, screen the videos and digital posters in the cafeteria, classroom or other school space. If social media use is encouraged, consider setting up a class Facebook page, YouTube channel or wiki to share PSAs with a wider audience.

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### **Reflection**

Use journal writing or Talking Circles to facilitate student reflection. Some suggested reflection questions:

- What did you learn from the PSAs that you watched? What was your favorite PSA? What were its strengths? Why was the PSA effective?
- Discuss the effectiveness of using digital media for social justice change.
- What did you learn from this experience? What about the process stands out for you?
- How do our PSAs relate back to the central text?

### **English Language Learners**

English Language Learners can benefit from exposure to a variety of PSAs. Explicitly teach the purpose of PSAs and any associated vocabulary, including technology-related words. If students are actors in the PSA, have them practice their lines with you before recording.

### **Connection to anti-bias education**

PSAs encourage students to create messages of action and raise awareness of social issues. This task moves students from passive forms of social action ("liking" something on Facebook or commenting on YouTube) into active use of multimedia to effect change.

### **Socratic Seminar**

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**Objective:**

- Students will be able to offer solid analysis without prompting, to move the conversation of the Socratic Seminar forward as we discuss *A Monster Calls*.
- Students will be able to participate in a student led discussion on a text and make remarks that refer to specific parts of that text.

**During the lesson:**

- Socratic Seminar (directions below)

**Formative Assessment:**

Participation in the Socratic Seminar and / or written response to the Socratic Seminar on Student Reflection Sheet.

**Rules for Socratic Seminar:**

In seminar we . . .

- Give opinions and give clear reasons for them
  - Criticize ideas, but not people
  - Give specific examples when possible
  - Ask questions about what we read, hear, or see for clarification
  - Remain focused on the text
  - Speak our minds freely, but follow the signals for speaking and do not interrupt other people
  - Have a responsibility to participate
- Remember, if you have something to say . .
- Please use your *yellow card* to indicate if you have an *original idea or response* to present
  - Please use your *green card* if you would like to *respond* to a statement made by a classmate
  - Please be patient and follow the instructor's signal indicating your turn to speak
  - The *red card* will indicate if the instructor has a new question to introduce (this will be used only if the original topic is exhausted).

**Sample Prompt: The Big Idea (you may use quotes from the text, quotes from famous people, song lyrics, poems, etc.)**

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We have recently finished reading our first novel. In some cases that was *A Monster Calls* and in some cases that was *Freak the Mighty*. In relation to what we have read in the novel, defend or refute the following statement:  
 “When you can’t remember why you’re hurt, that’s when you’re healed.”  
 -Jane Fonda

**Read the statement carefully.** From your reading of the novel, respond to this quote and explain whether you agree or disagree with it in regards to the novel you have read. What is its meaning? What does this reflect about characters, conflicts, and themes from the book? **Be sure to support your answer with ideas and concepts from the book.**

**Socratic Seminar: Holistic Participation Rubric**

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participation is Outstanding      | <ul style="list-style-type: none"> <li>Ø Participant offers enough solid analysis, without prompting, to move the conversation forward</li> <li>Ø Participant, through his/her comments, demonstrates a deep knowledge of the text and the question</li> <li>Ø Participant has come to the seminar prepared, with notes and a marked/annotated text</li> <li>Ø Participant, through his/her comments, shows that he/she is actively listening to other participants</li> <li>Ø She/he offers clarification and/or follow-up that extends the conversation</li> <li>Ø Participant's remarks often refer to specific parts of the text</li> </ul> |
| Participation is very good        | <ul style="list-style-type: none"> <li>Ø Participant offers solid analysis without prompting</li> <li>Ø Through his/her comments, participant demonstrates a good knowledge of the text and the question</li> <li>Ø Participant has come to the seminar prepared with notes and/or a marked/annotated text</li> <li>Ø Participant shows that he/she is actively listening to others. She/he offers clarification and/or follow-up</li> </ul>                                                                                                                                                                                                    |
| Participation is satisfactory     | <ul style="list-style-type: none"> <li>Ø Participant offers some analysis, but needs prompting from the seminar leader and/or others</li> <li>Ø Through his/her comments, participant demonstrates a general knowledge of the text and the question</li> <li>Ø Participant is less prepared, with few notes and no marked/annotated text</li> <li>Ø Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments</li> <li>Ø Participant relies more upon his/her opinion, and less on the text to drive his/her comments</li> </ul>                                                       |
| Participation is not satisfactory | <ul style="list-style-type: none"> <li>Ø Participant offers little commentary</li> <li>Ø Participant comes to the seminar ill-prepared with little understanding of the text and question</li> <li>Ø Participant does not listen to others, offers no commentary to further the discussion</li> </ul>                                                                                                                                                                                                                                                                                                                                           |

Reconfigured rubric based on Adams@studyguide.org

### Socratic Seminar Reflection

1. Summary of key ideas:
2. Reaction: Identify what someone said; write down his/her comment. React to his/her statement. (Track the person sitting to your left. Write down a couple sentences capturing what they address and record who is speaking).
3. Explain how the Seminar influenced your thinking about the topic or the text(s).
4. Self Assessment

| 5-Superior                                                             | 4-Strong/Good | 3-Adequate/O.k. | 2-Limited | 1-Inadequate |
|------------------------------------------------------------------------|---------------|-----------------|-----------|--------------|
| Taking a position on a question                                        |               | 5               | 4         | 3 2 1        |
| Using evidence to support a position or presenting factual information |               | 5               | 4         | 3 2 1        |
| Drawing another person into the discussion                             |               | 5               | 4         | 3 2 1        |
| Asking a clarifying question or moving the discussion along            |               | 5               | 4         | 3 2 1        |
| Highlighting and marking the text with questions/commentary            |               | 5               | 4         | 3 2 1        |

1. Identify a personal goal for the next seminar:

### **Summative Writing Assessment:**

Teachers should use the Teacher's College *Writing Realistic Fiction* book as a guide and reference for planning the writing piece for this unit.

It is recommended that teachers follow Bend I Lesson 3 "Developing Believable Characters through Scene Boot Camp," Lesson 4 "Giving Character Struggles and Motivations that Mirror Real Life," and Lesson 5 "Plotting with Tools: Story Arcs, Timelines, Lists, Mentor Texts."

In Bend II, teachers should follow Lesson 6 "From 2-D to 3-D: Planning and Writing Scenes by Including Evidence," Lesson 7 "Stepping into the Drama of the Story to Draft," Lesson 8 "Studying Published Texts to Write Leads," Lesson 9 "Grounding Dialogue in Scenes, and Lesson 10 "Writing Endings that Make Readers Swoon."

In Bend III, teachers should follow Lesson 11 "Reading Drafts like Editors," Lesson 12 "Revision: Weaving Symbolism and Imagery to Bring out Meaning," Lesson 13 "Conducting the Rhythm of Language: Creating Cadence and Meaning through Syntax," and Lesson 16 "Editing with Lenses and Independence." (All lessons in *Writing Realistic Fiction* provide directions for mini-lessons, suggested anchor charts, and student examples.)

Students have just finished reading two novels. Students will write a narrative essay to showcase their understanding of fiction and how authors fashion characters, setting, conflict, and plot.

### **Student Choice:**

- Writers can tell their stories from many points of view. Sometimes a central character in the story tells what is happening; sometimes the storyteller is a minor character, or narrator who sees everything. Sometimes the writer switches point of view from one character to another.
  - Think about who tells most of the story in the novel you just read. Rewrite an interesting part of the story that you've read from a different character's point of view. "Explore the character's motivations and struggles by creating scenes that show these [ideas]" (Bend I).

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- Writers “create their best drafts when they experience the world through their character’s skin, letting the story unfold as it happens to them” (Bend II).
  - Create an additional chapter to one of the novels you recently read for Language Arts Class. Focus on one character that appealed to you. “Writers ‘stay in scene’ by making sure the scenes are grounded in dialogue, action, and setting,” (Bend II).
- Writers strive to “weave” Symbolism and Imagery into stories to enhance the reader’s experience and “bring out meaning” (Bend III).
  - Think about one of the novels you have just read. “Reflect on what the story is really about—the deeper meaning/central ideas” (Bend III). Think about an object, the setting, or characters’ actions that reflect this meaning. Choose one of the writing pieces above, but change your focus to add an emphasis on symbolism and imagery. Be sure to “repeat these in a few places throughout [your] story to make them pop for the reader” (Bend III).



# Analyzing an Author's Style: Macaulay's Unique Way of Explaining a Complex Process

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## English Language Arts, Grade 7

In this unit, students read David Macaulay's *Cathedral: The Story of Its Construction* and analyze how he uses words and images to depict the complex process of architectural design and construction. After a close reading in which students analyze how Macaulay has organized his text, they compare his book to works on cathedral building by other authors to determine how Macaulay's approach differs from the others. In order to develop a thesis about his style as an author, they scan a collection books he has written and illustrated to find commonalities among them. They apply their learning by planning, drafting, writing, and revising an essay on Macaulay's style as an author of literary nonfiction.

*This unit includes lesson plans, Performance Assessments, and resources. In using this unit, it is important to consider the variability of learners in your class and make adaptations as necessary.*

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| ESTABLISHED GOALS                                                                                                 | G | Transfer                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLS.ELA-Literacy.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based |   | <b>Students will be able to independently use their learning to...</b> <ul style="list-style-type: none"> <li>To understand the power of words and images to transform lives and provide insight into the experiences of others and an understanding of cultures and historical periods.</li> <li>Communicate ideas effectively in writing to suit a particular audience and purpose.</li> </ul> |

| Meaning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                            |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| UNDERSTANDINGS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | U                                                                                                                                                                                                                                                                                                                          | Q |
| <p><i>Students will understand that...</i></p> <p><b>U1</b> Good readers recognize when they do not understand words and choose the best strategy to help them define the words.</p> <p><b>U2</b> Convincing arguments and explanations have strong claims that are supported by relevant and specific evidence and logical reasoning.</p> <p><b>U3</b> Authors develop a distinctive style over time by making conscious choices about subject matter, point of view, organization, and language.</p> <p><b>U4</b> Writing a blog is a way to publish ideas so that others can read them, add comments, and sometimes provoke new ideas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>EQ1</b> What can I do if I don't understand a word or phrase while reading?</p> <p><b>EQ2</b> What makes an argument or explanation convincing?</p> <p><b>EQ3</b> How do authors develop a distinctive style of writing and illustration?</p> <p><b>EQ4</b> How can I use various media to help me academically?</p> |   |
| <p>on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p> <p><b>NJSLS.ELA-Literacy.RI.7.1</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>NJSLS.ELA-Literacy.RI.7.3</b> Analyze the interactions of individuals, events, and ideas in a text (e.g., how ideas influence individuals or</p> |                                                                                                                                                                                                                                                                                                                            |   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>events or how individuals influence ideas or events).</p> <p><b>NJSLS.ELA-Literacy.RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.</p> <p><b>NJSLS.ELA-Literacy.W.7.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>NJSLS.ELA-Literacy.W.7.6</b> 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Students will know...</b></p> <p><b>K</b></p> <p><b>K.1</b> Strategies for determining the meaning of words, including different types of context clues, common prefixes, suffixes, and roots, and the use of reference materials</p> <p><b>K.2</b> Strategies for developing a convincing argument or explanation, such as a Claims-Evidence-Reasoning (C-E-R) procedure or chart.</p> <p><b>K.3</b> The definition of <i>style</i>: a writer's unique way of communicating ideas; the way a</p> | <p><b>Students will be skilled at...</b></p> <p><b>S</b></p> <p><b>S.1</b> Choosing from among a variety of strategies to help them determine the meaning of unfamiliar vocabulary while reading.</p> <p><b>S.2</b> Supporting claims (literal and inferential) with textual evidence and logical reasoning.</p> <p><b>S.3</b> Determining an author's style by analyzing several of his or her works and coming to a conclusion about how the author chooses and organizes subject matter; and uses literary elements and language.</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>particular piece is written, which includes not only <i>what</i> is said, but <i>how</i> it is said.</p> <p><b>K.4</b> The parts of a literary analysis essay – introduction(hook, thesis), body paragraphs with topic sentences, supporting textual evidence and explanations of the supporting evidence, and conclusion</p> <p><b>K.5</b> What a blog is and how it can help a writer.</p> | <p><b>S.4</b> Clearly explaining an analysis of a text using supporting textual evidence.</p> <p><b>S.5</b> Posting an entry to a blog and learning from others by reading their comments.</p> |
| <b>Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                |
| <b>PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                |
| <p><b>Standards this Performance Assessment assesses:</b></p> <p><b>NJSLS.ELA-Literacy.RI.7.1</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>NJSLS.ELA-Literacy.RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.</p> <p><b>NJSLS.ELA-Literacy.W.7.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Students will write a literary analysis essay explaining the elements of Macaulay's unique writing style as evident in his book, <i>Cathedral</i>.</p> |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                |
| <b>Evaluative Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Ideas are original and focused, and demonstrate insightful analysis of the text.</li> <li>• Organization is apparent – <ul style="list-style-type: none"> <li>o There is an engaging introduction with a hook, bridge and thesis.</li> <li>o Clear topic sentences with key words from the thesis</li> <li>o Sufficient background information to introduce quotations</li> <li>o Specific and relevant supporting quotations</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>o In-text citations using MLA formatting</li> <li>o Explanations of how evidence supports the thesis using key words from the quotation and the thesis</li> <li>o There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation. <ul style="list-style-type: none"> <li>o Accurate use of transitions</li> </ul> </li> <li>• Writing demonstrates audience awareness.</li> <li>• The tone of the writing is authoritative, knowledgeable, credible or formal.</li> <li>• The writer chooses words that are precise and create clarity for the reader.</li> <li>• The writing has sentence variety with a combination of simple, compound and complex sentences and uses active voice.</li> <li>• Length and complexity of essay provide opportunity for student to show control of Standard English conventions such as spelling, punctuation, capitalization, grammar and usage.</li> <li>• The essay is easy to read and there is a proper heading.</li> </ul> | <p style="text-align: center;">OE</p> <p><b>OTHER EVIDENCE:</b></p> <p><b>NJSLS.ELA-Literacy.RI.7.3</b> Students complete an analysis of their own fashion style as choices they make about clothes and an emerging understanding that an author's style reflects deliberate choices he or she makes in the course of writing.</p> <p><b>NJSLS.ELA-Literacy.W.7.6</b> Students will write a blog on how the medieval people were able to create a cathedral without modern technology.</p> <p><b>NJSLS.ELA-Literacy.RI.7.1 and NJSLS.ELA-Literacy.RI.7.3</b> Students will complete 31 close reading questions on <i>The Cathedral</i>.</p> <p><b>NJSLS.ELA-Literacy.RI.7.5</b> Students will compare the stylistic elements of two informational texts on how to build a Gothic cathedral to the elements found in <i>Cathedral</i> in order to make a judgment about Macaulay's style.</p> <p><b>NJSLS.ELA-Literacy.RI.7.5</b> Students will analyze two other Macaulay's texts for the stylistic elements found in <i>Cathedral</i> in order to confirm assumptions made about Macaulay's style after reading <i>Cathedral</i>.</p> <p><b>NJSLS.ELA-Literacy.W.7.2</b> Students will complete a graphic organizer and draft of their literary analysis essay that will get feedback from a peer.</p> |
| <p style="text-align: center;"><b>Learning Plan</b></p> <p style="text-align: center;"><b>Summary of Key Learning Events and Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>What is style?</b> How does an understanding of style in fashion transfer to an understanding of what makes up an author's style?</li> <li>2. <b>Viewing How Cathedrals Were Built</b> An introduction to cathedral construction through viewing a video.</li> <li>3. <b>Reading How a Cathedral Was Built</b> Students do a close reading of David Macaulay's <i>Cathedral</i>, with questions on the whole text.</li> <li>4. <b>How is Macaulay's Style Unique?</b> Compare and contrast three texts on how cathedrals were built: <i>Cathedral</i>, "Middle Ages Technologies" and "Building a Cathedral"</li> <li>5. <b>Verifying Conclusions about Macaulay's Style</b> Students analyze two other Macaulay texts in order to confirm conclusions they made about Macaulay's style after reading <i>Cathedral</i>.</li> </ol>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Curriculum Embedded Performance Assessment: Analyzing Macaulay's Style Students will write an essay analyzing Macaulay's style using evidence from <i>Cathedral</i> and other books. |
| Adapted from Understanding by Design 2.0 © 2011 Grant Wiggins and Jay McTighe Used with Permission July 2012                                                                            |

## ***General Notes and Resources***

This unit focuses on the concept of author's style, using as its case study David Macaulay's *Cathedral*, a book that is at once complex and simple. His narrative explanation of the building of a cathedral in a medieval fictional French village is straightforward and elegant. As the work unfolds, the reader finds a complex interplay of text and architectural illustration that presents the story of how hundreds of craftsmen, motivated by the common goal of building "the longest, widest, highest, and most beautiful cathedral in all of France," transformed the landscape of their village.

In this unit teachers engage students in reading and understanding the book by showing images of cathedrals and a video on cathedral construction, and by encouraging students to find local examples of Gothic architecture – buildings of stone with high, pointed arches, towers, and stained glass windows – in their community. Answering text-dependent questions helps students pay attention to details in the text and in the illustrations. The practice of close reading, in turn, helps students develop an emerging concept of Macaulay's style. Thus, while students build background knowledge about medieval architectural technology, their primary task is to articulate the author's purpose and explain how he accomplishes it.

Macaulay's book, *Cathedral*, may not be one every student picks up automatically to read, but it is a masterpiece of research, of writing, and of illustrating. With successful completion of the unit, students will have analyzed Macaulay's choices and his writing style. They will be better equipped to understand other author's choices and styles in the future.

## **Differentiation Options to Support Reading**

- Teachers need to support a wide variation in reading comprehension of complex text and teach comprehension strategies. To address the variability of learners in the classroom while meeting the Common Core State Standards for English Language Arts expectation of all students reading complex and challenging text, some supports need to be provided to students for whom the text is significantly beyond their independent reading level. All students need to learn how to take reading notes, react to the text as they read it, and base discussions upon evidence from the text. Each student needs to spend part of every lesson reading and decoding independently. However there will need to be differentiation in the amount of text students need to read. After processing an appropriate amount of the text independently, students needing support can continue to read through one of several scaffolding options for reading. The goal is that the reading options enable the students to make progress through the text so they can be held accountable for comprehension of the material. Teachers will have to use their expertise to select the right level of support as well as the amount of text that the student can read without assistance. Some suggested differentiation options:
  - Reading independently: students who can read the text at an independent reading level.
  - Reading in pairs: "Buddy reading" is best done in heterogeneous pairs. Studies have shown that heterogeneous pairing is beneficial for both the struggling reader and the "at level" reader. In this pairing the struggling reader has a fluency model in the at-level reader, and the at-level reader can help the struggling reader with word identification and decoding. The at-level reader in turn practices their own fluency. Carefully match the pair with the text level. Do not pair two struggling readers with a book that neither can decode nor read with accuracy. Inform students of the behavior expected of a reading partner, such as reading a page and asking each other questions, taking turns reading aloud a segment of text, or reading independently and asking each other questions as needed.
  - Small groups for differentiated instruction: Compose these groups carefully and change them frequently. In at least some instances, students should choose their own groups. Some groups can read independently. For students who are reading at a level below the text: In addition to small group work, add a teacher read aloud or an audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is considerably above their current reading level, it could be better for them to just listen and focus on the sequence of events and comprehension.
  - Listening to the audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is above their current reading level, they could follow along while listening in some parts of the story and focus on the sequence of events and comprehension.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

| <u>Time/General</u>                                                                                                                                                                                                                                                                    | <u>Processing</u>                                                                                                                                                                                                                                                              | <u>Comprehension</u>                                                                                                                                                                                                                                                                | <u>Recall</u>                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communications system between home and school</li> <li>• Provide lecture notes/outline</li> </ul> | <ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul> | <ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul> |

| <u>Assistive Technology</u>                                                                                                                                      | <u>Tests/Quizzes/Grading</u>                                                                                                                          | <u>Behavior/Attention</u>                                                                                                                                        | <u>Organization</u>                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder/CD player</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul> | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul> |



# Analyzing an Author's Style:

## Macaulay's Unique Way of Explaining a Complex Process

### Lesson 1: What is Style?

**Brief Overview of Lesson:** Students read a text about style in fashion and then have a discussion about the meaning of style in teen fashion – the choices a person makes about how to dress to express themselves. A style in clothes is similar to a style in writing: the sum of the choices an author makes about how to write in order to convey his or her message. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** none

**Estimated Time:** 50 minutes

**Resources for Lesson:**

Three suggested articles on teen fashion and school uniforms (or substitute your own on teen fashion):



- o Approximately on-grade level article: *School Uniforms: Awful or Awesome?* (Scholastic Scope: November 11, 2011)  
<http://www.meridianschools.org/EMS/Staff/LP/Lewis/AssignmentsInformation/School%20Uniforms%20Awesome%20or%20Awful.pdf>
  - o Approximately above-grade level article: *Fashion Police?*  
<http://upfront.scholastic.com/news/2011/12/fashion-police>
  - o Approximately below-grade level article: *Fashion Police: Should students have the right to wear what they want to school?* (*Scholastic News: May 6, and May 13 issue, 2013*) [http://sni.scholastic.com/SN5/05\\_06\\_13\\_SN5/book#/4](http://sni.scholastic.com/SN5/05_06_13_SN5/book#/4)
- 4) Student Worksheet Lesson # (optional) 1: *What's your style?* (See resources at end of lesson.)

**Unit:** Analyzing an Author's Style: Macaulay's Unique Way of Explaining a Complex Process

**Content Area:** English Language Arts Grade 7

**Lesson # and title:** Lesson 1: What Is Style?

**Time (minutes):** 50 minutes

**By the end of this lesson students will know and be able to:**

Observe, analyze, and define what 'style' is and how it involves 'conscious choices' and apply this knowledge as a 'transfer skill' to writing.

**Essential Question(s) addressed in this lesson:**

**EQ3** How do authors develop a distinctive style of writing and illustration?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**NJSLS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Instructional Tips/ Strategies/Notes for Teacher**

- Introduce the lesson and reading with an open-ended question: "What is style?" and segue into "What can have style?" The teacher can ask students, "What is my style? Or "What is my clothing style?" Keep in the forefront that style involves 'choices'.
- The article can be an in-class 'read aloud', independent in-class silent read, or a homework assignment as prep for next-day class discussion/lesson.
  - o Purpose for reading – Students will annotate the article while they read in preparation to discuss the following questions: *What can someone's choice of clothing 'style' reveal about a person, if anything? Can 'style' be risky?*

*Who decides on style? How do students and school authorities in the articles view appropriateness of 'style' differently?*

- It is key to have students, when reading an article, interact with the text by using a familiar form of note-taking or annotating.
- "Think, Pair, Share" is a strategy in which students think individually about a question, share their ideas with a partner or small group, and share their idea with the class if called upon.
- The point of the conversations is for students to understand that style has to do with their choices – choosing one color or kind of clothing over another. Facilitate this concept in the discussions.
- Note that the Student Worksheet, *What is Style?* is optional. It is a survey that can help the class members tally their ideas.
- Be sure to connect 'style' choices people make in fashion to 'style' choices authors make in writing. Tell students that in this unit they are going to analyze the choices the author David Macaulay makes in his book *Cathedral* and try to explain his style.

**Anticipated Student Preconceptions/Misconceptions**

- That 'style' is mainly applied only to fashion/clothing, hair, or music.
- That there is one best style to be emulated.

**Lesson Sequence:**

**Lesson Opening:**

- Write 'Style' on the board or white board in large letters.
- Ask students, "What is it?"
- Have students use the Think, Pair, Share strategy (see Tips) and come up with brief definitions to share with the class.

- Hand out the optional Student Worksheet Lesson, “What is Style?” and have students fill it out in class.
- Optional: post tally of results. Discuss/note trends.

#### **During the Lesson:**

Class reads the article assigned. The teacher can organize this portion of the lesson in different ways.

- o Everyone reads the article on grade level (see Resources, above) and students meet in small groups to answer the questions.
- o The teacher reads with one small group, while other students read one or two other articles and answer the questions.
- o The teacher divides the class into three groups to read the three different articles and answer the questions.

#### **Lesson Closing:**

Discussion questions:

- o What can someone’s choice of clothing ‘style’ reveal about a person, if anything?

- o Can ‘style’ be risky? Who decides on style?
- o How do students and school authorities in the articles view appropriateness of ‘style’ differently?
- Have groups report their answers and give textual evidence from the articles.
- Revisit the class’ definition of style and see if they want to revise the definition. Be sure to connect ‘style’ choices in fashion to ‘style’ choices in writing and come up with an agreed upon definition of style that includes the concept of choice.
- Tell students that in this unit they are going to analyze the choices the author David Macaulay makes in his book *Cathedral* and try to explain his style.

#### **Preview outcomes for the next lesson:**

Students will view a video and learn facts about how cathedrals were built in medieval times in preparation for reading the book, *Cathedral*.

#### **Formative assessment:**

- Check for understanding on what ‘style’ is after the reading.
- Produce class definition on what style is and how it could apply to writing.

## What's Your Style? - A Survey

Circle your answer and/or write short answer.

1. What are your two favorite color(s) in clothes and fashion?

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2. What kind of shoes do you usually wear to school? (Examples: sneakers, sandals, boots ...)

---

3. What is your style? (It's possible your style is completely 'you' or 'individual'. There's no need to put a label on yourself and you may also be a combination of styles.): Examples: *athletic, casual, classic, emo, goth, grunge, hip hop, hippie, individual/just me, preppy, punk, rock star, skater, trendy, vintage, or 'a choice not listed'*:

---

4. Are you influenced by fashion trends? a) Absolutely; b) Sometimes; c) Hardly ever/not really; d) Never; e) I don't pay attention to trends. Briefly explain, if needed:

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5. Circle one: Is it easy, challenging, frustrating or difficult for you to choose what to wear each day? Why or why not (Briefly explain)
- 

## Analyzing an Author's Style: Macaulay's Unique Way of Explaining a Complex Process Lessons 2 and 3: Viewing How Cathedrals Were Built

**Brief Overview of Lesson:** This lesson builds background knowledge for students before they closely read Macaulay's *Cathedral*. It is meant to help motivate students and provide them with information that will make their reading more familiar and understandable. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** None

**Estimated Time:** 100 minutes – two 50 minute periods

**Resources for Lessons:**

- Access to show NOVA's "Building the Great Cathedrals": <http://video.pbs.org/video/1619317222>
- Classroom blog, set up previous to lesson, on a free, safe web site (such as <http://kidblog.org/home/> or the school intranet)
- Teacher Resource Sheet in Lesson Resources
- Student Worksheet in Lesson Resources

**Unit:** Analyzing an Author's Style: Macaulay's Unique Way of Explaining a Complex Process

**Content Area:** English Language Arts, Grade 7  
**Lessons 2 and 3:** Viewing How Cathedrals Were Built

**Time:** 100 minutes, two 50 minute periods

**By the end of this lesson students will know and be able to**

Identify and explain in a blog, or on paper, at least four techniques people used in medieval times to build cathedrals. Students will use evidence from the video to support their answers.

**Essential Question(s) addressed in this lesson:**

**EQ4** How can I use various media help me academically?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**NJSLS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-Literacy.RI.7.3** Analyze the interactions of individuals, events, and ideas in a text (e.g., how ideas influence individuals or events of how individuals influence ideas or events).

**NJSLS.ELA-Literacy.W.7.6** 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.

**Instructional Tips/ Strategies/Notes for Teacher**

- View at least the first 36 minutes of the video several times before presenting it to the class. Be ready to stop the video at the specified points, as the video moves fairly quickly, and then restarting it after students have had a minute to respond.
- Look for varied student reactions/evidence as they fill in the handout.

- Plan a way for students to finish the worksheet outside of class if necessary:

- Post it on a school website or an online homework site, or
- Set it up for viewing during a study hall in the library or other appropriate room.
- Collect the papers/journals and read them.
- As an enrichment activity, students can watch the rest of the video to answer the question, "How did numbers and the Bible influence the height of the Gothic cathedral?"
- This unit can be completed without a blog but create one if possible. Consider the increased engagement for students if they can post their ideas online.
- Set up a way for each student to write on a computer or other digital device, if appropriate.
- "Blog" is a portmanteau of "web" and "log." It includes writing using a computer or other internet-ready device and posting one's ideas on the web.
  - People write blog entries as a means of expressing themselves. In school, a blog expands a student's (or teacher's) audience and sets up a way to get responses from others beyond the classroom. Here, students will use the blog (or journal) to reflect on their own learning.
  - Anything that can be written with pen and ink or typed on a computer or tablet can be posted in a blog: summaries, comments, reflections, memoirs, diary entries, and so forth.
  - Graphics and illustrations can be posted as well, as long as students comply with copyright regulations. Go to the original page for an image and read permission needed for an image.
  - For a further explanation of blogging in education, search online or go to:

<http://support.scoilnet.ie/w/images/0/Of/BloggingIntroduction.pdf> (Note: you may have to copy and paste this url into a search engine if the link does not respond.)

### **Anticipated Student Preconceptions/Misconceptions**

- Students may not know that Gothic architecture exists near them in this country. Search online – or have students search on their own time – for examples of buildings that are Gothic in design.
- Some students may come to this unit with the notion that blogging is solely for social reasons, that is, that content is not the important element. Blogging here is for academic purposes, to reflect on one's learning, support those reflections with detail and insight, and respond thoughtfully to others' ideas.

### **Lesson Sequence**

#### **Lesson Opening:**

- Distribute student worksheet to individuals and seat them so they can easily see the screen.
- Prepare the NOVA video for viewing, including moving the cursor through the brief advertisement at the beginning, if desired.
- Give students the purpose for viewing, which is to answer the question: **How did people build Gothic cathedrals without modern technology?**

#### **During the Lesson:**

- Start the video and be ready to stop it at the specified points listed on the worksheet. Give students a moment to answer the questions briefly in note or other form familiar to them.
- Discuss whether it was difficult for students to access the information with one viewing. Ask what skills they might use to help themselves in a similar exercise in the future.

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Analyzing an Author's Style – Grade 7

- Continue showing the video, stopping at the specified points, and having students fill in worksheet until they are done. Discuss skills students used to help them understand information in one viewing.

#### **Lesson Closing:**

- Introduce blogs to students, and ask for their experience with blogs they have read or responded to or written themselves.
- Set up students at computers or other devices and have them open their blog site.
- Students consolidate their notes from viewing the video into a blog that answers the question and includes any commentary about the achievement of cathedral builders.
- Students post their blogs so that the teacher can read these entries. Use your discretion about opening up the blogs to other students' responses.

#### **Preview outcomes for the next lesson:**

Students will use the introductory lesson to assist them as they closely read Macaulay's *Cathedral*.

#### **Formative assessment:**

Read student answers to the question in order to see if students understand the important characteristics of Gothic architecture. Post a comment to each blog on the writer's use of detail. Students will be scored using the following criteria:

- The blog entry demonstrates an understanding of the video because it clearly answers the question and it contains many if not all of the main innovations that medieval people used to build the cathedrals.
- The blog is written clearly using Standard written English.



# Lessons 2 and 3: Viewing How Cathedrals Were Built

## Teacher Resource Guide for Video Viewing

Access the video at: <http://video.pbs.org/video/1619317222>.

Stop the video at the following points to allow students to record their thoughts. Students will then post their ideas in a blog (or on paper, as appropriate) and they will comment on each other's blogs, if desired.

Before viewing the video all students are shown the guiding question –

**How were the people able to build the great Gothic cathedrals without modern technology?**

1. Begin the video at 1:41 and stop it at 9:17. Give students a chance to record their thoughts.
  - a. At this point possible answers will be they used **manual labor** to quarry and cut stones, lift stones using the squirrel cage and create mortar to cement stones together. They also used the weight of the stones themselves to keep the stones in place.
2. Restart the video and **stop it at 9:17**. Stops it again at 16:11.
  - a. At this point possible answers would be that medieval people used wooden frames to build pointed arches in cathedrals with tall ceilings and many windows.
3. Restart the video at 16:11 and **stop it at 26:36**.
  - a. At this point students will possibly answer that the medieval people invented the **flying buttress** to support the weight of the stress line of the pointed arch.
4. Restart the video at 26:36 and **stop it at 34:18**.
  - a. Possible answers now are that the medieval people invented the **ribbed vaulted ceiling** to allow for the many stained glass windows of the Gothic cathedral.

\* Before students read pages 60 and 61 of *Cathedral*, teachers may also decide to have students view the video from 34:18 to 37:50. This part of the video shows how they made the stained glass windows.

# Analyzing an Author's Style

## Viewing How Cathedrals Were Built

### Student Worksheet – Lessons 2 and 3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Carefully view the Nova video "Building the Great Cathedrals" in order to answer the following question:

Notes with possible answers from 1:41 – 9:17 of the video.

Notes with possible answers from 9:17 – 16:11 of the video.

Notes with possible answers from 16:11 – 26:36 of the video.

Notes with possible answers from 26:36 – 34:18 of the video.

# Analyzing an Author's Style

## Lessons 4-8: Reading about How Cathedrals Were Built

### **Brief Overview of Lesson:**

Students read David Macaulay's *Cathedral* and answer questions requiring them to cite evidence from the text for support for their answers. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Knowledge of building a cathedral from viewing a video in Lessons 2 and 3

**Estimated Time:** 5, 50-minute periods

**Resources for Lesson, all at the end of the Lessons, except for the Macaulay book:**

- Student set of individual copies:
  - *Cathedral* by David Macaulay

- o David Macaulay's *Cathedral*: Close Reading Student Worksheet (without answers)
- o *OPTIC: Analyzing Illustrations*, at the end of the lesson
- o Optional Oral Discussion protocol for assessing class participation

- **For the Teacher**

- o Teacher's copy of the book and copy of David Macaulay's *Cathedral*: Close Reading Guide for Teachers (with answers)

- o For Lesson 6, find online an image of a Romanesque cathedral

- o For Lesson 7, prepare the video at <http://video.pbs.org/video/1619317222> again and start it at 16:11

- o For Lesson 8, those students writing blogs will post another blog

- o For Lesson 8, with time, show the video at <http://video.pbs.org/video/1619317222> again starting at 34:18 and show it through 37:50 where it shows how stained glass windows are made.

**Unit:** Analyzing an Author's Style: Macaulay's Unique Way of Explaining a Complex Process

**Content Area:** English Language Arts, Grade 7

**Lessons 4-8:** Reading about How Cathedrals Were Built

**Time (minutes):** approximately one week of five 50-minute periods

**By the end of this lesson students will know and be able to:**

Answer content-specific questions and cite evidence from *Cathedral* to support their answers after reading the text closely.

**Essential Question(s) addressed in this lesson:**

**EQ1** What can I do if I don't understand a word or phrase while reading?

**EQ2** What makes an argument or explanation convincing?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

**NJSLS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *bellicose*, *rebel*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

**NJSLS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-Literacy.RI.7.3** Analyze the interactions of individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

**NJSLS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.

#### **Instructional Tips/ Strategies/Notes for Teacher**

- Before the lesson begins, search the web for a colorful image of a Gothic cathedral and prepare to show it to the class.
- Close reading of a text suggests students are reading, rereading, answering questions, and citing evidence from the text for their answers. The point of this kind of exercise is for students to practice wrestling with difficult text and to develop skills for understanding it.
- The teacher may want to copy the one-page glossary of technical terms from the final page of *Cathedral* for students to reference as they read the text. Having the copy of the words will help the students refer to them without constantly turning back to the end of the book while reading. Also, the struggling readers can highlight words as they come across them while reading and this may also aid in comprehension.
- Perhaps all students should be paired at the beginning of the week, then answer questions individually later in the week.

- If using the Oral Discussion Guide for students, the teacher may want to model it before the students actually do it themselves. The teacher can model each of the sentence stems and how to participate in the group discussion using evidence to support their claims.
  - o The teacher may also want to use some device to identify the speaker, such as a talking stick, to make sure only one student speaks at a time.
  - o Students should also be correcting any misconceptions that come to light because of the Oral Discussion Guide.
- The teacher may also decide to do the graded oral discussion as a “Fishbowl” activity in which a smaller group of students discusses their answers about the text, while the larger group observes and takes notes.
  - o Students participating in the “Fishbowl” should be adding any interesting insights about the text to their original answers from the Oral Discussion Guide.
- If the table arrangement for student responses to Cathedral looks difficult to use, transfer the questions to another document. Be sure to have students cite the evidence that supports their answers through the exercises in Lessons 3-8.

### **Anticipated Student Preconceptions/Misconceptions**

Students may think that *Cathedral* will be easy to read because it has so many illustrations, or they might decide that the text is too difficult to understand by themselves. Encourage them to use the reading and monitoring skills familiar to them (chunk the text and summarize frequently, sketch, ask/answer questions of self, reread, use illustrations...) and evaluate which strategies help them the most. Perhaps review the skills you have modeled and they have used in the past.

### **Lesson Sequence**

#### **Lesson 4**

#### **Lesson Opening:**

- Display the online image of a cathedral you selected (see Instructional Tips in Lesson Overview) and ask students what parts or processes they remember from the video they watched.
- Distribute copies of the book to individuals and explain that students will take a closer look at how Gothic cathedrals were built in medieval times.
- Have students preview the book, including the glossary, and give general impressions (lots of illustrations, not a lot of words...).
- It will be useful to have students number the pages of the books by hand, since many of the printed pages are not numbered.

#### **During the Lesson:**

- Student pairs read (and reread as needed) pages 5 and 6 together, then answer questions 1-3 in their own words on the Student Worksheet.
- Students cite specific evidence and page numbers from the text to support their answers.
- If using the Oral Discussion Guide, following this lesson, call on students to orally answer questions 1-3 and support their answers with evidence from the text.
  - o Encourage other students to add their ideas and evidence.
- For Question 4, hand out the “OPTIC” Analyzing Illustrations” sheet found after the Close Reading Teacher Guide at the end of the Lesson.
  - o Introduce the acronym for analyzing illustrations and diagrams.

- o Guide students through answering Question 4 on the Close Reading Student Worksheet (See Close Reading Teacher Guide for possible responses.)

#### **Closing the Lesson**

- Students fill in the answer to Question 4 on the Close Reading Worksheet and discuss what they have found as a class.

#### **Lesson 5**

##### **Opening the Lesson:**

- Ask students to explain the OPTIC acronym and alert them to the fact that they will be using it again several times as they are reading the book.
- Review pages 8 and 10-11 with students and ask them to explain what they see the craftsmen doing and the tools that they are using.

##### **During the Lesson:**

- Student pairs read pages 7-17 individually or in pairs as needed, and answer questions 5-10, also in pairs as needed, on the Close Reading Student Worksheet.
  - o Encourage students to reread sentences and phrases to understand them.
  - o Remind students to use the glossary.
  - o Encourage students to create questions of their own to ask the class.
- Students stop at page 17 and prepare to ask and answer questions orally for the class, checking page citations and information if they finish early.
- Ask volunteers to explain their answers and reasons for them as the class reviews the pages cited.
- If convenient, students finishing before others might watch the video again or watch the end of the video.

#### **Closing the Lesson**

- Ask students about the strategies they used to understand the information in the pages they read. Tally the results on a chart as a reminder through the close reading lessons.
- Ask students to compare information presented in the book and that presented in the video.

#### **Lesson 6**

##### **Opening the Lesson:**

- Review with students the floor plan of the cathedral on page 12.
  - o The Romanesque crypt (burial) in the center is the older construction and kept beneath the new construction.
  - o Show an image online, if possible of Romanesque architecture (small windows, round “arches,” no stained glass.
  - o Note that the back cover of the paperback edition of *Cathedral* shows the Romanesque cathedral that the newer architecture replaced.
- Ask students for questions they have about reading from Lesson 5 and discuss.
- Students will need their OPTIC Analysis sheet for this lesson.
- Alert students that anyone may be called on to answer the questions today if appropriate. .

##### **During the Lesson:**

- Student pairs read pages 8-38 individually or in pairs as needed, and monitor their comprehension using familiar strategies.
- Students answer questions 11-19 on the Close Reading Student Worksheet.
- Students fill in an OPTIC Analysis chart for question 19.

#### **Closing the Lesson**



- Ask students who have not already spoken much to orally answer the questions and give citations, if appropriate.
- Students who have developed their own questions should ask them. This is one way for all students to enter the conversation.

## Lesson 7

### Opening the Lesson:

- Much of the building went up in the pages read in the last class.
- Ask students what is the hardest to understand and what their question is that might help to answer it.
- Go back to the pages that are difficult and work together to understand the process. (Do not persevere about each step; some of the process is very hard to capture.)
- How much do the illustrations help readers understand the text? Does looking at the double-page spreads on pages 18-19, 24-25, 34-35, and 46-47 give a clue to Macaulay's style of letting the reader see how the building grew?
- Review pages 8 and 10-11 with students and ask them to explain what they see the craftsmen doing and the tools that they are using.

### During the Lesson:

- Students read pages 39-56 and witness the building of the top of the cathedral.
- Students answer questions 20-22 on the Close Reading Student Worksheet and prepare to discuss their answers orally with the class.
- Students who have not participated in the oral discussion should try to ask or answer a question in this section.

### Closing the Lesson

- Return to the video and show it from 16:11 to 34:16 and compare the information in the video with that in the book.

## Lesson 8

### Opening the Lesson:

- Ask students what the most complex piece of the cathedral building process is so far.
- Ask them to find the page or pages with the most useful illustration. Discuss how the illustration helps the reader understand the process depicted.

### During the Lesson:

- Students complete the book and the Close Reading Student Worksheet, rereading pages 57-78 and answering questions 23-31.
- Students ask and answer question on this section of the book for the class.

### Closing the Lesson

- Students write another blog or journal entry on
    - o the reading strategies that helped them the most
    - o impressions they have of Macaulay's writing and drawing style.
- With time, access the video at 34:18 and stop it at 37:50. This section is about how medieval craftsmen made stained glass windows. Students compare information and answer the questions.

### Preview outcomes for the next lesson:

Students compare Macaulay's writing style to that of other authors explaining how a cathedral was built.

### Formative assessment:

The teacher assesses students' close reading answers and participation in the graded oral discussion.

Reading *Cathedral* will help students make preliminary determinations about Macaulay's style which will help to complete the literary analysis

essay of Macaulay's style as evident in *Cathedral* in the Curriculum Embedded Performance Assessment.

# Analyzing an Author's Style

## David Macaulay's *Cathedral*: Close Reading Guide for Teachers

**Directions:** For each of the following questions, answer in your own words and then find textual evidence to support your answer. Be sure to include the page number. Be prepared to share your answers in class.

| Lesson 4, Questions 1-4                                                |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards                                                              | Questions                                                                                                             | Example of an Answer                                                                                                                                                                                                                                                                                                                                                                                     | Textual Evidence                                                                                                                                                                                                                             |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3 | 1. What is the setting of the story? Why is this setting important? What ideas were important to the people?          | The story is set in France during the 1200s-1300s in a fictional town called Chutreaux. The setting is important because it was a peaceful and prosperous period, after a time of war (the Crusades). Virtually everyone in France and the rest of Europe believed in Christianity. Because the people had a common religion, they also had a common purpose to build a church to thank and glorify God. | "In the thirteenth century God was good to the people of France and especially to the people of Chutreaux.... For these blessings and to help insure that he would continue to favor them, the city of Chutreaux wished to thank God." (p.5) |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3 | 2. Provide at least two reasons – ideas or events – that influenced the people of Chutreaux to build a new Cathedral. | One reason was to thank God for their good fortune.<br><br>Another was to have a place to keep the remains of Saint Germain.                                                                                                                                                                                                                                                                             | "They had no wars to fight and the plague was gone. The weather was good ...there was plenty of food to eat and business was good..." ( 5)<br><br>"A new cathedral would offer a worthy place for the sacred remains of Saint Germain." (5)  |
|                                                                        |                                                                                                                       | The third reason was they wanted to have a better cathedral than surrounding towns (to keep up with the Joneses, so to speak).                                                                                                                                                                                                                                                                           | "The people of Chutreaux did not wish to be outdone, on earth or especially in heaven." (5)                                                                                                                                                  |
|                                                                        |                                                                                                                       | Lightning damaged the old Cathedral, so they had to build a new one.                                                                                                                                                                                                                                                                                                                                     | "The final decision to build a new cathedral was made... after lightning struck and damaged the old cathedral." ( 5)                                                                                                                         |
| NJSLS.<br>ELA-Literacy.                                                | 3. Using your knowledge of context clues, what does                                                                   | The word "relic" means something valuable from the past, that is, an historical object. The                                                                                                                                                                                                                                                                                                              | "...whose skull and forefinger had later been sent back... Such relics as these were                                                                                                                                                         |

|                                                                        |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| RI.7.1<br>NJSL.ELA-Lit<br>eracy.L.7.4                                  | the word "relic" mean as<br>it is used in paragraph 3<br>on page 5?                                                                                                       | context clue is "Such relics as these..." The<br>pronoun "these" refers to the skull and<br>forefinger of a knight from the First Crusades.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | worshipped by people throughout Europe."<br>(5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 4. How does the picture on<br>page 6 help the reader<br>better understand the<br>text on page 7?<br><br>Use OPTIC analysis to read<br>and understand the<br>illustration. | <p><b>O Overview</b></p> <ul style="list-style-type: none"> <li>Conduct a brief tour of the image</li> </ul> <p><b>P Parts</b></p> <ul style="list-style-type: none"> <li>Focus on the parts</li> <li>Read all the labels</li> <li>Notice important details</li> </ul> <p><b>T Title</b></p> <ul style="list-style-type: none"> <li>Read/Create the title for a clear<br/>understanding of the image</li> </ul> <p><b>I Internal Relationships</b></p> <ul style="list-style-type: none"> <li>Does title help identify the main<br/>subject?</li> </ul> <p><b>C Conclusion</b></p> <ul style="list-style-type: none"> <li>Draw a conclusion about the image:<br/>Summarize the image</li> </ul> | <p><b>O=</b> Eight men, seen from above crowded in a<br/>corner of an elaborate building looking up</p> <p><b>P=</b> Men sitting on chairs, pointed hats. Two<br/>men hold a chest; four hold money bags. The<br/>man in front holds a measuring tool.</p> <p><b>T=</b> Money Men Make a Decision</p> <p><b>I=</b> Men in tiers, man at top in highest hat, man<br/>in front different clothes, church windows</p> <p><b>C=</b> A group of men in a church get money to<br/>build something. It shows who was in charge<br/>of whom and their occupations. The Bishop is<br/>at the top of the page, which helps to<br/>emphasize that he is the leader of the church.<br/>His hat helps to show he is a bishop. The men<br/>sitting in the semi-circle are the chapter. They<br/>are holding money because the text says they<br/>control the money and they are sitting below<br/>the bishop because they have less power than<br/>the bishop does. The architect William of<br/>Planz is beneath the chapter because they are<br/>in charge of him. The picture shows that<br/>William of Planz is the architect because he is<br/>holding a set of dividers, a measuring tool.</p> |

| Lesson 5, Questions 5-10                                                                                    |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                      |
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| Standards                                                                                                   | Questions                                                                                                                                                                                                                        | Example of an Answer                                                                                                                                                                                                                                                                                                                                                    | Textual Evidence                                                                                                                                                                                                                                                                                                                                                     |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.ELA-Lit<br>eracy.L.7.4                                           | 5. Where can you find Macaulay's humor in the name he gives a main character? Explain.                                                                                                                                           | The name William of Planz is a pun or a play on words because he is the architect who writes the <i>plans</i> for the cathedral.                                                                                                                                                                                                                                        | "It was the chapter that hired Flemish architect William of Planz." (7)                                                                                                                                                                                                                                                                                              |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.ELA-Lit<br>eracy.L.7.4                                           | 6. What is the difference between a craftsman, an apprentice, and a laborer? Why was it important to have all three on the job?                                                                                                  | The master craftsman was a boss of a particular aspect of the building of the cathedral. The apprentice worked for the craftsman and studied in order to become a craftsman and the laborer didn't have special skills and did the heavy lifting.                                                                                                                       | "Each master craftsman ran a workshop for his own particular trade. He had many apprentices or assistants who were learning the trade in hopes of one day becoming masters themselves. Most of the heavy work was done by laborers, men with no particular skills." (9)                                                                                              |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5                                      | 7. Examine the illustrations and text on pages 8-10, and identify who uses the square and what the purpose of this tool is.                                                                                                      | The stonemason uses this tool to make sure the corners of stone are squared. The carpenter would probably use it as well, but he is not associated with it in the drawing.                                                                                                                                                                                              | The text on page 9 lists the master craftsmen in the order they are depicted on page 8. The illustration on page 8 of the craftsman shows a square on the ground beside the stonemason and the illustration on page 10 shows him using it to check the evenness of the corners of a block of stone.                                                                  |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 8. Examine the Floor Plan and the Wall Elevation on pages 12 and 13. What is the relationship between the two? What shape is the Floor Plan on page 12? Using your knowledge of religion, what inferences can you make about why | The Floor Plan on page 13 shows the shape of the entire cathedral from above. The Wall Elevation shows the parts of a wall from the choir, if the viewer were standing on the floor and looking across at the wall.<br><br>The Floor Plan's shape is a cross. The cross is an important symbol in Christianity because Christians believe that Christ is the son of God | Illustrations on page 12 and 13. It helps to look from the diagram on page 12 to the illustration on page 13 to see that the elevation shows a detail of a wall depicted in the plan.<br><br>Macaulay does not explicitly explain the symbolism of the cross, so students will have to draw on prior knowledge or information from the video to make the connection. |

|                                                                        |                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                     |
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|                                                                        | William of Planz designed it that way?                                                                                                                                           | and that he died on the cross. Many cathedrals are designed in the shape of a cross.                                                                                                                                                                |                                                                                                                                                                                                                                     |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 9. Which craftsmen were responsible for getting the stone blocks for construction? Explain their roles.                                                                          | The quarry men cut the stone from the ground and the stone cutters cut the stones into blocks.                                                                                                                                                      | "Each stone was marked once to show which quarry it came from-so that the quarry man would be paid for every stone he extracted and once to show which stone cutter actually cut the stone, so that he would be paid as well". (17) |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 10. Examining the illustration on page 16, what were two ways that large pieces of stone were carried out of the quarry?                                                         | One way was in wagons being pushed up a ramp, and another was by two men and a hand-held tray, and another was by a weighted pulley system.                                                                                                         | Illustration on page 16.                                                                                                                                                                                                            |
| <b>Lesson 6, Questions 11-19</b>                                       |                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                     |
| <b>Standards</b>                                                       | <b>Questions</b>                                                                                                                                                                 | <b>Example of an Answer</b>                                                                                                                                                                                                                         | <b>Textual Evidence</b>                                                                                                                                                                                                             |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3 | 11. Examining the illustration on pages 18-19, what can you infer about the town of Chutreaux? How were some of the homes cleared to make way for the site of the new cathedral? | The town of Chutreaux was crowded with a lot of small houses and the old cathedral in the middle. There was a wall around the town. The homes were cleared by burning. You can see the flames and plume of smoke rising from the houses on page 19. | Illustration on pages 18-19.                                                                                                                                                                                                        |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 12. On pages 24-25 what does Macaulay's illustration of the foundation holes for the apse and choir show in relation to the rest of                                              | It shows that the cathedral was huge in comparison to the rest of the town. Almost half of the land in the illustration is used for the foundation.                                                                                                 | Illustrations on pages 24-25 and 18-19.                                                                                                                                                                                             |

|                                                                        |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                        | Chutreaux? Compare the illustration of 18-19 with that on 24-25. Why do you think Macaulay chooses to show the city from above in this part of the book?                                                                                                           | I think Macaulay shows Chutreaux from a bird's eye view on 18-19 and 24-25 to give the reader the idea of the changes to the town that had to happen in order to start work on the new cathedral. I notice that Macaulay draws the second illustration from a closer vantage point than the first; it is almost like we are seeing the town from an airplane and gradually coming closer to it. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 13. How long did it take from clearing the land for the site and the blessing of the first foundation stone? Look on pages 17 and 26.<br>Why do you think that Macaulay is so specific about the dates he gives, since the city he writes about is not a real one? | It took about 11 months.<br><br>I think Macaulay is so specific about the dates because he wants the story to feel very real to the reader. He wants to let us know that the spring of each year is an important time for the cathedral building. He also wants to give us a sense of time passing and make us see in the illustrations how much work could be done in a year.                  | "On May 24, 1252 laborers began to clear the actual site..."(17)<br><br>"On April 14, 1253, the Bishop of Chutreaux blessed the first stone..."(26).\                                                                                                                                                                                                                                                                                                                         |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.ELA-Literacy.L.7.4          | 14. What is the foundation and why is it important? Which master craftsmen were responsible for making sure the foundation was built correctly? Explain their roles.                                                                                               | The foundation is important because it holds up the whole building. The mortar maker made sure the mortar was mixed with precision and the master mason checked to make sure the stones were laid evenly.                                                                                                                                                                                       | Illustration of the foundation on page 21."The foundation was to be made of thick walls built twenty-five feet below ground level, which would support the building and prevent it from settling unevenly."(20)<br>"The mortar men were ready with exact mixtures of sand, lime and water...The master mason checked continually with his level to make sure the stones were perfectly horizontal and with his plumb line to make sure that the wall perfectly vertical."(26) |

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| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS:ELA-Lit<br>eracy.L.7.4      | 15. What is a pier?<br>What context clue led to<br>that definition?                                                                                                                                                                                            | A pier is a column. The context clue is a<br>synonym context clue in the same sentence as<br>the word "pier."                                                                                                                                                                                                                                                                                                                                                                                                                                                       | "The walls ...consist of the piers or columns<br>that support the vault and roof..." ( 29)                                                                                                         |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3 | 16. Name two ways that<br>the craftsman was<br>important when building<br>the walls of the cathedral<br>according to pages 30-32.                                                                                                                              | They had to build the wooden scaffolding to<br>hold workers as the walls got higher.<br>They also had to build the molds for the flying<br>buttresses.                                                                                                                                                                                                                                                                                                                                                                                                              | "As the walls grew higher wooden scaffolding<br>became a necessity." (31)<br>"To build flying buttresses it was first<br>necessary to construct temporary wooden<br>frames called centering." (32) |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3 | 17. Explain how the<br>mason's schedule of work<br>was different from that of<br>other craftsmen.                                                                                                                                                              | Masons could not work all the time because<br>their materials needed warm weather. The<br>other kinds of craftsmen could work in winter,<br>spring, summer, and fall.                                                                                                                                                                                                                                                                                                                                                                                               | "Most of the masons went home in the winter<br>because mortar work cannot be done in the<br>cold weather." (37).                                                                                   |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3 | 18. According to the<br>illustration on page 36<br>what can you imagine<br>would be the thoughts<br>and feelings of the<br>people of Chutreaux?<br>What effect would these<br>thoughts and feelings<br>have on the future<br>construction of the<br>cathedral? | The illustration shows the cathedral and the<br>houses in winter – you can see snow on the<br>roofs of the houses and parts of the cathedral.<br>Even though the masons had to stop working,<br>the townspeople could see all the craftsmen<br>had accomplished – you can see a group of<br>townspeople walking around the cathedral with<br>their dog to take a look. They would be proud<br>to have such a magnificent structure in honor<br>of God in the center of their city. This would<br>probably make them more motivated to<br>complete the construction. | Illustration on page 36.                                                                                                                                                                           |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1                                      | 19. Using the OPTIC<br>acronym, explain how<br>the illustration on pages                                                                                                                                                                                       | <b>O Overview</b><br>● Conduct a brief tour of the image                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | O = View looking down on the choir end of<br>cathedral                                                                                                                                             |



|                                                                                    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                         |
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| <p>NJSLS.<br/>ELA-Literacy.<br/>RI.7.5</p>                                         | <p>38-39 helps you understand part of the process of building a cathedral. As you look at pages 38-39, flip back to the illustration that William of Planz drew for the Wall Elevation on page 13. How are the two illustrations the same and different</p> | <p><b>P Parts</b></p> <ul style="list-style-type: none"> <li>• Focus on the parts</li> <li>• Read all the labels</li> <li>• Notice important details</li> </ul> <p><b>T Title</b></p> <ul style="list-style-type: none"> <li>• Read/Create the title for a clear understanding of the image</li> </ul> <p><b>I Internal Relationships</b></p> <ul style="list-style-type: none"> <li>• Does title help identify the main subject?</li> </ul> <p><b>C Conclusion</b></p> <ul style="list-style-type: none"> <li>• Draw a conclusion about the image: Summarize the image. The image on pages 38-39 shows the actual choir of the cathedral as a viewer might see it from above. (Of course, nobody would actually see it this way, so Macaulay helps us imagine what it would look like if we could see it from this viewpoint). This drawing has the components that are in the Wall Elevation on page 13, but it is much more complete because it is drawn in three dimensions and we can see into the cathedral.</li> </ul> | <p>P = walls, windows, stairs, bricks, wood</p> <p>T = The Choir</p> <p>I = All the walls and parts fit together to create one part of the cathedral.</p> <p>C = The cathedral is being built and this shows the three layers of the choir, the arcade of piers, the triforium, and the clerestory.</p> |
| <p><b>Standards</b></p>                                                            | <p><b>Questions</b></p>                                                                                                                                                                                                                                     | <p><b>Example of an Answer</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Textual Evidence</b></p>                                                                                                                                                                                                                                                                          |
| <p>NJSLS.<br/>ELA-Literacy.<br/>RI.7.1<br/>NJSLS.<br/>ELA-Literacy.<br/>RI.7.3</p> | <p>20. According to pages 40-44, what master craftsmen were mainly responsible for the construction of the roof?</p>                                                                                                                                        | <p>The master carpenter made the trusses; the roofer made and installed the lead sheets to cover the wooden frame; the stone cutters and sculptors constructed the gutters and down spouts that were made to look like creatures called gargoyles.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>"The carpenters first assembled each individual truss on the ground" (40).<br/>"...the roofers cast the lead sheets that would cover the wooden frame..." (43).</p>                                                                                                                                  |

|                                                                                                             |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                             |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                      | “The stone cutters and sculptors carved the stone gutters and down spouts...” (43).<br>Illustration on page 48.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 21. What does the illustration on page 48 tell you about the construction of the cathedral that the text does not?<br>Why do you think Macaulay included illustrations such as this one? | <p>it tells the reader that there were times when the men would take time from work to relax and enjoy themselves. Men are drinking, playing instruments and one is doing a handstand.</p> <p>I think Macaulay wanted the reader to know that the workmen were human beings – even though they were engaged in a monumental building project they could still have a little fun!</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 22. Using the OPTIC routine, explain how the sequence of illustrations on pages 54 to 56 helps the reader understand the process of building the vault of a cathedral.                   | <p>O = Overview</p> <p>P = Parts</p> <p>T = Create a title</p> <p>I = Interrelationships</p> <p>C = Conclusion</p>                                                                                                                                                                                                                                                                   | <p>O = view from above and one end of hauling the keystone block to near the top of the vault</p> <p>P = Flat floor above with a wheel and rope, men working at an arch, view through unfinished vault to the floor of the cathedral.</p> <p>T = The Top of the Vault</p> <p>I = We see down into layers of temporary structures of the cathedral, one above another, as men work at the top of the vault.</p> <p>C = These illustrations show a view that no one will be able to see again after the vault is completed. They show stages in a complex process of building, and show that as time passes the building becomes more complete. Macaulay also shows his humor by including some birds nesting in the wall above the vault. He makes us see time passing there as well, showing first one bird on a nest, then two, then a nest full of baby birds!</p> |  |

| Lesson 8, Questions 23-31                                                                                   |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards                                                                                                   | Questions                                                                                                                                                                                                                                                    | Examples of Answers                                                                                                                                                                                                                                                                                                                                                               | Textual Evidence                                                                                                                                                                                   |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3                                      | 23. Examining the text and illustrations on pages 60 and 61, explain the process in making stained glass windows that, in your opinion, is the most interesting.                                                                                             | I think the process of making the glass a flat surface to be cut is the most interesting aspect of making the glass for the windows. Using the centrifugal force created by spinning the glass pipe is so simple yet so ingenious. I never knew about that step in making glass for windows before.                                                                               | "..spinning the pipe quickly the glass opened up into a flat circular shape." (60) Second row of illustration, men on the right, spinning the glass and spreading it to flatten. (61)              |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 24. How does the design of the floor on page 63 add to the symbolism of the cathedral and the special interest that visitors to the cathedral might find? Has Macaulay drawn it from a point of view that a visitor to the cathedral would be likely to see? | The floor had a maze made from different colored stone slabs. Macaulay has drawn it from the point of view of someone looking straight down on it from on high and the pattern is clear. But, from the perspective of a person standing on the floor, the maze would be very difficult to navigate to get to the center. If a person succeeded, he or she was considered blessed. | "Finding one's way to the center of the maze was considered... worthy of God's blessing..." (63). Illustration on page 63.                                                                         |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.                                                | 25. The word pilgrimage on page 63 means _____.<br>A. road to a holy place                                                                                                                                                                                   | The answer is B. Using a process of elimination helped me to realize what word made the most sense.                                                                                                                                                                                                                                                                               | a. It isn't A because it doesn't make sense that every person would make their own road from the countryside to a holy place.<br>b. It is B because people make their own journey to a holy place. |

|                                                                        |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.7.4                                                                  | B. journey to a holy place<br>C. prayer in a holy place<br>D. commitment in a holy place                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | c. It isn't C because it doesn't make sense that people make a long prayer to get to a holy place.<br>d. Although one might have to make a commitment to go on a long trip to a cathedral, journey was a better choice.                                                                                                                                                 |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3 | 26. In 1306 the work on the cathedral met with an obstacle that brought construction to a complete stop. How did the chapter and people of Chutreaux overcome this problem in their plans? Was their solution a good one? Do developers of big projects run into the same problems today? | The chapter had to stop work because they ran out of money. They decided to raise money by putting their most valuable relics on display. Macaulay says that it took five years to raise the money and another 19 years until the nave was completed. But the chapter was so invested in the project that it had to keep going. So exhibiting the relics may not have been a very efficient way to raise money, but it was probably the only way they could do it. Running out of money to finish a building project seems a very typical modern problem, as well. One example is the slow revitalization project in Downtown Crossing in Boston. | "In 1306 work stopped again, this time because the chapter had run out of money. It was decided that the best way to raise the necessary funds was to exhibit the remains of St. Germain. The people of northern France and southern England would gladly pay to see such relics and so they were displayed for five years until enough money had been collected." (64) |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 27. On page 66 Macaulay uses black, white, and close parallel lines to help explain the technique used to cast the bells in bronze, a metal, for the cathedral. What does the color black signify? How did you figure out the answer? Does this drawing serve the same                    | Black signifies the wax. In image 2 wax is poured over the mold and in image 5 the wax is melted leaving the mold for the bell. This drawing is another example of how Macaulay shows processes over time; the drawing of the stained glass craftsmen at work on page 61 also shows different stages of a process. Both show the ideas behind the technologies of the medieval period.                                                                                                                                                                                                                                                            | Diagram on page 66 is a cutaway view of the bell casting process.                                                                                                                                                                                                                                                                                                       |

|                                                                                                             | purpose of any of the other drawings in the book?                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5                                      | 28. Which can you infer was the most challenging event that occurred when the craftsmen were finishing the cathedral's west front entrance as described on pages 69 to 73? Explain. | The death of the architect Robert of Cormont while making the vaults must have been the most difficult part. He had a huge influence on the design of the cathedral when he took over from William of Planz. It must have been very difficult to lose the leader of the project who supervised the building and solved problems as they came along. It could not have been easy to find a new architect, so the work on the west front of the cathedral was supervised by a master craftsman after Robert's death. | "In 1332 work was in progress on the west end or front of the cathedral. The construction of the towers was supervised by the master craftsman Etienne of Gaston. He had replaced Robert of Cormont, who died in 1329 after falling from the scaffolding of the vaults. (70)                                                                                                                                                                                                                                                                                |
| NJSLS.<br>ELA-Literacy.<br>RI.7.1<br>NJSLS.<br>ELA-Literacy.<br>RI.7.3<br>NJSLS.<br>ELA-Literacy.<br>RI.7.5 | 29. What is the main theme of this story? Use specific and relevant evidence from the text to support your answers.                                                                 | Some examples of themes might be:<br>"If people work together, they can do something far greater than they could do on their own."<br><br>"Competition for glory is a great motivator."<br><br>"True craftsmen can create extraordinary things."                                                                                                                                                                                                                                                                   | Many illustrations show many men working together to accomplish a goal, for example, pages 72, 73, 61, 40, 41, 28, 26, 27, 16. "For eighty-six years the townspeople had shared one goal and it had at last been reached." (77)<br><br>"The people of Chutreaux wished to build the longest, widest, highest, and most beautiful cathedral in all of France." (5) "The people of Chutreaux had constructed the longest, widest, highest, and most beautiful cathedral in all of France." (78)<br><br>Illustration, pages 78-79, of the completed cathedral. |
| NJSLS.<br>ELA-Literacy.                                                                                     | 30. How is this narrative different in structure                                                                                                                                    | The story has a fictional setting (Chutreaux, middle ages) and a plot (how the town                                                                                                                                                                                                                                                                                                                                                                                                                                | The book as a whole.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>RI.7.1<br/>NJSL.<br/>ELA-Literacy.<br/>RI.7.5</p>                                                         | <p>from other narratives you have read? How did these differences affect the story? Why do you think Macaulay wrote the story as he did?</p>                   | <p>succeeds, despite obstacles, in building the cathedral over a long period of time). While there are lots of people in the story, we know few of their names, and there is no dialogue, but the reader does infer the characters' determination to succeed and that they are driven by their faith and their devotion to craftsmanship.</p> <p>The whole story is told by a third-person narrator. This is a historical narrative that is a composite story based on research; it is also an analysis. It is certainly different from a novel or a short story where we know what the characters are thinking.</p> <p>I think Macaulay used this form because he wanted to make the cathedral the main character and have the generations of craftsmen be anonymous. He surely also wanted readers to pay attention to his drawings, where he shows his main character the cathedral from many angles. In many narratives, the characters change over time, but in <i>Cathedral</i>, it is the building and the town landscape that changes.</p> | <p>The book as a whole.</p> |
| <p>NJSL.<br/>ELA-Literacy.<br/>RI.7.1<br/>NJSL.<br/>ELA-Literacy.<br/>RI.7.3<br/>NJSL.<br/>ELA-Literacy.</p> | <p>31. How is Macaulay's approach to explaining the complex process of building a gothic cathedral different from an article you might find in a textbook?</p> | <p>Telling the a story of making a building over time from beginning to end makes it easier to understand the process. The illustrations also made the process immeasurably easier to understand.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |

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| RI.7.5 |  |  |  |  |
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## **OPTIC: Close Reading Analysis for Illustrations**

Adapted from How to Study in College by Walter Pauk and Ross J. Q. Owens, Cengage Learning; 11<sup>th</sup> edition (January 9, 2013)

|          |                                                                                                                                                        |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>O</b> | <b>Overview</b><br>Visually tour the illustration top to bottom, left to right<br>Notice what stands out through perspective, color, shading, and size |
| <b>P</b> | <b>Parts</b><br>Focus on the parts<br>Read any labels<br>Note important details                                                                        |
| <b>T</b> | <b>Title</b><br>If there is a title, read it<br>If there is not a title, create one that conveys an understanding of the image                         |
| <b>I</b> | <b>Interrelationships</b><br>Does the title help identify the main subject?<br>Do the parts fit together with the title?                               |
| <b>C</b> | <b>Conclusion</b><br>Summarize the image<br>Draw a conclusion about the image                                                                          |



# Analyzing an Author's Style

## David Macaulay's *Cathedral* - Close Reading Student Worksheet

**Directions:** For each of the following questions, answer in your own words and then find textual evidence to support your answer. Be sure to include the page number. Be prepared to share your answers in class. Keep track of what moves you use (scan text, reread slowly, use illustrations to find page, etc.) to help yourself answer the questions.

| Lesson 4, Questions 1-4                                                                                               |                                        |                  |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------|
| Questions                                                                                                             | Example of an Answer in Your Own Words | Textual Evidence |
| 1. What is the setting of the story? Why is this setting important? What ideas were important to the people?          |                                        |                  |
| 2. Provide at least two reasons – ideas or events - that influenced the people of Chutreaux to build a new Cathedral. |                                        |                  |
|                                                                                                                       |                                        |                  |
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| <p>3. Using your knowledge of context clues, what does the word "relic" mean as it is used in paragraph 3 on page 5?</p>                                          |                                                                                                                                                           |    |
| <p>4. How does the picture on page 6 help the reader better understand the text on page 7?</p> <p>Use OPTIC analysis to read and understand the illustration.</p> | <p><b>O Overview</b></p> <ul style="list-style-type: none"> <li>Conduct a brief tour of the image</li> </ul>                                              | O= |
|                                                                                                                                                                   | <p><b>P Parts</b></p> <ul style="list-style-type: none"> <li>Focus on the parts</li> <li>Read all the labels</li> <li>Notice important details</li> </ul> | P= |
|                                                                                                                                                                   | <p><b>T Title</b></p> <ul style="list-style-type: none"> <li>Read/Create the title for a clear understanding of the image</li> </ul>                      | T= |
|                                                                                                                                                                   | <p><b>I Internal Relationships</b></p> <ul style="list-style-type: none"> <li>Does title help identify the main subject?</li> </ul>                       | I= |
|                                                                                                                                                                   | <p><b>C Conclusion</b></p> <ul style="list-style-type: none"> <li>Draw a conclusion about the image: Summarize the image</li> </ul>                       | C= |
|                                                                                                                                                                   |                                                                                                                                                           |    |

| Lesson 5, Questions 5-10                                                                                                                                                                                                                                                |                           |                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|
| Questions                                                                                                                                                                                                                                                               | Answers in Your Own Words | Textual Evidence |
| 5. Where can you find Macaulay's humor in the name he gives a main character? Explain.                                                                                                                                                                                  |                           |                  |
| 6. What is the difference between a craftsman, an apprentice, and a laborer? Why was it important to have all three on the job?                                                                                                                                         |                           |                  |
| 7. Examine the illustrations and text on pages 8-10, and identify who uses the square and what the purpose of this tool is.                                                                                                                                             |                           |                  |
| 8. Examine the Floor Plan and the Wall Elevation on pages 12 and 13. What is the relationship between the two? What shape is the Floor Plan on page 12? Using your knowledge of religion, what inferences can you make about why William of Planz designed it that way? |                           |                  |
| 9. Which craftsmen were responsible for getting the stone blocks for construction? Explain their roles.                                                                                                                                                                 |                           |                  |

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|                                                                                                                          |  |  |
| 10. Examining the illustration on page 16, what were two ways that large pieces of stone were carried out of the quarry? |  |  |
|                                                                                                                          |  |  |

| Lesson 6, Questions 11-19                                                                                                                                                                                                                                                                    |                           |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|
| Questions                                                                                                                                                                                                                                                                                    | Answers in Your Own Words | Textual Evidence |
| 11. Examining the illustration on pages 18-19, what can you infer about the town of Chutreaux? How were some of the homes cleared to make way for the site of the new cathedral?                                                                                                             |                           |                  |
| 12. On pages 24-25 what does Macaulay's illustration of the foundation holes for the apse and choir show in relation to the rest of Chutreaux? Compare the illustration of 18-19 with that on 24-25. Why do you think Macaulay chooses to show the city from above in this part of the book? |                           |                  |
| 13. How long did it take from clearing the land for the site and the blessing of the first foundation stone? Look on pages 17 and 26. Why do you think that Macaulay is so specific about the dates he gives, since the city he writes about is not a real one?                              |                           |                  |
| 14. What is the foundation and why is it important? Which master craftsmen were                                                                                                                                                                                                              |                           |                  |

|                                                                                                                                                                                                                                  |                                                                                                       |     |  |
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| responsible for making sure the foundation was built correctly? Explain their roles.                                                                                                                                             |                                                                                                       |     |  |
| 15. What is a pier? What context clue led to that definition?                                                                                                                                                                    |                                                                                                       |     |  |
| 16. Name two ways that the craftsman was important when building the walls of the cathedral according to pages 30-32.                                                                                                            |                                                                                                       |     |  |
| 17. Explain how the mason's schedule of work was different from that of other craftsmen.                                                                                                                                         |                                                                                                       |     |  |
| 18. According to the illustration on page 36 what can you imagine would be the thoughts and feelings of the people of Chutreaux? What effect would these thoughts and feelings have on the future construction of the cathedral? |                                                                                                       |     |  |
| 19. Using the OPTIC acronym, explain how the illustration on pages 38-39 helps you understand part of the process of building a cathedral. As you look at pages 38-39, flip                                                      | <b>O Overview</b> <ul style="list-style-type: none"> <li>Conduct a brief tour of the image</li> </ul> | O = |  |

|                                                                                                                                                |                                                                                                                                                          |     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|
| back to the illustration that William of Planz drew for the Wall Elevation on page 13.<br>How are the two illustrations the same and different | <b>P Parts</b> <ul style="list-style-type: none"> <li>• Focus on the parts</li> <li>• Read all the labels</li> <li>• Notice important details</li> </ul> | P = |  |
|                                                                                                                                                | <b>T Title</b> <ul style="list-style-type: none"> <li>• Read/Create the title for a clear understanding of the image</li> </ul>                          | T = |  |
|                                                                                                                                                | <b>I Internal Relationships</b> <ul style="list-style-type: none"> <li>• Does title help identify the main subject?</li> </ul>                           | I = |  |
|                                                                                                                                                | <b>C Conclusion</b> <ul style="list-style-type: none"> <li>• Draw a conclusion about the images</li> </ul>                                               | C = |  |
|                                                                                                                                                |                                                                                                                                                          |     |  |

| Lesson 7, Questions 20-22                                                                                                                                                                |                           |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|
| Questions                                                                                                                                                                                | Answers in Your Own Words | Textual Evidence |
| 20. According to pages 40-44, what master craftsmen were mainly responsible for the construction of the roof?                                                                            |                           |                  |
| 21. What does the illustration on page 48 tell you about the construction of the cathedral that the text does not?<br>Why do you think Macaulay included illustrations such as this one? |                           |                  |
| 22. Using the OPTIC routine, explain how the sequence of illustrations on pages 54 to 56 helps the reader understand part of the process of building the vault of a cathedral.           | O = Overview              | O =              |
|                                                                                                                                                                                          | P = Parts                 | P =              |
|                                                                                                                                                                                          | T = Create a title        | T =              |



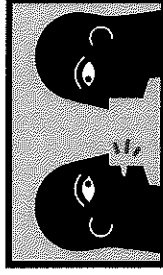
|                                                                                                                                                                                                                                                              | I = Interrelationships    | I =              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|--|
|                                                                                                                                                                                                                                                              | C = Conclusion            | C =              |  |
| Lesson 8, Questions 23-31                                                                                                                                                                                                                                    |                           |                  |  |
| Questions                                                                                                                                                                                                                                                    | Answers in Your Own Words | Textual Evidence |  |
| 23. Examining the text and illustrations on pages 60 and 61, explain the process in making stained glass windows that, in your opinion, is the most interesting.                                                                                             |                           |                  |  |
| 24. How does the design of the floor on page 63 add to the symbolism of the cathedral and the special interest that visitors to the cathedral might find? Has Macaulay drawn it from a point of view that a visitor to the cathedral would be likely to see? |                           |                  |  |
| 25. The word pilgrimage on page 63 means<br>A. road to a holy place<br>B. journey to a holy place                                                                                                                                                            |                           |                  |  |

|                                                                                                                                                                                                                                                                                                                          |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| C. prayer in a holy place<br>D. commitment in a holy place                                                                                                                                                                                                                                                               |  |  |  |
| Explain how you arrived at your answer.                                                                                                                                                                                                                                                                                  |  |  |  |
| 26. In 1306 the work on the cathedral met with an obstacle that brought construction to a complete stop. How did the chapter and people of Chutreaux overcome this problem in their plans? Was their solution a good one? Do developers of big projects run into the same problems today?                                |  |  |  |
| 27. On page 66 Macaulay uses black, white, and close parallel lines to help explain the technique used to cast the bells in bronze, a metal, for the cathedral. What does the color black signify? How did you figure out the answer? Does this drawing serve the same purpose of any of the other drawings in the book? |  |  |  |
| 28. Which can you infer was the most challenging event that occurred when the craftsmen were finishing the cathedral's west front entrance as described on pages 69 to 73? Explain.                                                                                                                                      |  |  |  |
| 29. What is the main theme of this story? Use specific and relevant evidence from the text to support your answers.                                                                                                                                                                                                      |  |  |  |

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|                                                                                                                                                                                        |  |  |
| 30. How is this narrative different in structure from other narratives you have read? How did these differences affect the story? Why do you think Macaulay wrote the story as he did? |  |  |
| 31. How is Macaulay's approach to explaining the complex process of building a gothic cathedral different from an article you might find in a textbook?                                |  |  |

# Analyzing an Author's Style

Name \_\_\_\_\_ Date \_\_\_\_\_



## Oral Discussion

You will participate in student-led discussions and be graded on your ability to listen to and respond to the ideas of others as well contribute your own ideas to the discussion using complete sentences and evidence from the text.

You will get points if you use complete sentences and speak in a voice that everyone can hear to:

1. Answer the question in your own words and then provide evidence from the text.
  2. Add to what someone else has stated and give evidence from the text.
  3. Disagree with what someone else has stated and give evidence from the text.
  4. Make a connection to what someone else has stated and give an example or explanation.
- The connection can be to yourself, another text or the world.

You will lose points if you:

1. Are disrespectful.
2. Speak out of turn.

Sentence starters:

I agree with \_\_\_\_\_ when s/he said \_\_\_\_\_, and I would like to add \_\_\_\_\_.

I disagree with \_\_\_\_\_ when s/he said \_\_\_\_\_, and I would like to add \_\_\_\_\_.

This reminds me of \_\_\_\_\_ because \_\_\_\_\_.



Tip: Before you give your textual evidence, tell your classmates the page number and wait for them to turn to that page. In that way, everyone is reading along with you and listening to what you say.

English Language Arts Curriculum, August 2015  
Analyzing an Author's Style - Grade 7

# Analyzing an Author's Style: Lessons 9 and 10: How is Macaulay's Style Unique?

## Brief Overview of Lesson:

After a close reading of *Cathedral*, students are now ready to identify elements of Macaulay's style when he describes the process of building a cathedral. Students will compare *Cathedral* to how two other authors describe the process of building a cathedral. Then they scan other books by David Macaulay with the purpose of verifying or disproving their conclusions about Macaulay's style in *Cathedral*. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Knowledge of style and knowledge of Macaulay's text gleaned from earlier lessons.

**Estimated Time:** 50 minutes on each of two days

## Resources for Lesson 9:

- Whole-class set of copies of *Cathedral*

- Whole-class set of printouts of: “Gothic Cathedrals” by Grace Gregory  
[http://fourriverscharter.org/projects/Inventions/pages/europe\\_gothiccathedrals.htm](http://fourriverscharter.org/projects/Inventions/pages/europe_gothiccathedrals.htm) (if the hyperlink does not work, search for “Gothic Cathedrals by Grace Gregory”)
- Whole-class set of printouts of: “Building a Medieval Cathedral”  
[http://www.historylearningsite.co.uk/building\\_a\\_medieval\\_cathedral.htm](http://www.historylearningsite.co.uk/building_a_medieval_cathedral.htm)
- Copy of Comparing Authors’ Styles: Teacher Guide, at end of lesson
- Whole-class set of printouts of Comparing Authors’ Styles Student worksheet Student worksheet, at end of lesson

### Resources for Lesson 10:

Several copies each of any of the following titles by David Macaulay, enough so everyone in the class can share them easily:

*Unbuilding  
Mill*  
*Rome Antics*  
*Building Big*  
*City: A Story of Roman Planning*  
*Castle: How It Works*  
*Underground*  
*Pyramid*  
*Jet Plane: How It Works*  
other *How It Works* books

Small group or whole group copies of “Verifying Conclusions About Macaulay’s Style,” found at the end of the lesson

**Unit:** Analyzing an Author's Style: Macaulay's Unique Way of Explaining a Complex Process

**Content Area:** English Language Arts, Grade 7

**Lessons 9 and 10:** How is Macaulay's Style Unique?

**Time:** two 50-minute periods

**By the end of this lesson students will know and be able to:**

Identify the major elements that mark Macaulay's style of explaining a process.

**Essential Question(s) addressed in this lesson:**

**EQ3** How do authors develop a distinctive style of writing and illustration?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**NJSLS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.

**Instructional Tips/ Strategies/Notes for Teacher**  
**For Lesson 10:**

- The purpose of students reviewing at least two other Macaulay books is to verify notions about his style of explaining a complex process; the purpose is not for students to comprehend in detail the content of the additional Macaulay books.

- Depending on the number of books and groups in the class, give each group different books and/or mark sections for each student in the group to read, discuss, and compare to *Cathedral*.

#### **Lesson 9**

#### **Lesson Sequence**

#### **Lesson Opening:**

- One way to understand a writer's style is to compare it to other authors' styles as they write about the same topic. As we have seen, Macaulay is giving us information about building a cathedral and writing in the narrative mode. So let's look at how several other authors write about building a cathedral.
- As a class, fill in the first column of the Student handout, making note of Macaulay's choices.

#### **During the Lesson:**

- Distribute hard copies of the two online articles, "Gothic Cathedrals" by Grace Gregory and "Building a Medieval Cathedral" to students and copies of the Comparing Authors' Styles Student Worksheet.
- Decide how to assign reading of the two articles:
  - o Students read individually one article and fill in the correct column, with half the class reading each article



- o Students read both articles in pairs and fill in both columns on the chart
- o Pairs read one of the articles and fill in the chart for the article, with half the class reading each
- Students write bulleted notes at the end of the chart and prepare to report to the class.

#### **Lesson Closing:**

- Call on students to report an answer on the chart to the class.
- Discuss the summary of similarities and differences in writing style choices between Macaulay and the other authors. If there is a disagreement, find a way to state the information that satisfies the students.
- Ask students the essential question, "How do authors develop a distinctive style of writing and illustration?"

#### **During the Lesson:**

- Have students scan or quickly read sections of a Macaulay book to find examples that show elements of Macaulay's style of explaining a complex process that are similar to (or different from) *Cathedral*. Use the information on the organizer to help direct students for their analysis.
- Students discuss, cite evidence, and write their answers on the chart on the worksheet.
- Repeat the process with another Macaulay book

#### **Lesson Closing:**

- Students report their answers so that the rest of the class gets proof from various parts of one of the books.
- Have students read aloud phrases or sentences, as needed, to support their ideas.

### **Lesson 10: Lesson Sequence**

#### **Lesson Opening:**

- Arrange students in small groups to analyze another Macaulay book.
- Ask students what they might need to do to verify what they have concluded about Macaulay's narrative style. How is verifying our ideas different from reading for detail (scan for examples of text that work the same way, read enough to check for each of the elements of style.)
- Distribute one worksheet on Verifying Macaulay's Style (see Lesson Resources) to each group.

# Analyzing an Author's Style

## Comparing Authors' Styles: Teacher Guide

| Elements                                          | <i>Cathedral</i>                                                                                                                                                                                                                                                                                                                       | "Building a Medieval Cathedral"                                                                                                      | "Gothic Cathedrals"                                                                                                                                                                 |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose of the text</b>                        | To explain the complex process of how a Gothic cathedral was built in a fictional village in France over 86 years and the ideas that motivated its construction and design                                                                                                                                                             | To explain the technology of building a medieval cathedral in England                                                                | To explain the history and spread of gothic architecture, some of its key architectural features, and how the style was revived in the 17 <sup>th</sup> -19 <sup>th</sup> centuries |
| <b>Text type – genre and form</b>                 | Literary nonfiction book                                                                                                                                                                                                                                                                                                               | Informational on-line article, one in a series that deals with topics about medieval England, from a site in Great Britain           | Informational on-line article from a school site in Massachusetts                                                                                                                   |
| <b>Organization of the text</b>                   | Narrative of how a town, architects, and craftsmen created a single building                                                                                                                                                                                                                                                           | Explanation of the technology                                                                                                        | Explanation of the technology, origin, and revival of the Gothic style of architecture                                                                                              |
| <b>Word Choice – use of domain-specific words</b> | Use of specific technical vocabulary for architectural features, craftsmen, and their tools                                                                                                                                                                                                                                            | Use of specific technical terms for craftsmen and their tools                                                                        | Use of specific technical terms for building, history of architecture, specific place names, specific people who were important in Gothic architecture                              |
| <b>Text Features/ graphs/ charts/ references</b>  | Title/ generous use of white space/usually relatively little text on a page/ many double-page illustrations/ no headings, subtitles, or chapters/ few page numbers; glossary, no bibliography                                                                                                                                          | Title/single column/ 2 charts, one of craftsmen, one of tools/hyperlinks to related pages in the series, no glossary or bibliography | Title, 2 columns, no glossary or bibliography                                                                                                                                       |
| <b>Illustrations</b>                              | 61 very detailed black and white perspective illustrations of the cathedral or parts of it drawn from different vantage points and diagrams such as floor plans, elevations, and drawings showing the construction of flying buttresses and the casting of bells. Collectively the illustrations show the cathedral growing over time. | none                                                                                                                                 | 4 color photographs: cathedral west front, interior vault, stained glass window, flying buttresses                                                                                  |

| Tone – the writer's attitude toward the subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Knowledgeable; gives the impression that his knowledge comes from personal experience                         | Distant / formal / authoritative                      | Uses the tone of a researcher: distant / formal / authoritative  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------|
| Literary devices – point of view                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The cathedral is the main character and its builders are supporting characters (many passive voice sentences) | No main character; most sentences are in active voice | No main character; sentences are mix of passive and active voice |
| <p><b>Based upon the chart above summarize what makes Macaulay's style different from the other authors who explained the building a gothic cathedral.</b></p> <ul style="list-style-type: none"> <li>• Macaulay illustrates his books with detailed black and white line drawings that show the complete design and building process from beginning to end.</li> <li>• He captures the complexity of the process through the details in his drawings and diagrams.</li> <li>• Macaulay chooses to convey information using a narrative instead of an expository structure.</li> <li>• His narrative has plot and setting and many characters (e.g., craftsmen, architects, churchmen).</li> <li>• He uses very specific technical words to explain the process.</li> <li>• He creates a marriage between text and illustration that serves the purpose of explaining a complex process in an engaging way.</li> <li>• He includes a glossary to help the reader understand the technical terms</li> </ul> |                                                                                                               |                                                       |                                                                  |
| <p><b>Why does Macaulay make the stylistic choices he does when explaining the complex process of building a Gothic cathedral?</b></p> <ul style="list-style-type: none"> <li>• He wants the reader to vicariously appreciate a complex process by observing it unfold over time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                               |                                                       |                                                                  |

# Analyzing an Author's Style

## Student Handout – Comparing Authors' Styles

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** As a class fill in the chart below about *Cathedral*. Then in pairs, read one of the articles named below and fill in the corresponding column.

Be ready to report about your article to the class. When the students who read the other article make their reports, fill in the chart with the information you learned from them.

| Elements                                   | <i>Cathedral</i> | "Building a Medieval Cathedral" | "Gothic Cathedrals" |
|--------------------------------------------|------------------|---------------------------------|---------------------|
| Purpose of the text                        |                  |                                 |                     |
| Text type – genre and form                 |                  |                                 |                     |
| Organization of the text                   |                  |                                 | I                   |
| Word Choice – use of domain-specific words |                  |                                 |                     |

|                                                                                                                                                                                                                                                                                     |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Text Features/<br>graphs/<br>charts/references                                                                                                                                                                                                                                      |  |  |  |  |
| Illustrations                                                                                                                                                                                                                                                                       |  |  |  |  |
| Tone – the<br>writer’s attitude<br>toward the<br>subject                                                                                                                                                                                                                            |  |  |  |  |
| Literary devices –<br>point of view                                                                                                                                                                                                                                                 |  |  |  |  |
| <p>Based upon the chart above summarize what makes Macaulay’s style different from the other authors who explained building a gothic cathedral.</p> <p>Why does Macaulay make the stylistic choices he does when explaining the complex process of building a Gothic cathedral?</p> |  |  |  |  |

# Analyzing an Author's Style

## Student Handout – Verifying Conclusions about Macaulay's Style

Names of students in the group: \_\_\_\_\_

**Directions:** In pairs, analyze two other books by Macaulay. How are the other books the same or different from *Cathedral*?

| <i>Cathedral</i>                                             | Elements                   | Second Macaulay Title: | Third Macaulay Title: |
|--------------------------------------------------------------|----------------------------|------------------------|-----------------------|
| Use your notes on <i>Cathedral</i> from the Student Handout, | Purpose of the text        |                        |                       |
| Handout, "Comparing Authors' Styles"                         | Text type – genre and form |                        |                       |

|  |                                                 |  |  |
|--|-------------------------------------------------|--|--|
|  | Organization of the text                        |  |  |
|  | Word Choice – use of domain-specific words      |  |  |
|  | Text Features/ graphs/ charts/references        |  |  |
|  | Illustrations                                   |  |  |
|  | Tone – the writer's attitude toward the subject |  |  |
|  | Literary devices – point of view                |  |  |

|                                                                                                   |  |  |
|---------------------------------------------------------------------------------------------------|--|--|
|                                                                                                   |  |  |
| <b>How are these two new Macaulay books the same or different from <i>Cathedral</i>?</b>          |  |  |
| <b>List any new elements of Macaulay's style that you discovered in the two additional books.</b> |  |  |

**Analyzing an Author's Style:  
Lessons 11-13:  
Performance Assessment  
Analyzing Macaulay's Style**

**Brief Overview of Lesson:** Students write and revise a literary analysis essay on *Cathedral* that demonstrates an understanding of Macaulay's style. As you plan, consider the variability of learners in your class and make adaptations as necessary.



**Prior Knowledge Required:** Knowledge from previous lessons

**Estimated Time:** three 50-minute lessons

**Resources for Lesson:**

- Access to computers for typing essays, if possible and desired
- Students' completed copies of the Student Handouts from Lessons 9 and 10
  - Comparing Authors' Styles
  - Verifying Conclusions About Macaulay's Style
- Whole class sets of copies of
  - Claim-Evidence-Reasoning (C-E-R) graphic organizer
  - Performance Assessment Student Instructions sheet
  - Performance Assessment Writing Rubric, found after the student instructions
  - Peer Review Guide, found at the end of the lesson
- One copy of Performance Assessment Teacher Instructions sheet

**Unit:** Analyzing an Author's Style: Macaulay's Unique Way of Explaining a Complex Process

**Content Area:** English Language Arts, Grade 7

**Lessons 11-13: Writing an Analysis of Macaulay's Style**

**Time:** three 50-minute lessons

**By the end of this lesson students will know and be able to:**

Write and publish a literary analysis essay that demonstrates an understanding of Macaulay's style as evident in his book, *Cathedral* and other books.

**Essential Question(s) addressed in this lesson:**

**EQ2** What makes an argument or explanation convincing?

**EQ3** How do authors develop a distinctive style of writing and illustration?

**EQ4** How can I use various media to help me academically?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**NJSLS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.

**NJSLS.ELA-Literacy.W.7.2** Write informative/explanatory texts to

examine and convey complex ideas, concepts, and information

clearly and accurately through the effective selection, organization, and analysis of content.

**For bloggers:**

**NJSLS.ELA-Literacy.W.7.6** 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.

**Instructional Tips/ Strategies/Notes for Teacher**

- If students will be posting their writing to a blog, use computers throughout the Performance Assessment lessons.
- The Performance Assessment writing, revising, and rewriting lessons should be divided by class periods as needed to serve your students best. Timing may be different from that suggested.
- Students often have a tough time writing literary analyses because they often assume the reader knows as much about the text as they do. Encourage students to write as if the reader has never read *Cathedral* or any of Macaulay's other books and provide plenty of detail and context so that their evidence is convincing for the reader.
- All literary analysis essays are written in the present tense.
- Teachers sometimes feel constrained to teach students how to write a five-paragraph essay, with the results being an all-too-predictable formulaic essay. This essay is about style, and, indeed, about how one author developed a distinctive style, so it provides an ideal occasion for the teacher to help student writers develop their own approach to writing about another author's methods.
- The student essay *does* have to have enough length so that students can go into their subject in depth and with great clarity, but it does *not* have to a specified number of paragraphs. Because of their preparation in the preceding lessons, many students will identify more than three elements and be able to provide a great deal of evidence for explaining Macaulay's style, and they should be encouraged to explore all of them. Other students might be able to write in great detail about two aspects of his style. Regardless of the number of paragraphs,

students should provide a clear introduction and a strong and interesting conclusion, regardless of the number or paragraphs.

- It is often difficult for students to explain how the textual evidence that they chose supports the thesis. It is a good idea to model this for students before they complete their first draft. Another way to approach this would be to put an example of a draft on a document camera and have students write an explanation together.
- If posting essays on a blog or blogs, consider having other students respond to them through blog comments. Structure requirement for commenting, and then discuss the Essential Question, "How can I use various media to help me academically?"

### **Anticipated Student Preconceptions/Misconceptions**

- Possibly that essays are all five paragraphs long, and paragraphs have five sentences each.

### **Lesson Sequence**

The following is a suggestion of how class periods may proceed, but they are not necessarily the right organization for your class. Use familiar strategies and routines that serve your students best.

#### **Lesson 11**

##### **Opening the lesson**

- Distribute the Performance Assessment Student Instructions sheet and ask students to read it. Discuss any questions that come up. Ask volunteers what they will be doing for the next several days in class.
- Ask students to review familiar steps and goals in the writing process
- Distribute the writing rubric and ask students to read it.

##### **During the Lesson**

- Planning and prewriting:
- Students use their completed Verifying Conclusions about Macaulay's Style handout, following familiar steps, such as:
  - o Using the graphic organizer (see C-E-R graphic organizer at end of lesson) if desired
  - o List ideas
  - o Talk with the teacher or a partner
- Drafting:
  - o Each student then drafts a literary analysis essay on Macaulay's style in *Cathedral*. Finish for homework or the next day.

##### **Closing the Lesson**

- Students may not have finished, but ask them to stop at the end of a sentence, take note of what they would do next, and submit their writing to you.
- Ask several students to explain what elements of Macaulay's style they are including and why.

#### **Lesson 12**

##### **Opening the lesson**

- Distribute (or ask students to access on their computers or tablets) submitted drafts and ask students to read what they wrote.
- Ask students to turn to a neighbor and tell them what their next step is. They listen to the neighbor as well. Students make suggestions to one another.
- Ask students to have the Performance Assessment Writing Rubric out for reference.

- Model peer review steps (see Instructional Tips in Lesson Overview and Peer Review Guide after the lesson) if desired.

### **During the Lesson**

- Writing and revising: students continue writing their first draft and begin revisions.
  - o If appropriate, students read their essays to a peer and take suggestions, based in information in the Performance Assessment Writing Rubric and using the Peer Review Guide; then switch roles.
  - o Students meet with the teacher in small groups or individually to plan next steps, using the Performance Assessment Writing Rubric as a guide.
  - o Students reread their drafts and revise, using the Performance Assessment Writing Rubric and the Peer Review Guide.

### **Closing the Lesson**

- Students submit their writing for your comments, if appropriate for the class.
- Ask several students how the Writing Rubric and the Peer Review Guide, if used, helped or didn't help them organize and write their essay so far.

### **Lesson 13**

#### **Opening and during the lesson**

- Distribute (or ask students to access on their computers or tablets) essays and ask them to review comments, if given.
- Ask students to reread Performance Assessment Writing Rubric and self-assess their writing before working further.
- Students complete their draft and revise and edit as needed.

#### **Closing the Lesson**

- Students post their essays on the blog, if appropriate, or submit essays to the teacher.
- Ask students to discuss the essential question: How do authors develop a distinctive style of writing and illustration?

# Analyzing an Author's Style

## C-E-R: Claim – Evidence – Reasoning

**Prompt:** Identify and explain Macaulay's style in his book *Cathedral*. Use relevant and specific evidence from the text to support your answer (CER).

**Thesis:**

| Claim              | Textual Evidence (Quotation? Page #?) | Reasoning |
|--------------------|---------------------------------------|-----------|
|                    |                                       |           |
|                    |                                       |           |
|                    |                                       |           |
|                    |                                       |           |
|                    |                                       |           |
| <b>Conclusion:</b> |                                       |           |

# Analyzing an Author's Style

## Peer Review of Literary Analysis Essay

Writer \_\_\_\_\_

Reviewer \_\_\_\_\_

| Ideas                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Ideas are original and focused, and demonstrate insightful analysis of Macaulay's style in <i>Cathedral</i> .                                                                                                                       |  |
| 2. Organization                                                                                                                                                                                                                        |  |
| 3. Is there an engaging introduction with a hook, bridge and a clear thesis?                                                                                                                                                           |  |
| 4. Does the first body paragraph begin with a topic sentence including a transition and key words from the thesis? If so, write and circle the key words and transition. If not, what is missing?                                      |  |
| 5. Does the writer then introduce the supporting quotation by providing context? If so write it. If not, what can you suggest?                                                                                                         |  |
| 6. Does the writer provide a supporting quotation or reference to an illustration or diagram from the text? Is it relevant? Is it copied correctly? If not, what can you suggest?                                                      |  |
| 7. Does the writer explain how well the quotation supports the topic sentence using key words from the quotation and key words from the topic sentence? If so write the key words. If not, how can the writer improve the explanation? |  |
| 8. Do the following body paragraphs begin with a topic sentence including a transition and key words from the thesis? If so, write and circle the key words and transition. If not, what is missing?                                   |  |
| 9. Does the writer include accurate use transitions?                                                                                                                                                                                   |  |
| 10. There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation.                                                             |  |

# Analyzing an Author's Style

## Performance Assessment Teacher Instructions

For this project, students write and revise a literary analysis essay of *Cathedral* that demonstrates an understanding of Macaulay's style. As such, it requires students to plan, write, revise, edit, and rewrite an essay.

Literary analysis essays are not necessarily five paragraphs long, and numbers of sentences in a paragraph are not prescribed. Students should write about the organizing ideas – elements of Macaulay's style – that interest them and for which they have understanding and support from the book. That may mean five body paragraphs, depending on student understanding. While longer is not automatically better, limiting students to three body paragraphs does not always allow a student to demonstrate full understanding of the topic.

Have students follow a familiar set of routines for drafting, revising, and producing an essay, or use the following steps:

- Planning and prewriting:
  - Students closely read the Performance Assessment Student Instructions and the Performance Assessment Writing Rubric.
  - Each student uses the materials they have developed in the previous lessons on comparing authors' styles and analyzing Macaulay's style and the Claims-Evidence-Reasoning (C-E-R) graphic organizer as they work
- Drafting:
  - Each student then drafts a literary analysis essay on Macaulay's style in *Cathedral*, noting connections to other Macaulay books as needed.
- Revising and Editing:
  - Teacher models how to peer edit a literary analysis essay using focus questions, if appropriate.
  - Students use the Peer Review Guide at end of lesson to assist a classmate.
  - Students revise their essays using feedback from their classmates, the teacher, or their own self-assessment.
- Rewriting:
  - Students rewrite as needed and post their essays on the blog or hand it in on paper.

# Analyzing an Author's Style

## Performance Assessment Student Instructions

Now that you have explored how Gothic cathedrals were built in medieval times and you have analyzed Macaulay's writing style, your assignment is to write an essay explaining the elements of Macaulay's unique writing style as evident in his book, *Cathedral* and in other books of his you have looked at. If possible, you will write your essay on computer so that you can post it as a blog entry or simply to make revision easier for you.

- You will use the common steps for writing an essay: planning and drafting, revising and editing, and rewriting, following a familiar routine. Read the rubric before writing as well.
- Before writing, scan and reread the book, looking for specific examples of how Macaulay narrates to explain, so that you can support your ideas about his style with evidence from the text. Use details to build strength for your ideas. Quote words from the text or describe illustrations and diagrams and cite the page number on which you read them.
- Then organize the elements you find and can explain. Refer to the handouts you have completed throughout the unit on comparing authors' styles and analyzing Macaulay's style. Use the Claims-Evidence-Reasoning (CER) graphic organizer to help shape your thoughts.
- Write a draft and check the rubric again. Read your draft aloud to a partner if you can or the teacher, so you can hear it. See if your partner or the teacher has any useful suggestions. Listen to your partner's essay and help him or her.
- Revise your essay, looking for more ways to include evidence – details, examples, and quotations – to support your claims about Macaulay's style.
- Edit and rewrite your essay, making sure you have a clear introduction and a strong, lively conclusion summing up your ideas about Macaulay's writing style.
- Post your writing to a blog, if the class is able to do that, or hand in your essay to your teacher.





# Analyzing an Author's Style

## CEPA Rubric: Macaulay Literary Analysis Essay

|                     | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Ideas</b>        | <ul style="list-style-type: none"> <li>Ideas are original and focused, and demonstrate insightful analysis of Macaulay's style in <i>Cathedral</i>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Ideas are on topic, but the analysis is obvious and not very insightful.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Ideas are unfocused and /or analysis is weak. After reading it, the reader is left with many unanswered questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |
| <b>Organization</b> | <ul style="list-style-type: none"> <li>Organization is careful and subtle –               <ul style="list-style-type: none"> <li>There is an engaging introduction with a hook, bridge, and a clear thesis.</li> <li>Clear topic sentences with key words from the thesis</li> <li>Sufficient background information to introduce supporting textual evidence</li> <li>Specific and relevant supporting quotations</li> <li>In-text citations using MLA formatting</li> <li>Explanations of how evidence supports the thesis using key words from the quotation and the thesis</li> <li>Accurate use of transitions</li> <li>There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>There is organization but some of the following aspects are missing, making the essay harder for the reader to follow:               <ul style="list-style-type: none"> <li>Organization is careful and subtle –                   <ul style="list-style-type: none"> <li>There is an engaging introduction with a hook, bridge and a clear thesis.</li> <li>Clear topic sentences with key words from the thesis</li> <li>Sufficient background information to introduce supporting textual evidence</li> <li>Specific and relevant supporting quotations</li> <li>In-text citations using MLA formatting</li> <li>Explanations of how evidence supports the thesis using key words from the quotation and the thesis</li> <li>Accurate use of transitions</li> <li>There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation.</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>There is little evidence of organization and too many of the following aspects are missing.               <ul style="list-style-type: none"> <li>Organization is careful and subtle –                   <ul style="list-style-type: none"> <li>There is an engaging introduction with a hook, bridge and a clear thesis.</li> <li>Clear topic sentences with key words from the thesis</li> <li>Sufficient background information to introduce supporting textual evidence</li> <li>Specific and relevant supporting quotations</li> <li>In-text citations using MLA formatting</li> <li>Explanations of how evidence supports the thesis using key words from the quotation and the thesis</li> <li>Accurate use of transitions</li> <li>There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation.</li> </ul> </li> </ul> </li> </ul> |   |
| <b>Voice</b>        | <ul style="list-style-type: none"> <li>The writer's voice is formal and informative.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>The writer's voice is sometimes formal and informative.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>The writer's voice is not formal or the writer does not come across as confident or an authority on the subject.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
| <b>Word Choice</b>  | <ul style="list-style-type: none"> <li>The writer chooses words that are precise and create clarity for the reader.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>The writer does not always choose words that are precise and create clarity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Word choice is not precise and creates confusion for the reader.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |



# List of Unit Resources

## Lesson 1:

Articles on style:

- On approximate grade level: **School Uniforms: Awful or Awesome?** (Scholastic Scope: November 11, 2011)  
<http://www.meridianschools.org/EMS/Staff/LP/Lewis/AssignmentsInformation/School%20Uniforms%20Awesom e%20or%20Awful.pdf>
- Above approximate grade level: <http://upfront.scholastic.com/news/2011/12/fashion-police>
- Below approximate grade level: **Fashion Police: Should students have the right to wear what they want to school?** (Scholastic News: May 6, and May 13 issue, 2013) [http://sni.scholastic.com/SN5/05\\_06\\_13\\_SN5/book#/4](http://sni.scholastic.com/SN5/05_06_13_SN5/book#/4):  
Student Survey (optional) 1: *What's Your Style?* (See resources at end of lesson)

## Lessons 2 and 3:

- Access and capacity to show NOVA's "Building the Great Cathedrals": <http://video.pbs.org/video/1619317222>
- Classroom blog, set up previous to lesson, on a free, safe web site (such as <http://kidblog.org/home/> or the school intranet)
- Teacher Resource Sheet in Lesson Resources
- Student Worksheet in Lesson Resources

## Lessons 4-8:

- Student set of individual copies:
  - o *Cathedral* by David Macaulay
  - o David Macaulay's *Cathedral*: Close Reading Student Worksheet (without answers)
  - o *OPTIC: Analyzing Illustrations*, at the end of the lesson
  - o Optional Oral Discussion protocol for assessing class participation
- For the Teacher
  - o Teacher's copy of the book and copy of David Macaulay's *Cathedral*: Close Reading Guide for Teachers (with answers)
  - o For Lesson 6, find online an image of a Romanesque cathedral
  - o For Lesson 7, prepare the video at <http://video.pbs.org/video/1619317222> again and start it at 16:11
  - o For Lesson 8, those students writing blogs will post another blog
  - o For Lesson 8, with time, show the video at <http://video.pbs.org/video/1619317222> again starting at 34:18 and show it through 37:50 where it shows how stained glass windows are made.

## Lessons 9 and 10

English Language Arts Curriculum, August 2015  
Analyzing an Author's Style - Grade 7

### Lesson 9:

- Whole-class set of copies of *Cathedral*
- Whole-class set of printouts of: "Gothic Cathedrals" by Grace Gregory  
[http://fourriverscharter.org/projects/Inventions/pages/europe\\_gothiccathedrals.htm](http://fourriverscharter.org/projects/Inventions/pages/europe_gothiccathedrals.htm) (if the hyperlink does not work, search for "Gothic Cathedrals by Grace Gregory")
- Whole-class set of printouts of: "Building a Medieval Cathedral"  
[http://www.historylearningsite.co.uk/building\\_a\\_medieval\\_cathedral.htm](http://www.historylearningsite.co.uk/building_a_medieval_cathedral.htm)
- Copy of Comparing Authors' Styles: Teacher Guide, at end of lesson
- Whole-class set of printouts of Comparing Authors' Styles Student worksheet Student worksheet, at end of lesson

### Lesson 10:

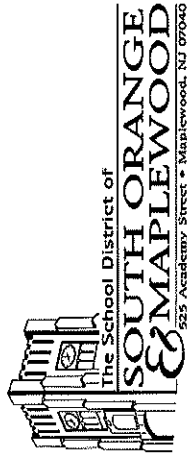
Several copies each of any of the following titles by David Macaulay, enough so everyone in the class can share them easily:

|                                            |                                                             |                                                         |                                                                 |
|--------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------|
| <i>Unbuilding<br/>Mill<br/>Rome Antics</i> | <i>Building Big<br/>City: A Story of Roman<br/>Planning</i> | <i>Castle: How It Works<br/>Underground<br/>Pyramid</i> | <i>Jet Plane: How It Works<br/>other How It Works<br/>books</i> |
|--------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------|

Small group or whole group copies of "Verifying Conclusions About Macaulay's Style," found at the end of the lesson

### Lessons 11-13 Performance Assessment:

- Access to computers for typing essays, if possible and desired
- Students' completed copies of the Student Handouts from Lessons 9 and 10
  - Comparing Authors' Styles
  - Verifying Conclusions About Macaulay's Style
- Whole class sets of copies of
  - Claim-Evidence-Reasoning (C-E-R) graphic organizer
  - Performance Assessment Student Instructions sheet
  - Performance Assessment Writing Rubric, found after the student instructions
  - Peer Review Guide, found at the end of the lesson
- One copy of Performance Assessment Teacher Instructions sheet



# *Justice and Bias*

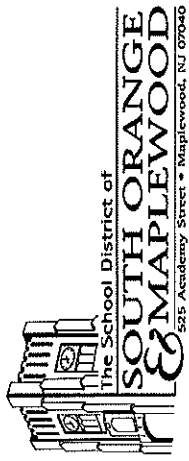
## English Language Arts, Grade 7

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Suggested approaches to learning include using the play as a whole class read aloud, where students take on all of the roles. In this unit, students will also compare a written work to its film version. Students will also be introduced to the concept of argument through the play and transpose ideas into the writing piece of this unit.

*This unit includes lesson plans, Performance Assessments, and resources. In using this unit, it is important to consider the variability of learners in your class and make adaptations as necessary.*

English Language Arts Curriculum  
Justice and Bias - Grade 7



| STAGE 1 - Desired Results |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ESTABLISHED GOALS         | G                                                                                                                                                                                                                                                                                                                           | TRANSFER                                                                                                                                                                        |
|                           | <p><b><u>NJSLS.ELA-LITERACY.RL.7.1</u></b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b><u>NJSLS.ELA-LITERACY.RL.7.2</u></b> Determine a theme or central idea of a text and analyze</p> | <p><b>T</b></p> <p><i>Students will be able to independently use their learning to delineate the value of justice and morality, looking past stereotypes and prejudice.</i></p> |
|                           |                                                                                                                                                                                                                                                                                                                             | <p><b>MEANING</b></p>                                                                                                                                                           |

| its development over the course of the text; provide an objective summary of the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | UNDERSTANDINGS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ESSENTIAL QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                             | EQ |
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| <p><b><u>NJSLS.ELA-LITERACY.RL.7.3</u></b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b><u>NJSLS.ELA-LITERACY.RL.7.4</u></b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b><u>NJSLS.ELA-LITERACY.RL.7.5</u></b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b><u>NJSLS.ELA-LITERACY.RL.7.6</u></b> Analyze how an author develops and contrasts the points of</p> | <p><b>U</b></p> <p><i>Students will understand that...</i></p> <p><b>U1</b> Stories are better interpreted with an understanding of their elements and characters.</p> <p><b>U2</b> Drama tends to compress and simplify the personalities of characters, often relying on types to quickly sketch out and draw contrasts between them.</p> <p><b>U3</b> All the characters in a drama are interdependent and help to characterize each other.</p> <p><b>U4</b> Allusions to other stories help readers learn about the world now.</p> | <p><b>Q1</b> How does staging reveal the setting and contribute to the mood of a play?</p> <p><b>Q2</b> How and why are stereotypes used in the play?</p> <p><b>Q3</b> What is reasonable doubt and how does it differ from being reasonably sure?</p> <p><b>Q3</b> How does justice and fairness prevail? Or does it?</p> <p><b>Q4</b> How is viewing a film for pleasure different from analyzing a film?</p> |    |



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| view of different characters or narrators in a text.                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <u>NJSLS.ELA-LITERACY.RL.7.7</u> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <u>NJSLS.ELA-LITERACY.W.7.1</u> Write arguments to support claims with clear reasons and relevant evidence.                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <u>NJSLS.ELA-LITERACY.W.7.1.A</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <u>NJSLS.ELA-LITERACY.W.7.1.B</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>ACQUISITION</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Students will know...</b><br><b>K</b><br><b>K1</b> A play's tone is its style or manner of expression.<br><b>K2</b> Tone can be affected by <b>dramatic irony</b> and <b>verbal irony</b> .<br><b>K3</b> Character names (or lack of names) can hold symbolic significance.<br><b>K4</b> Playwrights rely heavily on <b>characterization</b> to move the story forward. | <b>Students will be skilled at...</b><br><b>S</b><br><b>S1</b> Identifying examples of dramatic and verbal irony in a text.<br><b>S2</b> Recognizing the dramatic climax of each act and state what produced it.<br><b>S3</b> Determining the type of conflict in a text.<br><b>S4</b> Making inferences and to draw conclusions based on evidence from text by taking on roles and performing scenes.<br><b>S5</b> Exploring how conflict develops characters through cooperative group activities and performances.<br><b>S6</b> Understanding character's motivation.<br><b>S7</b> Understanding director's choices for how a character acts or says lines.<br><b>S8</b> Expressing their ideas about comparing texts by participating in a Socratic |  |

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| <p>and demonstrating an understanding of the topic or text.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.1.C</u></b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.1.D</u></b> Establish and maintain a formal style/academic style, approach, and form.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.1.E</u></b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.4</u></b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.<br/>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | <p><b>K5</b> Various kinds of conflicts drive fiction.</p> <p><b>K6</b> Using inferring to draw conclusions based on evidence from text.</p> <p><b>K7</b> While plays follow the plot structure, each Act will have its own <b>dramatic climax</b>.</p> <p><b>K8</b> Unlike most fiction and poetry, drama is written primarily to be performed, and its enactment on stage is a collaborative and public process. Thus, the text of a play is not the final, complete work.</p> <p><b>RESOURCES</b></p> <p><i>Twelve Angry Men</i> by Reginald Rose</p> <p>"Twelve Angry Men" Film directed by Sidney Lumet.</p> | <p>Seminar.</p> <p><b>S9</b> Gathering research from reputable sources to support a claim.</p> <p><b>S10</b> Planning and brainstorming ideas to produce an argumentative essay that centers on a claim and provides a counter-claim.</p> <p><b>S11</b> Create citations and a Works Cited page in addition to an argumentative essay.</p> |
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| <p><b><u>NJSLS.ELA-LITERACY.W.7.5</u></b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 <u>here</u>.)</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.6</u></b> 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.</p> <p><b><u>NJSLS.ELA-LITERACY.SL.7.1</u></b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics,</p> | <p>NY Times learning blogs 301 Argument Prompts:<br/><a href="http://learning.blogs.nytimes.com/2015/02/05/301-prompts-for-argumentative-writing/">http://learning.blogs.nytimes.com/2015/02/05/301-prompts-for-argumentative-writing/</a><br/><u>r=0</u></p> <p>TC Unit Writing Unis of Study: <i>The Art of Argument</i></p> |  |
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| <p>texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b><u>NJSLS.EIA-LITERACY.SL.7.1.A</u></b> 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.</p> <p><b><u>NJSLS.EIA-LITERACY.SL.7.1.C</u></b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b><u>NJSLS.EIA-LITERACY.SL.7.2</u></b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the</p> |  |  |
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|                                                                                                                                                                                                                                                                 |  |  |
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| ideas clarify a topic, text, or issue under study.                                                                                                                                                                                                              |  |  |
| <b><u>NJSLS.ELA-LITERACY.SL.7.3</u></b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.                                                                        |  |  |
| <b><u>NJSLS.ELA-LITERACY.SL.7.4</u></b> 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. |  |  |
| <b><u>NJSLS.ELA-LITERACY.L.7.4</u></b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based                                                                                                                                 |  |  |



|                                                                                                                                                                                                                                  |                            |  |
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| on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.<br><br><b>NJSLS.EIA-LITERACY.L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |                            |  |
| <b>Evaluative Criteria</b>                                                                                                                                                                                                       | <b>Assessment Evidence</b> |  |



| CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                | <p><b>PT</b></p> <p>Homework assignments, journals, vocabulary exploration, mini-research projects, exit tickets, participation in taking on a role in the play, participation in a Socratic Seminar.</p> <p><b>Writing:</b></p> <p>Students will write an argumentative essay in which they will stake a claim, support claims with evidence, and produce a counter-claim (counter argument).</p> <p><b>OTHER EVIDENCE</b></p> <p><b>OE</b></p> <p>Partner A/B work, small group work, teacher reading and writing conferences with students.</p> |
|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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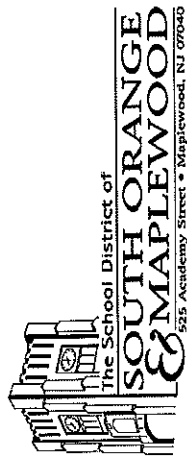
### Differentiation Options to Support Reading

English Language Arts Curriculum  
Justice and Bias - Grade 7



- Teachers need to support a wide variation in reading comprehension of complex text and teach comprehension strategies. To address the variability of learners in the classroom while meeting the Common Core State Standards for English Language Arts expectation of all students reading complex and challenging text, some supports need to be provided to students for whom the text is significantly beyond their independent reading level. All students need to learn how to take reading notes, react to the text as they read it, and base discussions upon evidence from the text. Each student needs to spend part of every lesson reading and decoding independently. However there will need to be differentiation in the amount of text students need to read. After processing an appropriate amount of the text independently, students needing support can continue to read through one of several scaffolding options for reading. The goal is that the reading options enable the students to make progress through the text so they can be held accountable for comprehension of the material. Teachers will have to use their expertise to select the right level of support as well as the amount of text that the student can read without assistance. Some suggested differentiation options:
- Reading independently: students who can read the text at an independent reading level.
- Reading in pairs: "Buddy reading" is best done in heterogeneous pairs. Studies have shown that heterogeneous pairing is beneficial for both the struggling reader and the "at level" reader. In this pairing the struggling reader has a fluency model in the at-level reader, and the at-level reader can help the struggling reader with word identification and decoding. The at-level reader in turn practices their own fluency. Carefully match the pair with the text level. Do not pair two struggling readers with a book that neither can decode nor read with accuracy. Inform students of the behavior expected of a reading partner, such as reading a page and asking each other questions, taking turns reading aloud a segment of text, or reading independently and asking each other questions as needed.
- Small groups for differentiated instruction: Compose these groups carefully and change them frequently. In at least some instances, students should choose their own groups. Some groups can read independently. For students who are reading at a level below the text: In addition to small group work, add a teacher read aloud or an audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is considerably above their current reading level, it could be better for them to just listen and focus on the sequence of events and comprehension.





- Listening to the audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is above their current reading level, they could follow along while listening in some parts of the story and focus on the sequence of events and comprehension.

| Differentiated Instruction                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |
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| Accommodate Based on Students Individual Needs: Strategies                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |
| <u>Time/General</u>                                                                                                                                                                                                                           | <u>Processing</u>                                                                                                                                                                                                                                                              | <u>Comprehension</u>                                                                                                                                                                                                                                                                | <u>Recall</u>                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communications system between home and school</li> </ul> | <ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul> | <ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul> |



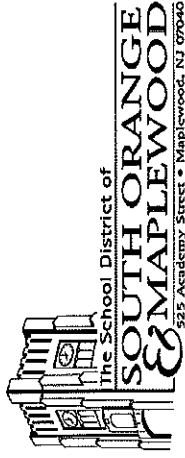
| <ul style="list-style-type: none"> <li>• Provide lecture notes/outline</li> </ul>                                                                                                                                                  |                                                                                                                                                       |                                                                                                                                                                  |                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Assistive Technology</u>                                                                                                                                                                                                        | <u>Tests/Quizzes/Grading</u>                                                                                                                          | <u>Behavior/Attention</u>                                                                                                                                        | <u>Organization</u>                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder/CD player</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul> |
| <h2 style="text-align: center;">Enrichment</h2> <p style="text-align: center;"><b>Accommodate Based on Students Individual Needs: Strategies</b></p>                                                                               |                                                                                                                                                       |                                                                                                                                                                  |                                                                                                                                                                                    |
|                                                                                                                                                                                                                                    |                                                                                                                                                       |                                                                                                                                                                  |                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Adaption of Material and Requirements</li> <li>• Evaluate Vocabulary</li> <li>• Elevated Text Complexity</li> <li>• Additional Projects</li> <li>• Independent Student Options</li> </ul> |                                                                                                                                                       |                                                                                                                                                                  |                                                                                                                                                                                    |



|  |                                                                                                                                                                                                                                                                                                                                                               |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Projects completed individual or with Partners</li><li>• Self-Selection of Research</li><li>• Tiered/Multilevel Activities</li><li>• Learning Centers</li><li>• Individual Response Board</li><li>• Independent Book Studies</li><li>• Open-ended activities</li><li>• Community/Subject expert mentorships</li></ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Suggested Lessons:**  
**Lesson 1**

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### **Objective**

- I can determine “Who Gets the Heart” after evaluating the possible candidates.
- I can use debate protocols to list pros and cons for each candidate.

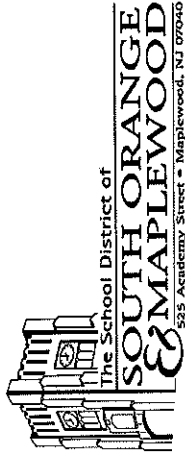
**NJSLS.ELA-LITERACY.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Activity/Procedure:**

- Students will review the packet “Who Gets the Heart” with their group. “Who Gets the Heart” is a simulation in which students pretend to be doctors, and they must evaluate six candidates that are on the list to receive a heart transplant.
- Groups will determine which of the candidates listed is the best candidate to receive the heart is.
- Using Debate protocols, the groups will determine Pros and Cons for each candidate.
- Groups will pre-determine what the counter-argument for their top candidate and think of reasons to negate that counter-argument.
- Groups will share their top 3 choices.
  - o Groups will share Pros.
  - o Groups will share Cons.
  - o Groups will discuss how difficult it is to make a decision such as the one in “Who Gets the Heart.”
  - o The class will come back together to see if a “whole” class decision can be made.

### **Assessment:**

- Group work will be collected.
- Follow questions for reflection about “Who Gets the Heart”



(A hard copy of this lesson can be found in the resources at the end of this unit.)

## **Lesson 2:**

### **Objective**

- I can gain an understanding of the right to trial by jury as it is specifically mentioned in the Constitution of the United States in Article III and Amendments V and VI. Relying on Amendment XIV, the Supreme Court has determined that the provisions in the Constitution apply in state criminal courts. In practical terms, this also means that Supreme Court decisions relating to the right to trial by jury also apply in state courts.

**NJSLS.ELA-LITERACY.SL.7.1** 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.

### **Activity/Procedure:**

#### **Analysis of the Constitutional Provisions:**

The right to trial by jury is specifically mentioned in the Constitution of the United States in Article III and Amendments V and VI. Relying on Amendment XIV, the Supreme Court has determined that the provisions in the Constitution apply in state criminal courts. In practical terms, this also means that Supreme Court decisions relating to the right to trial by jury also apply in state courts.

**Article III, Section 2, Paragraph 3** - The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.



**Amendment V** - No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

**Amendment VI** - In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

**Amendment XIV, Section 1** - All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor to deny to any person within its jurisdiction the equal protection of the laws. Working in small

- Working in small groups, students should carefully review the rights guaranteed to individuals accused of criminal acts and, in the process, make two lists:
  1. provisions that relate directly to the right to a trial by jury
  2. provisions that the jurors themselves should take into account in their deliberations.

(Activity adapted from the "Twelve Angry Men: Trial by Jury as a Right and as a Political Institution" [edsitement.neh.gov/lesson-plan](http://edsitement.neh.gov/lesson-plan))

**Exit ticket:** Book End Journal: Students will reflect in Journals about the right to a fair trial.

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### Lesson 3

#### Objective

- I can conduct research using the internet and school databases and discover information about the 1950s in America.
- I can gain a deeper understanding of how a time period can influence the setting of a work.

**NJSLS.ELA-LITERACY.W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**NJSLS.ELA-LITERACY.W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

**NJSLS.ELA-LITERACY.W.7.6** 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.



**Activity/Procedure:**

- Students will be on the Chromebooks and will open and make a copy of the 1950s scavenger hunt.
- Students will work with partners to find the answers.
- Students will site their sources.

**Assessment:**

Completed scavenger hunts.

(A hard copy of this lesson can be found in the resources at the end of this unit.)

*\*Lessons 1, 2, and 3 are all introductory lessons. The teacher may do any or all of the lessons above.*

**Lesson 4:**

**Objective**

- I can begin to identify character traits that will help me to differentiate between the 12 different jurors by reading Act I of *Twelve Angry Men*.

**NJSLS.EIA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.EIA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Activity/Procedure:**

- Students will be given the Drama & Legal Terms to review.
- Students will participate in a “Cross the Room” activity to see what background information they already know.
- Students will divide into two groups: Cast 1 and Cast 2.
- Students will read *Twelve Angry Men* Act I.

**Assessment:**

*Twelve Angry Men* project forthcoming.

**Lesson 5:**

**Objective**

- I can begin to identify character traits that will help to differentiate between the 12 different jurors by reading Act I of *Twelve Angry Men*.

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**NJSLS.ELA-LITERACY.SL.7.4** 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.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Activity/Procedure:**

- Cast 1 will continue reading Act I of *Twelve Angry Men*.
- Students will also be assigned the *Twelve Angry Men* project and begin working on their assignment roles.

**Assessment:**

*Twelve Angry Men* project

(A hard copy of the project can be found in the resources at the end of this unit.)



## **Lesson 6**

### **Objective**

- I can accurately determine the correct Drama and Legal Terms by taking the Drama and Legal Terms Quiz.
- I can analyze character by determining the correct stereotypes to describe different jurors in the play.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### **Activity/Procedure:**

- Drama and Legal Terms Quiz
- Cast 1 will continue reading Act I of Twelve Angry Men.
- Students who are not involved as one of the 12 jurors will have other roles to keep them actively engaged.
- Three to four students will be assigned as “directors.” Directors can redirect the actors, and directors may ask the actors to project voices, add movements, or repeat a particular line or lines.
- Other students may “work” for the prop department and be responsible for looking ahead to determine what props are needed as part of the *stage business* for the play.
- One additional cast member is needed to read the stage directions aloud. This part is crucial to understanding the work as a whole.

### **Assessment:**

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- Drama and Legal Terms Quiz
- *Twelve Angry Men* project

## Lesson 7:

### Objective:

- I can evaluate examples of Verbal Irony in *Twelve Angry Men*.

**NJSLS.ELA-LITERACY.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### Activity/Procedure

- Cast 1 will continue reading Act I of *Twelve Angry Men*.
- Students will use Edpuzzle to view a short clip about verbal irony.
- Edpuzzle is an online teacher resource that allows for “flipped lessons.”
  - Video are embedded with questions that give the students an inter-active approach to learning.
- Students will work on their project roles.

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- Students will look for textual evidence of verbal irony from Act II and will be able to explain what qualifies these lines as examples.

### **Assessment**

Edpuzzle assignment

### **Lesson 8**

#### **Objective:**

- I can begin to evaluate whether or not the boy on trial is guilty beyond a reasonable doubt by reading Act II of *Twelve Angry Men*.

**NJSLS.EIA-LITERACY.L.7.4** 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.

**NJSLS.EIA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.EIA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.EIA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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#### **Activity/Procedure**

- Cast I will continue reading Act II of *Twelve Angry Men*.
- Students will work on their project roles.

#### **Assessment**

Student participation and involvement in the scene.

#### **Lesson 9:**

#### **Objective:**

- I can accurately identify the 12 jurors by completing the quiz.

**NJSLS.ELA-LITERACY.L.7.4** 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.

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**NJSLS.ELA-LITERACY.L.7.4.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.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### **Activity/Procedure**

- Students will begin to assemble character sketches of the 12 jurors.
- Students will work on their project roles.

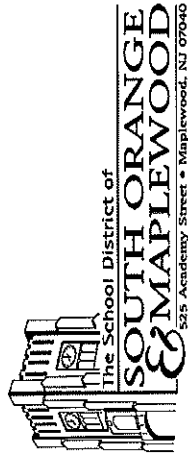
#### **Assessment**

*Juror Quiz*

*Twelve Angry Men project*

#### **Lesson 10, 11, 12:**

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**Objective:**

- I can analyze both the film and stage version of *12 Angry Men*.
- I can compare and contrast the works by looking at director's choice, the use of lighting, camera angles, and music in the film.

**NJSLS.ELA-LITERACY.L.7.4** 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.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**NJSLS.ELA-LITERACY.RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**Activity/Procedure**

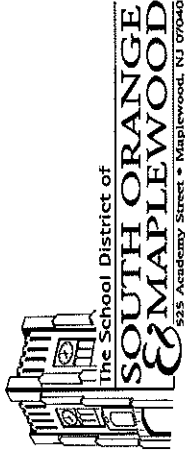
- Students begin watching the Sidney Lamont's film of "12 Angry Men".
- Students seating in groups
- The film viewed in segments.
- Groups compare and contrast the film to the play.

**Assessment:**

Google Document/Compare and Contrast the Film

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### **Lesson 13:**

#### **Objective:**

- I can evaluate quotes and interpret the speaker's meaning.
- I can determine which quote would be the most appropriate topic for tomorrow's Socratic Seminar.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**NJSLS.ELA-LITERACY.RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

#### **Activity/Procedure**

- Students review 11 quotes about Justice that can tie into 12 Angry Men.
- Students participate in a "Wall Walk" with the quotes and record findings on a graphic organizer.
- Students work together in groups (SRI based) to interpret the quotes and make connections to the play.
- Students nominate and choose the quote to explore in tomorrow's Socratic Seminar.
- Students gather information on the chosen quote from the play to use as evidence in the Socratic Seminar.



## Assessment

Graphic Organizers /Socratic Seminar Participation

### Lesson 14:

#### Objective:

- I can move the discussion forward by comparing the “justice” quotes to *Twelve Angry Men* in today’s Socratic Seminar.

NJSLS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

NJSLS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

NJSLS.ELA-LITERACY.RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning

#### Activity/Procedure

- Socratic Seminar

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### Assessment

Participation in the Socratic Seminar

### Lessons 15 and 16:

#### Objective

- I can take a stance on our class's argumentative topic and firmly state if they are "pro" or "con."
- I can begin to gather evidence for the argumentative essay to support a claim.

**NJSLS.ELA-LITERACY.W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**NJSLS.ELA-LITERACY.W.7.1.A** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**NJSLS.ELA-LITERACY.W.7.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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### Activity/Procedure

- Teachers follow the lessons given in the Teachers College *The Art of Argument*.
- Step by step instructions are given for teachers to follow.
- It is recommended that teachers follow the lessons in Bend I: Lesson 1, Lesson 2, and Lesson 3.
- Students will be given their argumentative writing prompt.
- Students pair/share ideas about how argumentative writing is different from narrative writing.
- Students decide if they want to approach the writing topic from "Pro" side or the "Con" side of the issue.
- Teams for both sides will be formed.
- Teacher will review note-taking skills for gathering research.
- Teacher will model how to gather evidence and gather citation materials using EasyBib for the Works Cited Page.
- Parenthetical documentation will be introduced.
- Students begin to review the research materials provided and start gathering evidence to support their claim.
- Teacher model how to gather evidence and gather citation materials using EasyBib for the Works Cited Page.

### Assessment

On-going participation in all activities, brainstorming of topic, evidence gathered, and essay produced.

### Lesson 17:

### Objective

- I can continue to gather evidence for the argumentative essay to support a claim.

NJSLS.EIA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

NJSLS.EIA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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**NJSLS.ELA-LITERACY.W.7.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

#### **Activity/Procedure**

- Students continue to review the research materials provided and start gathering evidence to support their claim.
- Students open the graphic organizer/note catcher in Edmodo that they used previously.
- Students finish gathering information from the CNN link to add to the note catcher (new notes should go on the same page).
- Students move onto other sources (all are listed in the assignment write up).
- Each new source should be documented on a new page on the note catcher.
- Remind students to use EasyBib to add citation information for each new source.

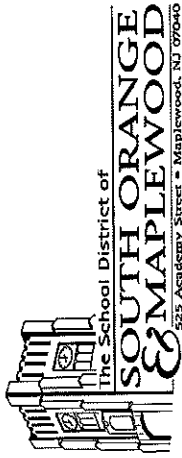
#### **Assessment**

On-going participation in all activities, brainstorming of topic, evidence gathered, and essay produced.

**Lessons 18, 19, 20, 21, 22, 23:**

#### **Objective:**

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- I can draft an argumentative essay using the evidence gathered to support a claim and produce a counter-claim.

#### **New Jersey Student Learning Standard:**

**NJSLS.ELA-LITERACY.W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**NJSLS.ELA-LITERACY.W.7.1.A** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**NJSLS.ELA-LITERACY.W.7.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**NJSLS.ELA-LITERACY.W.7.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**NJSLS.ELA-LITERACY.W.7.1.D** Establish and maintain a formal style/academic style, approach and form.

**NJSLS.ELA-LITERACY.W.7.1.E** Provide a concluding statement or section that follows from and supports the argument presented.

**NJSLS.ELA-LITERACY.W.7.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**NJSLS.ELA-LITERACY.W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

**NJSLS.ELA-LITERACY.W.7.6** 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.

#### **Activity/Procedure**

- Teachers follow the lessons given in the Teachers College *The Art of Argument*.
- Step by step instructions are given for teachers to follow.
- Recommended lessons to follow: Bend II: Lesson 7, Lesson 8, Lesson 9, Lesson 10, and Lesson 12.
- Recommended lessons to follow: Bend III: Lesson 15 and Lesson 17.

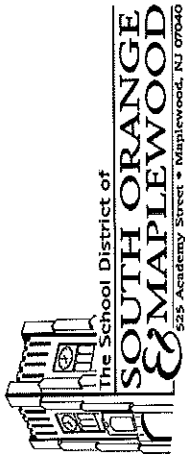
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### 1950s INTERNET SCAVENGER HUNT ACTIVITY

#### ACTIVITY INSTRUCTIONS:

- Use online resources to research and answer 8 of the following questions about life in the United States during the 1950s. Be sure to complete all parts of each selected item. **Provide citations for all images (be sure that your images are from the correct era in history).** A completed scavenger hunt will earn a score of 24/24.
  - Only 4 of your choices may use images, 4 must use the databases to answer your questions.
1. What was the GI Bill of Rights? How did it affect the future of the U.S.?
  2. What was Levittown? Attach a picture of Levittown, Long Island, New York (in the 1950s).
  3. What was meant by the slogan, "I Like Ike"? Attach an image that best represents this slogan.
  4. What was so special about Checkers, the dog? (attach an image)
  5. What was the baby boom? Attach a chart/graph depicting the baby boom.
  6. Who was Dr. Jonas Salk? Provide evidence of his contribution to society.
  7. Name three television shows of the 1950s. List the show and the years that it ran on television. Attach an image of each of the three shows.
  8. Which president is credited with the Interstate Highway System? Find an image of its construction.
  9. Attach two images of family cars of the 1950s. (Not sports cars or "hot rods")
  10. Attach three images of new appliances available to Americans after WWII.
  11. Attach and identify images of three bands/singers from the decade.
  12. What was the "beat movement"?
  13. Find two movie posters from the 50s and provide a summary of each movie.



14. Find an image of the 1950s kitchen.
15. How did Lucille Ball help to change the role of the American woman?
16. Attach an image of James Dean and explain his role in defining the "American teenager".
17. Attach images of three toys popularized in the 1950s that are still common today.
18. Attach images of two popular 1950s athletes - list the sport and major accomplishments for each.
19. Attach images of two technological advances of the 1950s that are still used in our daily lives today.

**NOTE-CATCHER DIRECTIONS:**

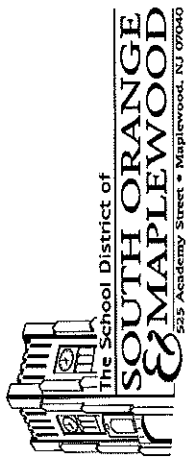
- Use online resources to research and answer 2 of the following questions about life in the United States during the 1950s. Be sure to complete all parts of each selected item. **Provide citations for all images (be sure that your images are from the correct era in history).** A completed scavenger hunt will earn a score of 24/24.
- **Only 4 of your choices may use images, 4 must use the databases to answer your questions.**

|   | <b><u>Answer/Collected information</u></b><br><b>(If you were asked to copy and paste images add them here, too.)</b> | <b><u>Citation</u></b><br><b>(Copy and paste citation from the database, or create on Easybib and copy and paste below.)</b> |
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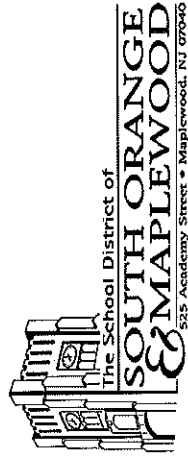
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*Twelve Angry Men*

**DRAMA TERMS AND DEFINITIONS**

1. **Plot** – the pattern of events in a literary work; what happens.
2. **Characterization** – the methods, incidents, speech, etc., an author uses to reveal the people in the book.  
Characterization is depicted by what the person says, what others say, and by his or her actions.

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3. **Theme** – the central, main or dominant idea behind the story. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. *It is a universal statement about humanity, rather than a simple statement dealing with plot or characters in the story.*
4. **Dialogue** – conversation between two or more characters.
5. **Dramatist personae** – the cast of characters.
6. **Drama** – plays intended to be acted; performances of plays.
7. **Motivation** – the reasons behind a character's actions.
8. **Protagonist** – the central or main character in a story around whom the plot centers.
9. **Antagonist** – the person or force that is in conflict with, or opposes, the protagonist.
10. **Climax** – the point of greatest dramatic tension or excitement in a story.
11. **Stage business** – a physical interaction of the character, usually with a prop, piece of scenery, or other character, designed to move the action, reveal character, or provide movement.
12. **Stereotyping** – the act of putting people into groups based on race, religion, nationality, physical appearance, social class, or some other easily identifiable characteristic.



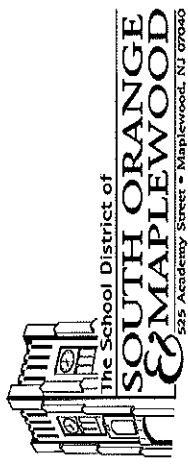
### *Twelve Angry Men*

#### **LEGAL TERMS**

1. **Prosecutor**—the district attorney who tries to prove the guilt of the suspect.
2. **Defense Counsel**—the lawyer who represents the defendant and tries to maintain innocence.
3. **Verdict**—the final decision made by the jury.
  1. **Foreman**—a juror chosen to lead a jury and deliver the verdict to the judge.
  1. **Convict**—to find the suspect guilty of the crime.
  1. **Acquit**—to find the suspect innocent.
  1. **Reasonable Doubt**—the element in law, which states that if a sensible amount of uncertainty, exists, a juror must vote to acquit. If jurors were not there to see the suspect commit the crime, they cannot be one hundred percent certain the suspect is guilty; however, even without being certain, they may vote to convict if they believe the defendant committed the crimes. If they have a real question in their minds as to the suspect's guilt or innocence, this is "reasonable doubt," and their votes should be to acquit.



1. **Innocent until proven guilty**—a fundamental principle of law that means the state must prove guilt; the suspect does not have to prove innocence.
1. **The Fifth Amendment**—a fundamental principle of law which states that a person cannot be forced to testify against him or herself in a court of law. This Amendment also provides freedom from double jeopardy.
10. **Double Jeopardy**—a fundamental principle of law that states that a person cannot be tried twice for the same crime. This means that if a defendant is acquitted, that person cannot be tried again for the same crime, even if evidence arises that proves that person's guilt.
11. **Cross-examination**—question a witness called by the opposing counsel.
  1. **Deliberate**—to consider or discuss carefully.
  1. **Premeditated**—planned or plotted in advance.
  1. **Homicide**—the killing of one person by another.



### **12 *Angry Men* Film vs. Play**

Director: Sidney Lumet

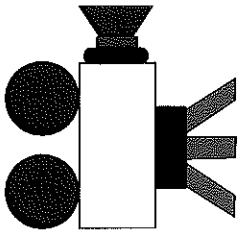
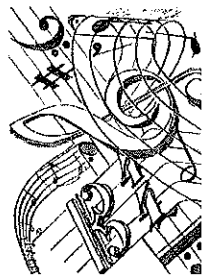
Composer: Kenyon Hopkins

#### **Pre-viewing questions:**

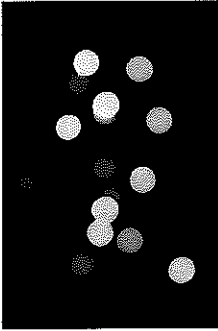
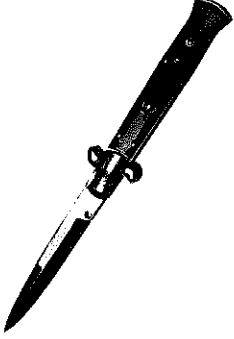
- What is the film's purpose?
- What ideas are being developed?

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- Who is the intended audience for the film?
- What is the film's genre?

|                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
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| <p><b>Director's choices:</b></p> <p>Why is the film shot in black and white?</p>  <p>How is the central character introduced to the audience?</p> <p><b>How do the characters interact with each other?</b></p> | <p><b>Music:</b></p> <p>What is the importance of background music to the emotional tone of the film?</p>  |
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| <p><b>Lighting:</b><br/>         Are scenes brightly lit? Is there much shadow and darkness? What is the purpose of such lighting? Does lighting focus on a character or object? Why?</p>  |  <p><b>Camera Placement:</b><br/>         What do we see? How do we see it?</p> <p>Why do we see action, events, characters and objects this way?</p> |
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**Notes:**

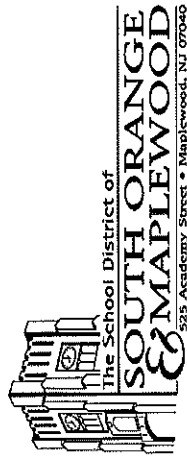
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| <p><b>Director's choices:</b></p> | <p><b>Music:</b></p> |
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| <b>Lighting:</b> | <b>Camera Placement:</b> |

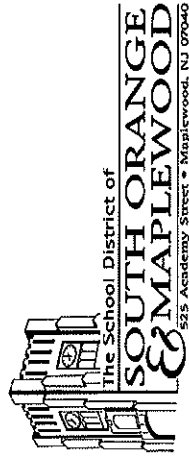
**Response from the audience:**

- Are there key symbols, images or ideas that define character and theme?
- What themes does this film present?
- What reason(s) had you for wanting to see this film to see the film?
- Did the film meet your expectations?



#### Justice Quotes:

1. "Justice cannot be for one side alone, but must be for both." -Eleanor Roosevelt
2. "Facts may be colored by the personalities of the people who present them." -Juror 11, *Twelve Angry Men*, page 36
3. "Justice delayed is justice denied." -William E. Gladstone
4. "Exclusion is never the way forward on our shared paths to freedom and justice." -Desmond Tutu
5. "Fairness is what justice really is." -Potter Stewart



6. "Justice consists not in being neutral between right and wrong, but finding out the right and upholding it, wherever found, against the wrong." — Theodore Roosevelt
7. "The criminal justice system, like any system designed by human beings, clearly has its flaws." -Ben Whishaw
8. "Injustice anywhere is a threat to justice everywhere." -Martin Luther King, Jr.
9. "I'm for truth, no matter who tells it. I'm for justice, no matter who it's for or against." -Malcolm X
10. "Nobody gets justice. People only get good luck or bad luck." -Orson Welles
11. "Freedom and justice cannot be parceled out in pieces to suit political convenience. I don't believe you can stand for freedom for one group of people and deny it to others." -Coretta Scott King



# Fairness, Morality, & Ethical Responsibilities in Science Fiction

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## English Language Arts, Grade 7

*This unit includes lesson plans, embedded Performance Assessments, and resources. In using this unit, it is important to consider the variability of learners in your class and make adaptations as necessary.*

## Desired Results

| ESTABLISHED GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Transfer           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         |
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| <b>G</b><br><b>NJSLS.ELA-LITERACY.RL.7.1</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><b>NJSLS.ELA-LITERACY.RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.<br><b>NJSLS.ELA-LITERACY.RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).<br><b>NJSLS.ELA-LITERACY.RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.<br><b>NJSLS.ELA-LITERACY.RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning<br><b>NJSLS.ELA-LITERACY.RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.<br><b>NJSLS.ELA-LITERACY.RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).<br><b>NJSLS.ELA-LITERACY.RL.7.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural | <b>T</b><br><i>Students will be able to independently use their learning to...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>UNDERSTANDINGS</b><br><i>Students will understand ...</i><br><b>U1</b> Science fiction as a genre centers around four major components: strange and unusual, an element of science, commentary on human nature and society and the use of the Writer's Tool Box.<br><b>U2</b> Conflicts will usually involve character versus society, but will also involve the character versus self.<br><b>U3</b> Authors will weave figurative language into their writing thus, students must have a clear understanding of simile, metaphor, hyperbole, and personification.<br><b>U4</b> Symbolism will add a layer of understanding to the genre. |                    | <b>U</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>ESSENTIAL QUESTIONS</b><br><b>Q1</b> What are the literary elements that make sci-fi / fantasy stories unique?<br><b>Q2</b> How do science fiction stories foreshadow real futuristic events?<br><b>Q3</b> How do writers incorporate theories and elements of a scientific nature into their works? |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Acquisition</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         |
| <b>KNOWLEDGE</b><br><i>Students will know...</i><br><b>K1</b> Science fiction can help the reader anticipate change in the own world more readily.<br><b>K2</b> That <b>utopia</b> is a reoccurring theme in many works of science fiction.<br><b>K3</b> Character names (or lack of names) can hold symbolic significance.<br><b>K4</b> Various kinds of conflicts drive fiction.<br><b>K5</b> Using inferring to draw conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>K</b>           | <b>SKILLS</b><br><b>S1</b> Identifying examples of simile, metaphor, personification, and hyperbole.<br><b>S2</b> Determining the type of conflict in a text.<br><b>S3</b> Exploring how conflict develops characters through cooperative group activities and performances.<br><b>S4</b> Looking for examples of foreshadowing within a story.<br><b>S5</b> Expressing their ideas about comparing texts by participating in a Socratic Seminar. | <b>S</b>                                                                                                                                                                                                                                                                                                |

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| <p>context, and background knowledge) 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.</p> <p><b><u>NJSLS.ELA-LITERACY.RI.7.1</u></b><br/>Cite several pieces of textual evidence and support relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b><u>NJSLS.ELA-LITERACY.RI.7.2</u></b><br/>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b><u>NJSLS.ELA-LITERACY.RI.7.3</u></b><br/>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><b><u>NJSLS.ELA-LITERACY.W.7.1</u></b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.1.A</u></b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.1.B</u></b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.1.C</u></b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> | <p>based on evidence from text.</p> <p><b>K6</b> The plot arc of the “hero’s journey.”</p> <p><b>RESOURCES</b><br/> <i>The Giver</i> by Lois Lowry<br/> <i>Gathering Blue</i> by Lois Lowry<br/> <i>Messenger</i> by Brandon Sanderson<br/> <i>Steelheart</i> by James Dashner<br/> <i>The Maze Runner</i> by Suzanne Collins<br/> <i>The Hunger Games</i> by Suzanne Collins<br/> <i>Age of Miracles</i> by Karen Thompson Walker<br/> <i>Escape from Camp 14</i> by Blaine Harden<br/> <i>The Illustrated Man</i> by Ray Bradbury<br/> “The Veldt” by Ray Bradbury<br/> “A Sound of Thunder” by Ray Bradbury<br/> “Time in Thy Flight” by Ray Bradbury<br/> “Rain, Rain Go Away” by Isaac Asimov<br/> “The Road Not Taken” by Robert Frost<br/> “Imagine” by John Lennon</p> | <p><b>S6</b> Gathering research from reputable sources to support a claim.</p> <p><b>S7</b> Planning and brainstorming ideas to produce an argumentative essay that centers on a claim and provides a counter-claim.</p> <p><b>S8</b> Create citations and a Works Cited page in addition to an argumentative essay.</p> |
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**NJSLS.ELA-LITERACY.W.7.1.D** Establish and maintain a formal style/academic style, approach and form.

**NJSLS.ELA-LITERACY.W.7.1.E** Provide a concluding statement or section that follows from and supports the argument presented.

**NJSLS.ELA-LITERACY.W.7.2.A**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

**NJSLS.ELA-LITERACY.W.7.3.A**

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

**NJSLS.ELA-LITERACY.W.7.3.B**

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

**NJSLS.ELA-LITERACY.W.7.3.C**

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

**NJSLS.ELA-LITERACY.W.7.3.D**

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

**NJSLS.ELA-LITERACY.W.7.3.E**

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



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| <p><b><u>NJSLS.ELA-LITERACY.W.7.4</u></b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.<br/>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.5</u></b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 <a href="#">here</a>.)</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.6</u></b> 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.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.9</u></b><br/>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>NJSLS.ELA-LITERACY.W.7.9.B</u></b><br/>Apply <i>grade 7 Reading standards</i> 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").</p> <p><b><u>NJSLS.ELA-LITERACY.SL.7.1</u></b> 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.</p> |  |  |
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| <p><b><u>NJSLS.ELA-LITERACY.SL.7.1.A</u></b> 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.</p> <p><b><u>NJSLS.ELA-LITERACY.SL.7.1.C</u></b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b><u>NJSLS.ELA-LITERACY.SL.7.2</u></b> 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.</p> <p><b><u>NJSLS.ELA-LITERACY.SL.7.3</u></b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b><u>NJSLS.ELA-LITERACY.SL.7.4</u></b> 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> |                                                                                                                                                                                                                                                                                                              |                  |
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| Evaluative Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessment Evidence                                                                                                                                                                                                                                                                                          | Evidence         |
| See Evidence-Based Writing Rubric                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                              |                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)</b></p> <p>Homework assignments, journals, vocabulary exploration, mini-research projects, exit tickets, participation in taking on a role in the play, participation in a Socratic Seminar.</p> <p><b>PERFORMANC TASK WRITING:</b></p> | <p><b>PT</b></p> |

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| <p>Students will write an argumentative essay in which they will stake a claim, support claims with evidence, and produce a counter-claim (counter argument).</p> <p>Students may also be asked to create a narrative writing piece that show-cases their understanding of the genre and uses the 4 qualities of science fiction.</p> <p><b>OTHER EVIDENCE</b><br/><b>OE</b></p> <p>Partner A/B work, small group work, double entry journals, annotations, teacher reading, and writing conferences with students.</p>                                                                                                                         |  |
| <p style="text-align: center;"><b>Learning Plan</b></p> <p style="text-align: center;"><i>Summary of key Learning Events and Instruction</i></p> <p>The following unit should take approximately 8 weeks. Students will employ close reading and annotation strategies to analyze different conflicts in literature as revealed in these works. Among the conflicts and tensions explored include: authority, stereotypes, societal norms, familial allegiance, and oaths by various characters and their consequences.. The performance assessment will task students to write an argumentative piece based on one or more selected texts.</p> |  |
| <p>Adapted from Understanding by Design 2.0 © 2011 Grant Wiggins and Jay McTighe Used with Permission, July 2012</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |

## Differentiation Options to Support Reading

- Teachers need to support a wide variation in reading comprehension of complex text and teach comprehension strategies. To address the variability of learners in the classroom while meeting the Common Core State Standards for English Language Arts expectation of all students reading complex and challenging text, some supports need to be provided to students for whom the text is significantly beyond their independent reading level. All students need to learn how to take reading notes, react to the text as they read it, and base discussions upon evidence from the text. Each student needs to spend part of every lesson reading and decoding independently. However there will need to be differentiation in the amount of text students need to read. After processing an appropriate amount of the text independently, students needing support can continue to read through one of several scaffolding options for reading. The goal is that the reading options enable the students to make progress through the text so they can be held accountable for comprehension of the material. Teachers will have to use their expertise to select the right level of support as well as the amount of text that the student can read without assistance. Some suggested differentiation options:
  - Reading independently: students who can read the text at an independent reading level.
  - Reading in pairs: "Buddy reading" is best done in heterogeneous pairs. Studies have shown that heterogeneous pairing is beneficial for both the struggling reader and the "at level" reader. In this pairing the struggling reader has a fluency model in the at-level reader, and the at-level reader can help the struggling reader with word identification and decoding. The at-level reader in turn practices their own fluency. Carefully match the pair with the text level. Do not pair two struggling readers with a book that neither can decode nor read with accuracy. Inform students of the behavior expected of a reading partner, such as reading a page and asking each other questions, taking turns reading aloud a segment of text, or reading independently and asking each other questions as needed.
  - Small groups for differentiated instruction: Compose these groups carefully and change them frequently. In at least some instances, students should choose their own groups. Some groups can read independently. For students who are reading at a level below the text: In addition to small group work, add a teacher read aloud or an audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is considerably above their current reading level, it could be better for them to just listen and focus on the sequence of events and comprehension.
  - Listening to the audio version of the text. Decide whether students will be able to follow along with the text and see fluent reading modeled. If the text is above their current reading level, they could follow along while listening in some parts of the story and focus on the sequence of events and comprehension.

## Choosing or Assigning Partners

- *Reading ability.* Partners could be selected according to reading level, e.g., struggling readers with middle level reader; middle level with high level readers.
- *ELL students.* Pair ELL students with a partner who will support their comprehension. A partner who speaks the same language could be beneficial, but could also limit the student's use of English. Consider setting parameters for partners such that they support one another's comprehension.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

| <u>Time/General</u>                                                                                                                                                                                                                                                                    | <u>Processing</u>                                                                                                                                                                                                                                                              | <u>Comprehension</u>                                                                                                                                                                                                                                                                | <u>Recall</u>                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communications system between home and school</li> <li>• Provide lecture notes/outline</li> </ul> | <ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul> | <ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul> |

| <u>Assistive Technology</u>                                                                                                                                      | <u>Tests/Quizzes/Grading</u>                                                                                                                          | <u>Behavior/Attention</u>                                                                                                                                        | <u>Organization</u>                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder/CD player</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul> | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul> |

## Enrichment

### Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self-Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

**Suggested Lessons:**  
**LESSON 1:**

**Objective:**

- I can further my understanding of science fiction with a focus on this genre's purpose.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Activities/Procedure:**

1. Students will watch the short video about sci-fi, <https://www.youtube.com/watch?v=vpO8sZDxOGI>
2. They will cite some specific statements from the video to illustrate why these movies had a deep impact on audiences.
3. Students will read the article "The Purpose of Science Fiction" on their chrome books.  
[http://www.slate.com/articles/technology/future\\_tense/2011/01/the\\_purpose\\_of\\_science\\_fiction.html](http://www.slate.com/articles/technology/future_tense/2011/01/the_purpose_of_science_fiction.html)
4. Students will highlight / cite relevant information that helps to answer the article's title, What is the purpose of Science Fiction? and place this information onto their downloaded document.
5. Students will brainstorm with one another in order to come up with a list of science fiction stories/films/video games etc. that have a distinct purpose or message.
6. Students will share their group lists with the class and I will chart their ideas.

**Homework:** Students will answer the following question on edmodo.com "What is your favorite science fiction story or movie? What is it, specifically about this piece, which you find enjoyable? Explain your reason(s).

## LESSON 2:

### Objective:

- I can read a short autobiography and sci-fi story by Ray Bradbury to begin to understand the man and the genre of science fiction. I can immerse myself into one of Bradbury's short sci-fi stories reading closely in order to answer content questions and write a contrasting paragraph.

NJSLS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

NJSLS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

NJSLS.ELA-LITERACY.RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

NJSLS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Activities/Procedure:

1. Students will read "Ray Bradbury's autobiography"  
<https://docs.google.com/document/d/17Dh-W20fwWvnxmEjPC2IV7ZgZXftNg7mSFHqJCLiM/edit>
2. Read a short story by Bradbury (several are suggested in resources).
3. Complete content questions regarding the short story
  - o Discuss the Selection: questions will be answered individually
  - o Apply the Skills: questions will be completed by each table group.
  - o Think and Write: This chart will be on a Google Doc, students will use group mates to help complete the chart, then write their contrasting paragraph. [https://docs.google.com/document/d/1DGkts\\_eRccJ6Kn2Mxl-gJRWIal0p\\_RmtzpExiAS0zQ/edit](https://docs.google.com/document/d/1DGkts_eRccJ6Kn2Mxl-gJRWIal0p_RmtzpExiAS0zQ/edit)

### Homework:

Read "Why Sci-Fi Matters" article, and respond to the article in class Edmodo groups.

[http://www.huffingtonpost.com/amie-kaufman/why-everyone-should-read-b\\_4414521.html](http://www.huffingtonpost.com/amie-kaufman/why-everyone-should-read-b_4414521.html)

### Edmodo question:

- o Why does the author of the article believe that people should read science fiction?
- o Do you agree or disagree? Explain.



### LESSON 3:

#### Objective:

- I can learn about a few different questioning techniques and attempt to classify my group created questions into specific categories.

**NJSLS.ELA-LITERACY.SL.7.1.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.

#### **Activities/Procedure:**

1. Students will share their short story responses with their classmates at table groups (10 mins).
2. **NEXT:** Students will create a list of questions concerning the short story at their tables. **Example:** How are Time Children produced if there are no mothers or fathers?
3. Students will download the 5 Types of Questions document from my website <https://docs.google.com/document/d/1qn-ivRJ-aFRHmQioZGB0e2GNTMLSjx5zSisFnyztCEc/edit>
4. Students will try to classify the list of text based questions they just wrote by utilizing the downloaded document.

#### **Homework:**

- Students will select the best type of questions to place onto edmodo.com.
- Students will learn how to ask quality, literature based questions online, and also learn how to respond to peers.

*\*Provide students with clarified explanations as to what makes a "strong" question and what type of questions to post.*

*\*Use "sentence starters" for students who are struggling (Blooms G.O.)*

*\*Small group instruction as needed*

## LESSON 4, 5:

### Objective:

- I can read “The Veldt” by Bradbury, and try to pull out the theme of the story, as well as elements of science fiction and figurative language.
- I can use close reading techniques

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**NJSLS.ELA-LITERACY.RI.7.3** 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).

### Activities/Procedure:

- Read and listen to “The Veldt.” Performed by Stephen Colbert
  - o <https://www.youtube.com/watch?v=KSoIgRHHNLM>
  - o <https://www.youtube.com/watch?v=Px7ihSd9bXM>
  - o <https://www.youtube.com/watch?v=yYQuOX-NQIY>
- > *Provide Video first to help comprehension*
- > *Paragraph frame for short response Q:*
  - o <https://docs.google.com/document/d/1qslODsAW3MT3FwvY30sFaath1GuheIHWc54qFqnN00/edit?usp=sharing>
- > *Provide Video for Simile/Metaphor to help students with abstract concepts (as needed)*
  - o <https://www.youtube.com/watch?v=G1c6zF9aJxs&feature=youtu.be>
  - o <https://www.youtube.com/watch?v=G1c6zF9aJxs&feature=youtu.be>
- > *Provide Video for Theme to help students with abstract concepts (as needed)*
  - o <https://youtu.be/F9s8vqztKUk>

### Homework:

## Complete chart for HW

### Day 2:

- Discuss the theme of the story with table tops, then as a class. (20 mins)
- What questions do you have concerning the text?

## LESSON 6:

### Objective:

- I can understand what Dystopia is, and why is it such a hot topic.

**NJSLS.ELA-LITERACY.RI.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RI.7.3** 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).

**NJSLS.ELA-LITERACY.W.7.9.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").

### Activities/Procedure:

- Students will download and read the article The Popularity of Dystopian Literature
  - o [https://docs.google.com/document/d/1Yw2dNkztHrcH-RzvIXNK35l\\_huZ-\\_aNS08a79llsg/edit#heading=h.hd6ofw6v1mo0](https://docs.google.com/document/d/1Yw2dNkztHrcH-RzvIXNK35l_huZ-_aNS08a79llsg/edit#heading=h.hd6ofw6v1mo0)
  - o Use *Snap&Read "target"* to reword and provide audio of article
- Students will then create a list of cited evidence as to why dystopian literature seems to be popular with today's young adult audience. Worksheet below.
  - o [https://docs.google.com/document/d/1H95al7oa\\_o52Y76hu-bSZDXekpg1X\\_ZxPYmdp0FLso/edit](https://docs.google.com/document/d/1H95al7oa_o52Y76hu-bSZDXekpg1X_ZxPYmdp0FLso/edit)
- Provide students with *paragraph frame to respond to edmodo response*
  - o <https://docs.google.com/document/d/1lUaUfE8hniGh4wOtWaZFHTnk-kz1cRHuVzk21k9fRgK4/edit?usp=sharing>
- 5 Minute Write: Students will pull out their best information to make a summary as to why dystopian stories are so popular today.
- Students will be provided with reworded and/or audio versions of the their selected novel (*Snap&Read and/or Learning Ally*)
- Students will share their pieces with small group, then large group; listening for strong examples.
  - o Pair share comments
- Students will rework their pieces in order to strengthen their craft infusing some of the techniques other, stronger students have used.

## LESSON 7:

### Objective:

- I can select a novel from a core list, and begin to pull out examples of characterization, setting elements of sci-fi and fantasy, and theme.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**NJSLS.ELA-LITERACY.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**NJSLS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### Activities/Procedure:

- Select novel (see resource list)
  - Download Note Catcher <https://docs.google.com/document/d/1oJGYPKpriXzOchHudRONStEEAIEnr7UIQ6CO06zgVZHs/edit>
  - Begin to read and pull out elements.
- *Assist students with pulling out elements as needed.*
- *Small Group instruction for students who need more “targeted” instruction.*

## LESSON 8

### Objective:

- I can ask and answer novel based questions in a virtual literature group.
- I can convergent and divergent questions on Edmodo.com.

**NJSLS:ELA-LITERACY.SL.7.1.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.

### Activities/Procedure:

- Students will join online, small group book clubs.
- Students will select a Book Buddy, and these "groups" will begin to plot out their own timeframe for reading and note-catching. Note-catchers can be a shared document or students can work on them independently then orally share out information with a partner.

### Resources:

- *Doc support with elements of Sci-Fi and Fantasy*
- *Literary Device Helpers*
  - o <https://docs.google.com/document/d/12M9pRIJR-kyulM57Gvmluf2twsGCwMaCtc2fjHIAhbE/edit?usp=sharing>
- *Venn Diagram to help students visualize the difference between Sci-Fi and Fantasy*
  - o [https://docs.google.com/document/d/1b1xf4FhFlpFY4e8nr8TwD-MzcGZ5Nm\\_1YWTl15tia18/edit?usp=sharing](https://docs.google.com/document/d/1b1xf4FhFlpFY4e8nr8TwD-MzcGZ5Nm_1YWTl15tia18/edit?usp=sharing)
- *Provide students with "Sticky Note" template to help organize thoughts...(Use Ryan's) \*"NoteCatcher" ...clarify procedures as needed*
- *Compile NoteCatcher rubric/checklist\*\*\**
- *Provide digital copies of texts*
- *Snap&Read option*
- *Audio versions of text (Learning Ally)*

## LESSON: 9, 10

### Objective:

- I can develop higher level thinking questions based on a class novel.

**NJSLS ELA-LITERACY.SL.7.1.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.

### **Activities/Procedures:**

- Students will download the following document concerning question creation.
  - o <https://docs.google.com/document/d/1dBonuK-HFO7bW2iugGXJFwuBKGXh5Uf3SFZAZgZu7cc/edit>
- With reading partner, students create 2 green, 2 yellow and at least 1 red level question based on your novel.
- Questions will be created in the following document.
- After questions are approved by each partner, they can be posted on edmodo.com in each respective book room.
  - o [https://docs.google.com/document/d/1m6r4vSJFruD9AHdUyTZoqZf4UGarUCR6\\_ak41VC-Hag/edit](https://docs.google.com/document/d/1m6r4vSJFruD9AHdUyTZoqZf4UGarUCR6_ak41VC-Hag/edit)

> *Small group targeted instruction as needed*

### **Homework:**

- Log in to edmodo and answer 2 posted questions based on your novel.

### **Day 2**

### **Next day discussion:**

- Which questions were you interested in attempting to answer?
- What about these questions drew your attention? (students will write their answers individually, then discuss with partner)
- Students will then partner with another from a different book group, discuss again, thereby seeing the work being posted in the other room and trying to draw conclusions as to what makes a strong / attractive question, what makes for a weak one?

- Review some excellent examples of question and answer from each book room.

Use remaining class time for reading, note-catching, and question posting / answering.

- *Guided instruction*
- *Allow students to share docs with partners to help eliminate “double work”*

## LESSON 11, 12:

### Objective:

- I can define terms concerning characterization, and be able to extract examples of direct and indirect characterization, etc. from text.

**NJSLS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **Activities/Procedure:**

- Students will view the following video concerning characterization and define the terms presented on the attached worksheet.
- View video as a class (6 mins)
- Break up into reading partnerships and complete definition worksheet (with the ability to navigate video when necessary) Worksheet: <https://docs.google.com/document/d/14o-R0duulMeksYFsLnzgeovn4aL1y7T2FgmAC1mrGCQ/edit>
- Students will work as reading partners to add on to their note-catchers; expanding the character section appropriately. (make plans to prepare for continuation the following day: compile citations, find book pages that could help with answering, etc.)
- *Modify worksheet to allow for student success (definitions vs. vocabulary, clues for new terms, word bank*  
<https://docs.google.com/document/d/1tEhQn7Qvlf6oVBwne-COIfu0GCSRESPrYHN6rYFoALs/edit?usp=sharing>

### **Homework:**

- Ongoing... work on Novel note-catcher and post / answer questions on edmodo.com

## Day 2 & 3

### **Objective:**

- I can create a written setting by distinguishing between concrete and sensory details.
- I can these details to also create a mood in writing.

**NJSLS.ELA-LITERACY.RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Activities/Procedure:**

- Students will download the Detail Document from the website.
- Review key terms as a class, and fill out some of the concrete detail section as a large group.
- Students will work with partner(s) to complete the sensory detail section. (This will most likely go into day 2)
- Students will individually write a paragraph; a mood based on a selected setting.

**Homework:**

- Day 2: Complete mood paragraph
  - Ongoing... work on Novel note-catcher and post / answer questions on edmodo.com
- For students that may need a little more help lead them to the embedded video on sensory details
- o <https://www.youtube.com/watch?v=8fMoBdz1E-o>
- *Modified document with tables for organization, model, and clue words to assist with writing piece:*
- o [https://docs.google.com/document/d/1jdc\\_Pij2WwLcFMRdWNAiIfc2goyNhooY7xrafSDIds/edit?usp=sharing](https://docs.google.com/document/d/1jdc_Pij2WwLcFMRdWNAiIfc2goyNhooY7xrafSDIds/edit?usp=sharing)

**LESSON 13:**

**Objective:**

- I can discover the strengths and weaknesses of my writing through sharing.

**NJSLS.ELA-LITERACY.W.7.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**Activities/Procedure:**

- Students share their written paragraphs using a class walk-thru.
- Students determine what worked well in their writing, and what needs to be improved. These ideas will be written down in their class journals.
- Students begin to utilize concrete and sensory details to better describe the settings in their class novels on their note-catchers (should work with reading partner)

**Homework:**

- Ongoing... work on Novel note-catcher and post / answer questions on edmodo.com



## LESSON 14:

### Objective:

- I can use sensory and concrete detail knowledge to create a **word picture** based on a sci-fi image.

**NJSLS.ELA-LITERACY.W.7.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### **Activities/Procedure:**

- Students download the Word Picture document.
- Students have 1 class period to create their Setting Word Picture (similar to the previous assignment)
- Student work will be assessed on the supplied element rubric.
- *Modified assessment (graphic organizer included/key words highlighted)*
  - o <https://docs.google.com/document/d/1G1q5tH9xE0iFpG-7-uQ3VPEkZ9xE4K4L2JVNGXvuT0s/edit?usp=sharing>
- *Extended time as needed*

This piece will be a great formative to see which students can use concrete and sensory details in order to describe a setting. We will be writing Sci-Fi narratives as a summative very shortly.

## LESSON 15:

### Objective:

#### **Sci-Fi Novel Summative:**

- I can create a thesis (*the novel is /isn't a solid example of a science fiction / dystopian story*) and then select a format in which to best present my cited evidence.

**NJSLS.ELA-LITERACY.W.7.2.A** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**NJSLS.ELA-LITERACY.W.7.3.A** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**NJSLS.ELA-LITERACY.W.7.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**NJSLS.ELA-LITERACY.W.7.3.C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**NJSLS.ELA-LITERACY.W.7.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**NJSLS.ELA-LITERACY.W.7.3.E** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**NJSLS.ELA-LITERACY.W.7.6** 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.

### **Activities/Procedure:**

- Download document Sci-Fi 14
- Class review of outline and rubric

- Questions and Answer session concerning project
- Assign due date: October 29th.
- Student Brainstorm and project planning.

#### **Homework:**

Begin project at home

#### **Modified assignments:**

- <https://docs.google.com/document/d/15HaO6c4sJdt3mSG0u-vGAL9kehP7qEe49jyhloeJhEE/edit?usp=sharing>
- *Paragraph frames as needed*
- *Graphic Organizers/Templates for "Choices"*

### **LESSON 16:**

#### **Objective:**

- I can read *Designer Babies* in **Upfront Magazine May 12, 2014 issue**.
- I can create an argumentative sci-fi story outline / summary.
- I can include a plot, setting, characters, problem and resolution.

**NJSLS.ELA-LITERACY.W.7.2.A** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

**NJSLS.ELA-LITERACY.W.7.3.A** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**NJSLS.ELA-LITERACY.W.7.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**NJSLS.ELA-LITERACY.W.7.3.C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**NJSLS.ELA-LITERACY.W.7.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**NJSLS.ELA-LITERACY.W.7.3.E** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**NJSLS.ELA-LITERACY.W.7.6** 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.

#### **Activities/Procedure:**

- Students the article <http://www.thefreeibrary.com/Designer-babies-a0368073892>
- Students determine if they believe designer babies are a good or bad idea (create my claim)

- Students create a story plot diagram to argue my point (sheet to be attached) items on sheet will include:
  - o Facts from article, plot, setting, characters, problem, solution.

**Resources:**

- Plot Video <https://www.youtube.com/watch?v=WH5jlkK4aUI>
- Plot Diagram: [https://docs.google.com/document/d/1gDhXR-ktHMF0MLDNGJbBG-qGdYBil2knb6Vy\\_eaSwc/edit](https://docs.google.com/document/d/1gDhXR-ktHMF0MLDNGJbBG-qGdYBil2knb6Vy_eaSwc/edit)

**LESSON 17:**

**Objective:** (follow up on previous lesson)

- I can explore the concept of theme and its importance in science fiction writing by answering the following journal question:
  - o How do science fiction stories foreshadow real futuristic events?
  - o What can we learn from these stories?

Review Theme as a literary device.

Connect theme to claim

**Homework:**

- Research a sci-fi novel, movie, video game or TV show and determine its theme / life lesson.

