

**Robles KUD Grade Unit 1**

**Standards:**

- **RL.7.9:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- **RL.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **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.
- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **W.7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **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.
- **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.
- **SL.7.1(b):** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- **L.7.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- **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.
- **L.7.4(c):** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Know: Students will know**

- will able to distinguish the difference between the characters traits of a “positive character traits” vs. “negative character traits”.
- that there are consequences for ones actions (cause and effect).
- that their characters traits define who they are.
- Positive individuals share positive traits.
- Negative individuals share negative traits.
- that they are ultimately responsible to develop their own characteristics that will help them “define” themselves.

**Essential**

**Question:**

\*What makes characters in historical fiction believable?

\*

**Understand:**

**Students will understand that:**

- What makes characters in historical fiction believable
- The central theme or central idea of the text and analyze it development.
- That they have the power to alter and develop their character.

- character changes and develops over time
- adversity develops character

## Performance Task

### **Narrative Writing, Language Usage, Language Mechanics**

Write your own well-developed "Character with Character" story. It can take place during the Middle Ages or in another time period of your choosing. Incorporate elements and techniques learned in this unit. Your characterization techniques should help develop the theme of the story. You will have the opportunity to talk with a partner prior to writing the first draft, and again at the end, to revise and strengthen your story. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Feel free to add visual aids or illustrations to your story once it is complete. Be prepared to publish your story on the class web page. (RL.7.2, W.7.3, L.7.1a, L.7.2a)

### **Language Usage**

Your teacher will teach mini-lessons on the individual language standards. For example, he/she will explain the function of phrases and clauses to the class. Find five phrases and five clauses in a book you are reading in class and explain their function. Select a piece of your own writing, underline and label phrases and clauses, and ensure that there are no misplaced or "dangling" modifiers. (L.7.1b)

### **Reading Literature, Reading Informational Text**

*Introductory Activity (for the Year):* You will be reading a variety of literature and informational texts this year and perhaps some genres that you haven't encountered before. On a shared online spreadsheet, your teacher will give you a list of twenty genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) from which to select titles and to which you may add new titles. Be sure to select titles, and topics, of enduring interest. One of your goals by the end of the year is to read books from at least three genres that are new to you. (RL.7.10, RI.7.10)

### **Language Mechanics**

Your teacher will teach mini-lessons on the individual language standards. For example, as a class you will talk about the strategy of using and to determine whether or not a comma is needed between two adjectives of equal importance. If the word and makes sense between two adjectives, then a comma is needed. Your teacher will give you examples of sentences (without commas), and you will determine whether a comma is needed or not and why. For example:

- The winding bumpy road led to a beautiful picnic spot. (needs a comma)
- The broken rear view mirror needed repair. (no comma)

Then, you will choose a piece of your own writing, underline words that could use more description, and add adjectives—some with and some without commas. Check your work with a partner. (L.7.2a)

### **Reading Literature, Speaking and Listening**

As you read one of the novels that take place in the Middle Ages, take notes in your journal about how the characters are affected by the time period in which they lived. Be sure to make notes of page numbers with relevant information or mark your text with a sticky note so you can cite the text during class discussion. As an optional extension, create a movie about a character's experience.

- Where was that person's place in the feudal system?
- What was his or her economic status?
- Where did the character live, and why?
- What did the character's parents do, and what does this mean for the character?
- What was that character's context? What was happening in the world?
- What was a typical day like for this person?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.7.3, RL.7.9, RL.7.1)

### **Reading Literature, Argument Writing, Language Usage, Language Mechanics**

While reading *A Single Shard*, think about where Tree-ear gets courage for his dangerous mission. First write a response to this question in your journal: "Are characters born brave, or is courage developed by facing fears?" Then compose a well-developed paper that includes an engaging opening statement, at least three clear reasons for your answer, and relevant evidence cited from the text read. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Your teacher may ask you to upload your essay to the classroom blog. (RL.7.9, RL.7.1, W.7.1, L.7.1a, L.7.2a)

### **Vocabulary, Language Usage**

Where do words come from? How does knowing their origin help us not only to spell the words, but also understand their meaning? This is why we study etymology. Create a personal dictionary of terms found, learned, and used throughout this unit (*i.e.*, *chivalry, feudalism, medieval, secular, serf, vassal, etc.*). This dictionary will be used all year long to explore the semantics (meanings) of words and their origins, especially those with Greek and Latin roots. (L.7.4a,c)

### **Vocabulary**

As a class, create a Vocabulary Word Wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study. (L.7.4)

### **Language Mechanics**

As a class, create a Mechanics/Grammar bulletin board where, throughout the year, you will add to a checklist of editing topics as they are taught through targeted mini-lessons. Once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for the elements before publication. (L.7.1, L.7.2, L.7.3)

### **Reading Informational Text, Vocabulary**

After reading *Cathedral: The Story of Its Construction* by David Macaulay, outline the

major steps involved in constructing a cathedral by creating a comic strip or digital slide presentation of key events. Be mindful of important details. Be sure to note the page numbers that each box refers to so you can go back and cite the text during class discussion. Make a list of new vocabulary words that you learned from this book and that you encounter in other (fictional) texts. Your teacher may ask you to take notes in your journal of key events and share them with a partner before creating your comic strip or slide presentation. Be sure to note page numbers with relevant information or mark your text with sticky notes so you can cite the text, if needed. Practice the citation format introduced by your teacher. (RI.7.1, RI.7.2, RI.7.4, RI.7.6)

### **Reading Literature, Argument Writing, Language Usage, Language Mechanics**

While reading *The Midwife's Apprentice*, think about how a nameless girl becomes a memorable character. Think about the techniques the author uses to develop this memorable character. Then compose a well-developed paper in response to the following question: "Do good characterization techniques help convey the theme of a story?" Include an engaging opening statement, at least three clear reasons for your answer, and relevant evidence cited from the informational text read. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Your teacher may ask you to upload your essay to the classroom blog. (RL.7.1, RL.7.2, RL.7.3, W.7.1, L.7.1a, L.7.2a)

### **Informative Writing, Reading Literature, Language Usage, Language Mechanics**

Write a written response to this question based on the novels read and discussed in class: "What makes characters in historical fiction believable?" Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to strengthen your writing and edit for phrases and clauses, as well as commas separating coordinate adjectives. Be prepared to record your essay and upload it as a podcast on the class web page for this unit. (RL.7.9, W.7.9a,b, L.7.1a, L.7.2a)

### **Reading Literature, Reading Fluency, Performance**

Choose a monologue or dialogue from *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz that has a strong character. Memorize and/or recite the monologue, or work with a classmate to present the dialogue as a dramatic reading and record it using a video camera so you can evaluate your performance. (SL.7.6)

### **Reading Poetry, Speaking and Listening**

How does the epic poem *Sundiata: An Epic of Old Mali* capture the mystery of a medieval African king? Find evidence from the text to explain your position. Write your ideas in your journal prior to a class discussion. (SL.7.1a,b, RL.7.2)

### **Reading Literature, Speaking and Listening**

Compare and contrast characters and plots from the various novels read and discuss how authors accurately portray or alter history. After class discussion, create a Venn diagram in your journal—or use an online template that outlines the similarities and differences among three of the characters discussed. (SL.7.1a,b, RL.7.9)

### Art, Speaking and Listening

Discuss as a class how art can provide insight into a historical time period. Show the Chora Church mosaics alongside the Hagia Sophia mosaics. Both sets of mosaics were created to endow the viewer with a sense of religion's role in everyday life—since they could neither read nor write, many viewers relied on visual images. What do you see happening in these images? What events may be occurring? Do these mosaics provide a sense of power? Who is the dominant figure? What message would religious leaders want their viewers to take away? (SL.7.1a,b)

### Art, Informative Writing, Opinion Writing

View Giotto's *Madonna* and Martini's *Annunciation*. Write a descriptive response to the following questions: How are colors, lines, and textures used to create a sense of majesty? Who is the central figure in both works, and how do you know? What does examining these two panel paintings teach us about the medieval style of art? Consider the flatness of the bodies, the exquisite drapery, and the use of color. What affects you the most? Which of these two pieces do you think is more beautiful? (W.7.2)

Daily Do: What will the students do daily?

#### Week 1

- Discuss Science Fair Research
- Research Paper
- Writers Workshop

#### Week 2

- Pre-assessment- chart paper
- Knowledge of character traits

-Draw self and write desirable and undesirable character traits and describe what it looks like (during this six weeks students will be able to add traits that they have acquired during the reading of the A *Single Shard*, by Linda Sue Park and *Cinderella (the students will perform readers theatre)*. **\*assessment**

- Teaching Strategies- Mini Lesson on Internal and External Characteristics
- Discussion and collaboration in groups to orally summarize
- Journaling Review (Summarizing-elevator summarizing)
- Assessment about Internal and External Characteristics.

#### Week 3

- Writers Workshop
- Continue Lit. Circles
- Students will summarize (write,tell) and visualize creating a picture of the events
- Plot the events as the character moves thru the story.
- A Days Work (picture book) Honesty (For modeling)
- The Giving Tree (picture book) Generosity For modeling)
- Analyze-Compare and Contrast (A Days Work and The Giving Tree)
- Students will practice using other picture books representing various positive

character traits.

#### Week 4

- Writers Workshop
- Review Lit. Circles/ Model using vocabulary strategies
- Geography
- Korea
- Time-medieval times –KWL
- Introduce the Theme
- Essential Question
- Picture books-traits
- Introduction of Single Shard by Linda Sue Park

#### Week 5

- Writers Workshop
- ***First Draft Due-Research Paper***
- Begin Lit. Circles
- Students will summarize (write,tell) and create a picture of the plot as the character moves thru the story.
- Begin a timeline (review what timeline is).

#### Week 6

- Writers Workshop
- Continue Lit. Circles
- Students will summarize and visualize (write,tell ) by creating a picture of the chapters.
- Students will use a timeline to plot the story line as the character moves thru the chapters/story.

#### Week 7

- ***Final Draft Due- Research Paper***
- Continue Lit. Circles/Finish Book
- Students will summarize (write,tell ) and visualize of the plot as the character moves thru the story.

- Students will plot the story line
- Select Biography of some one who is famous and possesses one of the character traits charted in Week 2. Get approval for novel from teacher

#### Week 8

- Reading/writing workshop-Presenting and defending an argument (orally and written).
- Reading Biography
- Taking notes, summarizing, interpreting, analyzing, citing relevant text
- Students will summarize
- Students will create a time line of character's life as they grow and change

#### Week 9

- Reading/writing workshop-Presenting and defending an argument (orally and written).
- Reading Biography
- Taking notes, summarizing, interpreting, analyzing, citing relevant text
- Students will summarize
- Students will create a time line of character's life as they grow and change

#### Week 10

- Reading/writing workshop-Presenting and defending an argument (orally and written).
- Finish Reading Biography
- Students will write an essay
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students pull information to out line ppt.
- Presentations- (Rubric)

#### Week 11

- Students pull information to out line ppt.
- Presentations- (Rubric)

