

## CENTRAL MIDDLE SCHOOL UNIT LESSON PLAN

<b>Teacher Name:</b>	<b>Subject:</b>	<b>Grade Level:</b>
Ms. Emilee Rose	7th grade Reading and Writing	7th
<b>Title of Unit:</b>		<b>Duration of Unit (Dates):</b>
Child Heroes: Could You Be One?		October 9 through October 19

**Standard(s):**

- 1. Literature: KEY IDEAS AND DETAILS KCK12R07RL1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CC.RL.7.1)
- 2. CONVENTIONS OF STANDARD ENGLISH CLUSTER KCK12R07L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- 3. VOCABULARY ACQUISITION AND USE CLUSTER KCK12R07L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading content, choosing flexibly from a range of strategies.
- a. Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (E.g. belligerent, bellicose, rebel).
- 4. WRITING: KCK12R07W1** Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented. (CC.W.7.1)
- (CC.W.7.10)**

**Standard**

**1. Informational texts: KEY IDEAS AND DETAILS KCK12R07RI1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CC.RI.7.1)

<b>4.0</b>	<b>The student will be able to:</b>
Cognitively Complex Target(s)	<ul style="list-style-type: none"> <li>• The student demonstrates in-depth inferences and applications that go beyond what was taught.</li> </ul>

<p><b>3.0</b></p> <p>Learning Goal Target(s)</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as to support inferences drawn from the text</li> </ul>
<p><b>2.0</b></p> <p>Foundational Target(s)</p>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• cite, explicit, inference, logical, support, text, textual evidence</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• use text structure and other reading strategies to understand the main idea of a text.</li> <li>• know when an author uses evidence to support his or her opinion.</li> <li>• identify the evidence needed to support my opinion.</li> <li>• write a topic sentence.</li> <li>• write a concluding sentence.</li> <li>• cite evidence in MLA format.</li> </ul>
<p><b>1.0</b></p>	<p><b>With help, partial success at level 2.0 and 3.0 content</b></p>
<p><b>0</b></p>	<p><b>Even with help, no success.</b></p>
<p><b>Standard: WRITING: KCK12R07W1 (CC.W.7.10)</b></p>	
<p><b>4.0</b></p> <p>Cognitively Complex Target(s)</p>	<p><b>The student will be able to:</b></p> <p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>
<p><b>3.0</b></p> <p>Learning Goal Target(s)</p>	<p><b>The student will be able to:</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented. (CC.W.7.1)</li> </ol>
<p><b>2.0</b></p>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p>

Foundational Target(s)	<ul style="list-style-type: none"> <li>• <i>Accurate, argument, claim, clarify, clause, cohesion, concluding statement, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic</i></li> </ul>
	<p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of a model argument composition</li> <li>• Write arguments using a teacher-provided template (which includes all of the 3.0 elements)</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 and 3.0 content</b>
<b>0</b>	<b>Even with help, no success.</b>

**Learning Goal Targets:**

**LITERATURE: KEY IDEAS AND DETAILS** *Students will...*

- Find the evidence that supports the author’s position
- Find the evidence that supports a student’s point of view
- Summarize the main points of a text in order to demonstrate explicit understanding
- Draw inferences from the text to determine points of view
- Analyze the validity and reliability of the source
- Review MLA format
- Cite evidence from the text to support a position in MLA format

**CONVENTIONS OF STANDARD ENGLISH** *Students will...*

- Understand that sentences need a subject doing something where and when, (nouns, verbs, and prepositional phrases).
- Write different kinds of sentences, simple, compound, and compound-complex.

**VOCABULARY ACQUISITION**

- Use context clues to determine meanings of new words.
- Memorize the meaning of Latin and Greek roots words to apply them in English words.

**WRITING: KCK12R07W1** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce a claim about heroism and have a counterclaim in the essay.
- Support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use transition words, phrases, and clauses to create cohesion and clarify the relationships among the claim, reasons, and evidence.
- Follow a formal style in the essay.
- Provide a concluding statement or section that follows from and supports the argument presented.

**Student Success Criteria: SWBAT**

**Literature: KEY IDEAS AND DETAILS:**

Students will be able to match the evidence in a text to the student's point of view.

Students will be able to differentiate between reliable and unreliable / valid and invalid sources.

Students will be able to follow the form to put their evidence into MLA format.

Students will be able to use correct capitalization, punctuation and format for citing evidence.

Students will be able to summarize texts using Central's summary protocol.

Students will be able to come to a conclusion about the benefits of optimism.

**Writing an argumentative essay**

Students will be able to use evidence to support a claim.

Students will be able to write logical paragraphs.

Students will be able to write an argumentative essay with claims and counterclaims.

**Writing using the CONVENTIONS OF STANDARD ENGLISH**

Students will be able to write grammatically correct sentences in a variety of complexities.

**Vocabulary**

Students will be able to use context clues and visualization strategies to learn new words.

Students will be able to use their knowledge of Latin and Greek prefixes, roots, and suffixes to learn new English words.

**Instructional Strategies / Activities**

- Introduction: song, "I Want a Hero." What is a hero according to the song? Discussion and writing. What is your idea of a hero? Do you know any?
- PowerPoint to establish context and background for Rwanda and its genocide.
- Short documentary: *We Are All Rwandans*. Pictures and story of students who died.
- Reading of book with post-it annotations and discussion based on annotations and classroom discussions. Have students read and annotate a chapter with post-it notes. Then use the sentence starters on the back of the bookmarks to discuss their annotations in small groups.

Writing an essay: Who is a hero?

- Rubric

**Assessment and Monitoring: (Attach assessments to unit lesson plan)**

Pre-test. Define and describe a "hero." Who do you consider to be a hero and how do you come to that conclusion?

And post-test: same. Compare the detail of writing and complexity of thinking.

**Resources and Materials:**

Introduction: song, "I Want a Hero." <https://www.youtube.com/watch?v=bWcASV2sey0>

Lyrics: Where have all the good men gone and where are all the gods? Where's the streetwise Hercules to fight the rising odds? Isn't there a white knight upon a fiery steed? Late at night I toss and I turn and I dream of what I need. I need a hero. I'm holding out for a hero 'til the end of the night. He's gotta be strong and he's gotta be fast And he's gotta be fresh from the fight. I need a hero. I'm holding out for a hero 'til the morning light. He's gotta be sure and it's gotta be soon And he's gotta be larger than life! larger than life. Somewhere after midnight in my wildest fantasy Somewhere just beyond my reach there's someone reaching back for me. Racing on the thunder and rising with the heat It's gonna take a superman to sweep me off my feet. I need a hero. I'm holding out for a hero 'til the end of the night. He's

gotta be strong and he's gotta be fast And he's gotta be fresh from the fight. I need a hero. I'm holding out for a hero 'til the morning light. He's gotta be sure and it's gotta be soon And he's gotta be larger than life. I need a hero. I'm holding out for a hero 'til the end of the night. Up where the mountains meet the heavens above Out where the lightning splits the sea I could swear there is someone somewhere watching me. Through the wind and the chill and the rain And the storm and the flood I can feel his approach like a fire in my blood. I need a hero. I'm holding out for a hero 'til the end of the night. He's gotta be strong and he's gotta be fast And he's gotta be fresh from the fight. I need a hero. I'm holding out for a hero 'til the morning light. He's gotta be sure and it's gotta be soon And he's gotta be larger than life. I need a hero. I'm holding out for a hero 'til the end of the night.

25 minute documentary, “We are All Rwandans.”

Pictures and story of Chantal and the other 5 students who died in 1998.

Frederick’s TED talk: <https://www.youtube.com/watch?v=aPPSCFyVLY0>

*Frederick: A Story of boundless Hope* by Frederick Ndabaramiye and Amy Parker. ©2014 by Frederick Ndabaramiye and Amy Parker.

Published in Nashville, Tennessee, by W Publishing, an imprint of Thomas Nelson.

PowerPoint from Dr. Cort Miller’s original PPT, with my pictures.

## **LESSON PLANS**

**( Our class periods are around 70 minutes)**

3.0 Learning Target: Cite textual evidence to make logical inferences and draw conclusions

2.0 Foundational Learning Targets:

- I use text structure and other reading strategies to understand the main idea of a text.
- I can identify the purpose of a flashback in narrative writing
- I can identify the evidence I need to support my opinion.
- I can write a topic sentence.
- I can write a concluding sentence.
- I can cite evidence in MLA format.

MONDAY, OCTOBER 9

**Reading & Writing Learning Target:** Students will

- use text structure and other reading strategies to understand the main idea of a text
- identify the point of view of an author

## PRETEST:

Answer the following questions to the best of your ability. We will compare what you write now to what you write at the end of this unit. *Define and describe a "hero."* *Who do you consider to be a hero and how do you come to that conclusion?*

### **Instructional strategies**

- Students will compare and contrast the point of view of the singer with their own in determining what a hero is. Pass out copies of the lyrics.
- Song, "I Want a Hero." <https://www.youtube.com/watch?v=bWcASV2sey0>

### **Student evidence with monitoring techniques (Cooperative learning)**

- Students discuss what the point of view of the singer with their own thinking..
- Students will describe what a hero is according to the singer and compare what the singer thought with their own thinking.

### **Indicator of Student Success, students can**

- Write a paragraph comparing their thoughts about a hero to the singer of the song.

TUESDAY, OCTOBER 10

### **Reading & Writing Learning Target: Students will**

- Understand the background and context of Rwanda and its genocide
- identify evidence that might support the idea that the students in the video were heroes.

### **FREEWRITE/KWL:**

- Write whatever you think you know about Rwanda.
- With your shoulder partners, write what you want to know.

### **Instructional strategies**

- Present PPT on Rwanda. (Add more information about children from notes)
- Show video, *We Are All Rwandas*

### **Student evidence**

- Discussion questions: Why might these children be considered heroes in Rwanda? Would you consider them heroes, why or why not?
- With your shoulder partners, fill in the chart with what you have learned about Rwanda and its genocide.

### **Indicator of Student Success, students can**

- Write a paragraph with a topic sentence, evidence to support their claim as to whether they think these children are heroes, and write a concluding sentence.

WEDNESDAY, OCTOBER 11 through TUESDAY, OCTOBER 17

### **Reading & Writing Learning Target: Students will**

- Expand their vocabulary using Latin/Greek roots, prefixes and suffixes and using context clues.
- Use text structure, visualization, and other reading strategies to understand the main idea of a text.
- Summarize their thinking and discussions with journal writing at the end of each class period.

#### **Instructional strategies**

- Students will use post-its to annotate their thinking as they read the book, *Frederick: A Story of boundless Hope* by Frederick Ndabaramiye and Amy Parker.

#### **Student evidence with monitoring techniques**

- Students read in pairs (mostly because I don't have enough copies). Ideally, each student would have his/her own copy and could decide whether they would rather read alone or with a partner.
- Students annotate their books and use the annotations to discuss the book.
- Whole class discussion after small group discussion to capture the big ideas of the day's reading.

#### **Indicator of Student Success, students can**

- write a summary of their reading, discussions and new thinking about being a hero.

WEDNESDAY, OCTOBER 18
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#### **Reading & Writing Learning Target: Students will** □

- identify the evidence needed to support my opinion.
- write a topic sentence.
- write a concluding sentence.
- cite evidence in MLA format.
- Follow the conventions of Standard English.

#### **Instructional strategies**

- Students listen from minute 12 to the end of Frederick's TED talk: <https://www.youtube.com/watch?v=aPPSCFyVLY0>
- In what way has Fredrick overcome the loss of his hands? In what way does he demonstrate resilience?
- Discussion; journal writing

#### **Student evidence**

- Students will define the word hero and write who they consider to be a hero and why. They will refer back to students from Rwanda about whom they have read. (This is the post-test).
- Students will use their annotations to find evidence in the text to support their thinking.

#### **Indicator of Student Success, students can**

- Write a detailed essay about who they consider to be a hero and why, and they can reference students from Rwanda about whom they have read.