Magoffin County Schools
English Language Arts
Kentucky Core Academic Standards Planning Guide

Teacher: _____Suggested Unit_6_____   Date: _____March 22-May 3_____

Title: **Literature Reflects Life: Making Sense of our World**	☐ Unit: 6 ☐ 5.5 Weeks	Grade Level: __7__

Essential Question: Is literature always a reflection of life?

Overview – Although students read from various genres, writing and class discussions focus on how literature can help us make sense of our world. The goal of this unit is for students to apply all the reading, writing, speaking, and listening strategies and skills they have learned up until this point in the year, and also learn to analyze how authors develop the point of view of different characters. As with all other units, this unit ends with an open-ended reflective essay response to the essential question.

Focus Standards				
Reading - Literature	**Reading - Informational**	**Writing**	**Speaking & Listening**	**Language**
RL.7.6: Analyze how an author develops and contrasts the points of view of different character or narrators in a text.	**RI.7.6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**W.7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.	**SL.7.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**L.7.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Student Objectives :	Knowledge/Understanding	Reasoning	Performance Skill	Product

I CAN...

1. **Read** and **discuss** a variety of genres—fantasy, comedy, tragedy, short stories, and poems—and discuss what these types of literature reveal about life.
2. **Compare** and **contrast** the settings, characters, plots, themes, and genres across a variety of literature.
3. **Write** a variety of responses to literature.
4. **Write** (and recite for classmates) poetry that uses poetic devices to enhance its meaning.
5. **Discuss** how comedy and tragedy provide insights into human existence.
6. **Compare** novels with their theatrical/film versions.
   Participate in group discussions.

Resources

○ **(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.**

Literary Texts
Stories
General

- *Home of the Brave* **(Katherine Applegate)**
- *A Girl Named Disaster* **(Nancy Farmer)**

Fantasy

- *The Dark is Rising* **(Susan Cooper) (E)**
- *The Grey King* **(Susan Cooper)**
- *Peter Pan in Scarlet* **(Geraldine McCaughrean)**

Classics

- *The Prince and the Pauper* **(Mark Twain)**
- *Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural* **(Robert Louis Stevenson)**

Comedy/Tragedy

- *Cyrano* **(Geraldine McCaughrean)**
- *Cyrano de Bergerac* **(Edmond Rostand)**

Comedy

- *Diary of a Wimpy Kid: The Last Straw* **(Jeff Kinney)**
- *Letters from a Nut* **(Ted L. Nancy)**

Short Stories

- *Woman Hollering Creek: And Other Stories* **(Sandra Cisneros) (EA)**

- ***Best Shorts: Favorite Stories for Sharing*** (Avi)
- ***Little Worlds: A Collection of Short Stories for the Middle School*** (Peter Guthrie)
- ***American Dragons: Twenty-Five Asian American Voices*** (Lawrence Yep) (EA)

Poems

- ***I Feel a Little Jumpy Around You: Paired Poems by Men & Women*** (Naomi Shihab Nye and Paul B. Janeczko)

You Know the Movie Is Coming—Now What? **(ReadWriteThink) (RL.7.7)**

In this lesson, students take on the role of a movie director. After exploring cinematic terms, students read a literary work with director's eyes, considering such issues as which scenes require a close-up of the main character and when the camera should zoom out to see the entire set. While reading the text, students record their scenes on a bookmark. All of these activities are completed in anticipation of viewing the movie version of a favorite book.

Thoughtful Threads: Sparking Rich Online Discussions **(ReadWriteThink) (W.7.6)**

Online literature circles provide students opportunities to discuss a literary work in a forum in which each student has a voice and the chance to share ideas without being interrupted by others.

Doodle Splash: Using Graphics to Discuss Literature **(ReadWriteThink) (SL.7.5)You Know the Movie Is Coming—Now What?** (ReadWriteThink) (RL.7.7)

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- **Activities** -

Graphic Organizer

As you read the novels and short stories from this unit, take notes about the story genre, setting, and characters. Be sure to note page numbers with relevant information, or mark the text with Post-It notes, so you can go back and cite the text during class discussion.

- What is the genre of the novel?
- What is the setting?
- Who are the major character(s)?
- Who are the minor characters?
- What is the problem faced by the character(s)? How do he/she/they resolve the problem?
- What is the primary theme of the novel (i.e., good vs. evil)?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.7.1, RL.7.2 RL.7.6, RL.7.10)

Literature Response

Assessments – selected response and short answer; extended written response; performance; personal communication

Essay

The human spirit can be defined as a combination of the traits that all human beings have in common. Select three of these traits as they appear in the novels from this unit and discuss the importance of each. Make the case for why you chose the traits you did. Justify your answer by citing specific information from texts read, not only in this unit, but all year long. (W.7.1a,

While reading *The Dark is Rising* by Susan Cooper, take notes in your journal about Will's search for his destiny. Is it organized? Random? Choose a position and defend your answer, citing specific information from the text. (W.7.1a, b, c, d, e, L.7.5a, b, c, L.7.6)

Literature Response

While reading *The Prince and the Pauper* by Mark Twain, take notes in your journal about what makes Tom Candy and Edward Tudor unique. At the end, choose a character about whom to write a poem, using poetic devices that exemplify the character's traits and development throughout the story. (RL.7.2, RL.7.6)

Class Discussion

In all comedy, there is an element of truth. Discuss some humorous stories, and specify how they provide insights into human character/existence. Write your ideas in your journal and share ideas with a partner prior to class discussion. (SL.7.1a, b, c, d)

Media Appreciation

Compare and contrast a written story with its filmed/theatrical version. Specifically, examine the tools used to produce video, film, or theater (e.g., lighting, sound, color, camera angles) by comparing a written text (i.e., *Cyrano*) to its staged or multimedia version. (Teacher Note: Use <u>select</u> scenes from the 1987 movie *Roxanne*.) (RL.7.7**)**

Reflective Essay/Word Study

Select a genre studied this year and write a response to the essential question: "Is literature always a reflection of life?" Make sure to include elements that make it apparent to the reader which genre you chose, cite specific details from texts you've read, and use as many words as possible learned in "Word Study" this year. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before presenting it to the class. Publish it in written or multimedia format on the class webpage. (RL.7.10, W.7.1a, b, c, d, e, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9a, b, W.7.10, SL.7.3, L.7.3, L.7.5a, b, c, L.7.6)

b, c, d, e, W.7.4, W.7.10, SL.7.3, L.7.3a, L.7.5a, b, c, L.7.6)

Write a Poem

After reading *Peter Pan in Scarlet* by Geraldine McCaughrean, write a poem about Peter Pan and how he changed in this sequel from the original story. Choose poetic devices that exemplify his traits as a character, his experiences in the book, and/or his approach to life. You may talk through your ideas with a partner before writing your first draft, and ask this classmate to help you revise and edit the final draft. Recite your poem for the class. (RL.7.5, SL.7.6, L.7.3, L.7.5a, b, c, L.7.6)

Essay

Is *Cyrano de Bergerac* a tragedy or comedy? Write your position on a Post-It note, and your teacher will divide the class based on everyone's positions. Share ideas with classmates who are of the same opinion. Then write your own essay. Justify your answer by drawing on other stories read this year, and present your argument to the class. Ask your classmates to analyze your arguments for effectiveness. (W.7.1a, b, c, d, e, W.7.4, W.7.10, SL.7.3, SL.7.4, L.7.3, L.7.5a, b, c, L.7.6)

Class Discussion

Compare and contrast settings, characters, plots, and themes of the various novels read. (SL.7.1a, b, c, d, RL.7.6, RL.7.2, L.7.3a)

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Terminology/Vocabulary

▪ **comedy** ▪ **fantasy** ▪ **hyperbole** ▪ **irony: verbal, situational, dramatic** ▪ **oxymoron**	• **parody** • **plot** • **point of view** • **theme** • **tragedy**		

Notes: