



Grade 7 - Unit 8 Harbor Me - Analyzing Perspectives

Unit Focus

This unit serves as a culmination of all of the work from throughout the year. Students will be challenged to analyze various perspectives across multiple texts and how those perspectives reveal information about the characters or themes. This unit follows researcher, Kate Roberts', whole class novel approach. Students will begin the unit by spending three weeks reading the text, Harbor Me by Jacqueline Woodson. Following the whole class novel, students will spend two weeks navigating book clubs and transferring the reading skills from Harbor Me into their own independent practice. Students are challenged to grow their sense of empathy through respectful discourse with their book clubs. Since this is the final unit of the year, book club options have been selected to be high interest topics and books to increase and promote reading volume and engagement moving into the summer.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 7</i> <ul style="list-style-type: none"> ▪ Reading Literature ▪ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.7.1) ▪ Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS.ELA-LITERACY.RL.7.6) ▪ 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. (CCSS.ELA-LITERACY.SL.7.1) ▪ 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. (CCSS.ELA-LITERACY.SL.7.1.A) ▪ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS.ELA-LITERACY.SL.7.1.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. (CCSS.ELA-LITERACY.SL.7.1.C) ▪ Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS.ELA-LITERACY.SL.7.1.D) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p> <p>T2 Listen, exchange, evaluate, and build upon ideas.</p> <p>T3 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.</p>	
	Meaning	
		Understanding(s)
	<p><i>Students will understand that...</i></p> <p>U1 Readers make inferences about a text by using text evidence to support their thinking.</p> <p>U2 Great literature is intentionally crafted to explore enduring human themes transferable across time and place.</p> <p>U3 Determining an author's point of view and craft moves helps the reader better interpret and explain the text.</p> <p>U4 Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I support and prove my thinking?</p> <p>Q2 How does this text challenge my thinking about this topic? How should I read it?</p> <p>Q3 What's the author's point of view? How does it influence the author's message and reader's interpretation?</p> <p>Q4 How do readers and writers collaborate to come to a new understanding or position about a topic?</p>

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<ul style="list-style-type: none"> ○ Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. <i>(POG.1.2)</i> ○ Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. <i>(POG.5.2)</i> 	<p><i>Students will know...</i></p> <p>K1 Authors use different perspectives to reveal character motivations, feelings, conflicts, and themes.</p> <p>K2 Perspective connects to and shapes themes/issues presented in the text.</p> <p>K3 Personal beliefs and past experiences shape perspectives.</p>