

Dear Parent/Guardian:

Hello! My name is Ricki Lyn Greer and I am excited for this year at Rogersville City School. I am a Hawkins County native and I have lived in Rogersville for 9 years. I am married to my husband Cody and we have two children, Hadley and Hudson.

Teaching has always been an interest of mine; however, after having children, I decided to pursue this lifelong dream. I am excited to be a part of your child's life and preparing them for the future. If you have any questions or concerns, feel free to call or email me. Please review the attached Course Syllabus with your child to better understand what is expected this year. Thank you for your time.

*Ricki Lyn Greer*

School Phone: 423-272-7651

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Planning Time: 11:00-11:45 am

# 7TH GRADE ELA

## WELCOME TO 7TH GRADE!

MY CLASS WILL COVER ALL MAIN AREAS OF ENGLISH/LANGUAGE ARTS INCLUDING READING, LANGUAGE, AND WRITING. VOCABULARY, COMMUNICATION, AND MEDIA ARE ALSO AREAS WE WILL BE BUILDING ON. EACH CLASS PERIOD IS 90 MINUTES LONG; THEREFORE, MUCH COOPERATION IS NEEDED IN ORDER TO COVER ALL MATERIAL. STUDENTS WILL PARTICIPATE IN A VARIETY OF LEARNING OPPORTUNITIES. IT WILL BE UP TO EACH STUDENT TO DO HIS/HER PART IN THE LEARNING PROCESS.

## UNITS

Welcome

1st 9 weeks: Identity in the Middle Ages  
2nd 9 weeks: Americans All  
3rd 9 weeks: Language & Power  
4th 9 weeks: Fever

## REQUIRED

Novels



The Canterbury Tales  
Castle Diary  
The Midwife's Appetence  
Code Talker  
Animal Farm  
Fever 1793



## WRITING EXPECTATIONS

All essay and writing assignments must adhere to the following guidelines:

- 12 pt. Times New Roman
- Double spaced
- Name, Mrs. Greer, course title, and date in upper left-hand corner
- Only one space following a period
- One inch margins all the way around

## GRADING

iReady: 20 %  
Daily Assignments:  
30 %  
Tests/Quizzes: 50 %

93-100	A
85-92	B
75-84	C
70-74	D
0-69	F



Laptop  
Highlighters  
Post-its  
Pencils  
Paper  
Headphones  
Binder with dividers



Need Independent Help???

After-school help is always a possibility. To receive help after school, please meet with me at the beginning or end of class and we will schedule a time that works best for both of us.

Meet the teacher



Mrs. Greer  
Room #112  
greerr@rcschool.net



## Module Overviews

Grade 7 Module 1 Identity in the Middle Ages				
Summary	Module 1 explores these questions of identity in society by taking students on a literary expedition across a famously inflexible social setting: Medieval Europe. Though it may seem distant, this medieval exploration illustrates the influence of societal forces on identity formation—an influence that remains undeniable in seventh graders’ modern setting.			
Essential Question	How does society both support and limit the development of identity?			
Core Texts and Art	<p><b>Novel (Literary)</b> Castle Diary, Richard Platt The Midwife’s Apprentice, Karen Cushman</p> <p><b>Stories (Literary)</b> The Canterbury Tales, Geoffrey Chaucer, retold by Geraldine McCaughrean</p> <p><i>SUPPLEMENTARY TEXTS</i></p> <p><b>Audiobook</b> Prologue to The Canterbury Tales, various readers</p> <p><b>Historical Accounts</b> Western Reserve Public Media The Middle Ages—The Medieval Years, Western Reserve Public Media (pages 9-10) “Clergy,” Western Reserve Public Media (page 43) “Knights,” Western Reserve Public Media (page 42) “Nobles,” Western Reserve Public Media (pages 40-41) “Peasants,” Western Reserve Public Media (pages 45-46) “Tradesmen,” Western Reserve Public Media (page 44) “What Is a Midwife?” Karen Carr</p> <p><b>Music</b> “Lamento de Tristano, Anonymous</p> <p><b>Painting</b> Joachim among the Shepherds, Giotto di Bondone Pilgrims Leaving Canterbury, From Lydgate’s Siege of Thebes The Three Living and The Three Dead, Master of the Dresden Prayer Book</p> <p><b>Poetry</b> “Identity,” Julio Noboa Polanco</p>			
End-of-Module Task	Write an “exploded moment” narrative that demonstrates how medieval society supports or limits the protagonist’s identity.			
Learning Overview	Identify factors that influence identity (what makes us who we are?). Describe the varied groups that formed the medieval period’s social hierarchy and explain how one’s social class influenced daily life. Identify characteristics that make The Canterbury Tales an enduring classic. Understand narrative elements and techniques, analyzing their function in works of fiction, and exploring them in the students’ own narrative writing.			
Focus Standards	<b>Reading:</b> RL 7.2, RL 7.3, RL 7.4	<b>Writing:</b> W 7.3	<b>Speaking &amp; Listening:</b> SL 7.1, SL 7.6	<b>Language:</b> L 7.1b, L 7.3a, L7.4, L 7.5a

Grade 7 Module 2 Americans All				
Summary	Through the fictional account of Ned Begay, a Navajo teenager called to war, and the memoir of Jeanne Wakatsuki Houston, a former internee of Manzanar camp, students explore this world conflict by entering the lives of those who lived through it. In Code Talker, by Joseph Bruchac, the protagonist experiences assimilation and battlefield combat, yet his Navajo culture provides him strength, self-awareness, and language—all of which create a remarkable opportunity to serve his country. In Farewell to Manzanar, young Jeannie struggles to understand and come to terms with the effects of her family’s wartime internment. From these unforgettable stories, students gain insight into the World War II era.			
Essential Question	How did World War II affect individuals?			
Core Texts and Art	<p><b>Memoir (Informational)</b> Farewell to Manzanar, Jeanne Wakatsuki Houston and James D. Houston</p> <p><b>Novel (Literary)</b> Code Talker, Joseph Bruchac</p> <p><b>SUPPLEMENTARY TEXTS</b></p> <p>Biography “Benjamin O. Davis, Jr.,” Alexis O’Neill</p> <p><b>Historical Account</b> “Navajo Code Talkers,” Harry Gardiner “Pearl Harbor and World War II,” Brandon Marie Miller and Mark Clemens “Relocation Camps,” Craig Blohm “World War II Internment of Japanese Americans,” Alan Taylor</p> <p><b>Journalism</b> Pearl Harbor headlines</p> <p><b>Music</b> “A Beautiful Dawn,” Radmilla Cody</p> <p>Photography Manzanar from Guard Tower, Ansel Adams Photograph of Flag Raising on Iwo Jima, 02/23/45, Joe Rosenthal Roy Takeno, outside Free Press Office, Ansel Adams School Children, Ansel Adams</p> <p><b>Poster</b> “Americans All” “United We Win”</p>			
End-of-Module Task	Write an informative essay that analyzes World War II’s effect on either Ned Begay or Jeanne Wakatsuki Houston. Revise the essay based on feedback.			
Learning Overview	Summarize the experiences of Japanese Americans and members of the Navajo tribe—before, during, and after World War II. Identify the effects of cultural assimilation on Navajo individuals, as shown through the story of Code Talker’s protagonist. Describe the role of the Navajo code talkers in the United States’ World War II victory, and explain how the war affected Navajo individuals. Explain the causes of the Japanese internment, daily life at Manzanar camp, and the internment’s effects on Japanese American individuals. Identify the basic facts of World War II, including Pearl Harbor’s role in escalating U.S. involvement and the major theaters of the war.			
Focus Standards	<b>Reading:</b> RL 7.2, RL 7.3, RI 7.1, RI 7.2, RI 7.3	<b>Writing:</b> W 7.2, W 7.4, W 7.5	<b>Speaking &amp; Listening:</b> SL 7.4, SL 7.6	<b>Language:</b> L 7.1a, L 7.1c, L 7.2b, L 7.3a, L 7.4b, L 7.5b

Grade 7 Module 3  
Language and Power

<p>Summary</p>	<p>Module 3 cultivates students’ abilities to analyze the logic and validity of arguments; to consider the perspectives of differing sources; to hold thoughtful, respectful discussions with others holding conflicting points of view; and to recognize language’s potential for both inspiration and manipulation. The texts compel a deep examination of rhetorical and propaganda techniques and appeals to logos, pathos, and ethos. Through this study, students learn to identify these techniques when they encounter them and to employ appropriate and logical reasoning in their own compelling arguments. Ultimately, students build an understanding of the need to develop the critical reading and thinking skills that will enable them to recognize when others attempt to persuade or manipulate them with language.</p>
<p>Essential Question</p>	<p>What is the power of language?</p>
<p>Core Texts and Art</p>	<p><b>Novel (Literary)</b> Animal Farm, George Orwell</p> <p><b>SUPPLEMENTARY TEXTS</b> Advertisements Car Ad I Car Ad II Dessert Ad “Serena Williams—Rise,” Andre Stringer Soda Ad I Soda Ad II</p> <p><b>Architecture and Sculpture</b> Photograph of Abu Simbel, Wikimedia Commons The Great Sphinx, Encyclopedia Britannica Online The Lincoln Memorial, National Park Service</p> <p><b>Articles</b> “‘Ask Not...’: JFK’s Words Still Inspire 50 Years Later,” Nathan Rott “How Advertising Targets Our Children,” Perri Klass “Is Martin Luther King’s ‘I Have a Dream’ the Greatest Speech in History?” Emma Mason “Thanks to Malala: Top 3 Ways Malala Has Changed the World,” Alex Harris</p> <p><b>Book Reviews</b> “In 1946, the New Republic Panned George Orwell’s Animal Farm,” George Soule Review of Animal Farm, Michael Berry Review of Animal Farm, Bapalapa2, student reviewer “Why You Should Read Animal Farm,” Kainzow, blogger</p> <p><b>Historical Accounts</b> Excerpts from “Friedrich Engels, Revolutionary, Activist, Unionist, and Social Investigator,” Rosalie Baker Excerpts from “Grandeur at Abu Simbel,” Steven Snape Excerpts from “Let’s Tour the Temple,” Ramadan B. Hussein</p> <p><b>Poetry</b> “‘B’ (If I Should Have a Daughter),” Sarah Kay “Caged Bird,” Maya Angelou “Dreams,” Langston Hughes “‘Hope’ is the thing with feathers-,” Emily Dickinson “First They Came for the Communists,” Martin Niemoller Poetry 180 --A Poem a Day for American High Schools, Library of Congress</p>

	<p><b>Posters</b> Images of Pro-Stalin Propaganda</p> <p><b>Speeches</b> “I Have a Dream,” Martin Luther King, Jr. Inaugural Address, John F. Kennedy Address to the United Nations Youth Assembly, Malala Yousafzai</p> <p><b>Audio and Videos</b> “Caged Bird,” Maya Angelou “Dreams,” Langston Hughes “Kinetic Poetry Hope Is the Thing with Feathers,” Nook Harquail, director “I Have a Dream,” Martin Luther King Jr. Address to the United Nations Youth Assembly, Malala Yousafzai Mini BIO—Joseph Stalin</p>			
End-of-Module Task	Write an argument essay about whether language is more powerful when it is used to uplift or whether it is more powerful when used to control. Develop your argument with evidence from <i>Animal Farm</i> and at least one other text.			
Learning Overview	<p>Name and describe ways that language and words inspire, persuade, and control. Describe the structures and techniques used in poetry and political speeches, both in terms of their written expression and oral delivery.</p> <p>Analyze, contextualize, and critique George Orwell’s <i>Animal Farm</i> to identify and evaluate its themes.</p> <p>Define and classify elements and examples of propaganda, argument, and persuasion: isolate varied persuasive techniques; and recognize appeals to pathos, logos, and ethos.</p> <p>Recognize <i>Animal Farm</i> as an allegory, connecting it to the Russian Revolution and the rise of Stalin.</p>			
Focus Standards	<p><b>Reading:</b> RL 7.4, RL 7.5, RL 7.6, RI 7.7, RI 7.8</p>	<p><b>Writing:</b> W 7.1, W 7.4</p>	<p><b>Speaking &amp; Listening:</b> SL 7.1a, SL 7.1c, SL 7.3</p>	<p><b>Language:</b> L 7.1b, L 7.3a, L7.4a, L 7.4b, L 7.5a, L 7.5c</p>

<p>Grade 7 Module 4 Fever</p>	
Summary	Students investigate these questions by traveling back to one of the pivotal crises in American history: the yellow fever epidemic of 1793. As crises often do, this epidemic illuminated and altered realities of power, prejudice, and human fortitude, sparking transformation on both micro and macro levels. Study of this early American plague offers insight into the challenges crises can present to a society and a window into the many decisions, both small and large, that people must make to respond.
Essential Question	How can times of crisis affect citizens and society?
Core Texts and Art	<p><b>Historical Account (Informational)</b> An American Plague, Jim Murphy</p> <p><b>Novel (Literary)</b> Fever 1793, Laurie Halse Anderson</p> <p><b>Painting</b> The Artist in His Museum, Charles Willson Peale</p>

	<p><b>SUPPLEMENTARY TEXTS</b></p> <p><b>Articles</b></p> <p>“Q &amp; A,” Jim Murphy</p> <p>“The Yellow Fever Epidemic in Philadelphia, 1793,” Harvard University Library Open Collections Program</p> <p>“Yellow Fever,” U.S. National Library of Medicine</p> <p>“Yellow Fever: Symptoms and Treatment,” Centers for Disease Control and Prevention</p> <p><b>Film</b></p> <p>Philadelphia: The Great Experiment, History Making Productions</p> <p><b>Painting</b></p> <p>The Long Room, Interior of Front Room in Peale’s Museum, Charles Willson Peale</p> <p><b>Poetry</b></p> <p>“Invictus,” William Ernest Henley</p> <p><b>Video</b></p> <p>“2014 Three Minute Thesis Winning Presentation,” Emily Johnston</p> <p>“Invictus” video reading, Morgan Freeman</p>			
End-of-Module Task	Write a research essay explaining two or three ways that members of a selected group of Philadelphians responded to the yellow fever crisis. Evaluate whether these responses were helpful, harmful, or both.			
Learning Overview	<p>Describe aspects of late eighteenth-century Philadelphian life, including living conditions, political structures, and social norms. Explain how the epidemic affected and was affected by these factors.</p> <p>Explain how eighteenth-century medical practices and lack of scientific understanding contributed to the epidemic’s spread and deleterious effects, as well as how the epidemic provided an opportunity to deepen scientific understanding.</p> <p>Analyze the impact that individuals had on the development of the crisis and the reciprocal impact that the crisis had on these individuals.</p> <p>Describe the roles of race, gender, and social class in early American society, and analyze how these factors influenced individuals’ experiences of the crisis.</p> <p>Understand the purposes, benefits, and process of academic research.</p>			
Focus Standards	<p><b>Reading:</b></p> <p>RL 7.2, RL 7.3, RL 7.9, RI 7.4, RI 7.5, RI 7.6, RI 7.9</p>	<p><b>Writing:</b></p> <p>W 7.2, W 7.4, W 7.6, W 7.8</p>	<p><b>Speaking &amp; Listening:</b></p> <p>SL 7.1d, SL 7.2, SL 7.4, SL 7.5</p>	<p><b>Language:</b></p> <p>L 7.2a, L 7.4b, L 7.4c, L 7.5d, L 7.5c</p>