



INFORMATIONAL RESEARCH LAB

Grade 7: Unit 2



American Revolution & New Nation

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Unit 2

Informational Research Lab

An Inquiry Community of Researchers & Authors

Unit 2 builds on the routines, engagement, knowledge, and skills established in Unit 1. Thematic inquiry expands into a Social Studies topic: the American Revolution and New Nation.

Students will continue to:	In this Unit:
Read grade-level Core Texts, as well as self-selected texts.	Focused on Social Studies and historical nonfiction.
Participate in rigorous academic discourse as part of a whole-class intellectual community.	
Engage in high-volume reading through both assigned texts and at least 30 minutes of self-selected reading per day.	
Apply Reading Standards.	As a support for comprehending complex texts about Social Studies and History.
Acquire academic vocabulary and high-utility morphemes.	Including technical and domain-specific vocabulary.
Produce short constructed responses.	Now analyzing the central ideas of informational text.
Integrate knowledge from multiple sources to produce a final paper.	Now with the addition of research skills to compose an informational research piece.
Practice applying a set of Focus Grade-Level Standards to reading, writing, speaking, and listening.	RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.9, W.7.2, W.7.7, W.7.8, L.7.2, and L.7.5.



Teacher Guide



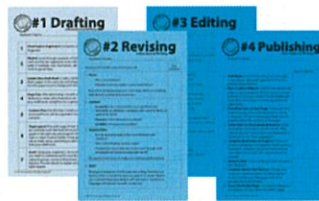
Core Text Section Sets



Classroom Core Texts



Research Card



Informational Writing Cards



American Revolution Research Library



Teacher- and Student-Facing Digital Platforms

Unit 2 Informational Research Lab Pacing Guide: Grade 7

Phase	Week	Build Knowledge & Vocabulary	Learn & Apply Standards	Assess Progress
Phase I: Develop Expertise in the Unit and Individual Research Topics & Central Ideas	1	Introduction to the American Revolution & New Nation Research Topic Selection Morphemes: re-, volut-, -ion (RI.4/L.4/L.5)	Marshall evidence, summarize, and identify bias as support for comprehending complex texts about the American Revolution & New Nation and for research topic selection. (RI.1/RI.2/RI.3/RI.6/W.7/W.8)	- Research Topic Selection - Morphology: Word Map - Key Question Pre-Assessment: <i>What are at least two central ideas of "Did the U.S. Constitution Need a Bill of Rights?" in The Bill of Rights: Asking Tough Questions. How are they developed over the course of the text?</i> (RI.7.2 Rubric)
	2	RQ #1: Timeline Morphemes: in-, de-, pend-, -ence (RI.4/L.4/L.5)	Use the analysis of central ideas and supporting ideas/ key details as support for comprehending complex texts about the timeline of the American Revolution. (RI.1/RI.2/RI.3/W.7/W.8)	- Knowledge: Use the FPOs to demonstrate knowledge of the timeline of the era. - Morphology: Word Map - Constructed Response #1 (RI.7.2 Rubric)
	3	RQ #2: Geography Morphemes: polit-, -ic-, -al (RI.4/L.4/L.5)	Use chronological/sequential order, description, & problem/response text organizing structures as support for comprehending complex texts about the influence of geography on events of the American Revolution. (RI.2/RI.3/RI.5/W.7/W.8)	- Knowledge: Use the FPOs to demonstrate knowledge of the impact of geography. - Morphology: Word Map - Constructed Response #2 (RI.7.2 Rubric)
	4	RQ #3: Issues Morphemes: de-, clar(e), -at(e), -ion (RI.4/L.4/L.5)	Use additional text organizing structures as support for comprehending complex texts about key issues involved in the American Revolution. (RI.2/RI.3/RI.5/W.7/W.8)	- Knowledge: Use the FPOs to demonstrate knowledge of key (social, political, economic, etc.) issues. - Morphology: Word Map - Constructed Response #3 (RI.7.2 Rubric)
	5	RQ #4: People Morphemes: per-, spec(t), -ive (RI.4/L.4/L.5)	Use primary sources as support for comprehending complex texts about how different groups of people living in what would be the U.S. were involved in and impacted by events of the American Revolution. (RI.2/RI.5/RI.9/W.2/W.7/W.8)	- Knowledge: Use the FPOs to demonstrate knowledge of the involvement of and impact on different groups of people. - Morphology: Word Map - Key Question Mid-Assessment: <i>What are at least two central ideas of Chapter 3 of Phillis Wheatley? How are they developed over the course of the text?</i> (RI.7.2 Rubric)
	6	RQ #5: Legacy Morphemes: nat(e), -ive (RI.4/L.4/L.5)	Use central ideas, organizing structures, and primary sources as support for comprehending complex texts about the legacy of the American Revolution. Evaluate informational Mentor Texts. (RI.2/RI.5/W.2/W.7/W.8)	- Knowledge: Use the FPOs to demonstrate knowledge of the legacy of the American Revolution for the New Nation and today. - Morphology: Word Map
Phase II: Research-Based Informational Writing	7	Drafting an Informational Research Paper (W.2/W.4) - Outlining (W.5) - Academic & Technical Vocabulary (RI.4/L.4) - Introduction, Conclusion & Text Features Morphemes: equ-, -al-, -ity (RI.4/L.4/L.5)		
	8	Revising & Editing (W.2/W.4/W.5/L.2) - Focus - Content - Organization & Transitions - Word Choice & Style - Editing: Simple & Compound Sentences (L.7.1) Morphemes: in-, tol/toler-, -able (RI.4/L.4/L.5)		- Informational Research Paper (W.7.2) Rubric for a Proficient Informational Text - Presentation of Knowledge and Ideas Rubric (SL.7.4, SL.7.5, SL.7.6) - Morphology: Word Maps - Key Question Post-Assessment: <i>What are at least two central ideas of "Patriot Women"? How are they developed over the course of the text?</i> (RI.7.2 Rubric)
	9	Graphics & Visual Aids (W.2) Publishing (W.2/W.4/W.5/W.6) Presenting (SL.2/SL.4/SL.5/SL.6) Morphemes: demo(s), -cracy (RI.4/L.4/L.5)		