

UNIT 1 – JOURNEYS AND SURVIVAL (READING CLOSELY AND WRITING TO LEARN)

<p>Established Goals (Standards):</p> <p>CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CCSS.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been</p>	Transfer	
	<p>Students will be able to:</p> <p>Demonstrate their understanding of the characters and issues of survival presented in <i>A Long Walk to Water</i> by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Individual survival in challenging environments requires both physical and emotional resources. • Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events. 	<ul style="list-style-type: none"> • How do individuals survive in challenging environments? • How do culture, time, and place influence the development of identity? • How does reading from different texts about the same topic build our understanding? • What are the ways that an author can juxtapose two characters?
	Acquisition	
	KNOWLEDGE	SKILLS
<p>Students will know how to...</p> <ul style="list-style-type: none"> • compare and contrast a fictional and historical account of a time, place, or character. • read grade-level literary texts proficiently and independently. • read above-grade-level texts with scaffolding and support. • make connections between a novel and other informational texts. • determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • determine an author's point of view or purpose in informational text. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • citing several pieces of text-based evidence to support an analysis of literary text. • analyzing the development of a theme or central idea throughout a literary text. • determining the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). • analyzing how an author develops and contrasts the points of view of characters and narrators in a literary text. • citing several pieces of evidence to support an analysis of informational text. 	

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<p>addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<ul style="list-style-type: none">● read grade-level informational texts proficiently and independently.● read above-grade-level texts with scaffolding and support.● produce clear and coherent writing that is appropriate to task, purpose, and audience.● use a writing process to ensure that purpose and audience have been addressed.● gather relevant information from a variety of sources.	<ul style="list-style-type: none">● objectively summarizing informational text.● writing informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.● writing narrative texts about real or imagined experiences using relevant details and event sequences that make sense.● I can quote or paraphrase others' work while avoiding plagiarism.● I can use a standard format for citation.
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Unit	Vocabulary	Instruction and Pacing (suggested order to teach)
1	<p>scenario, determine, representation, central ideas, literary text; plains, route, cradle, analyze, develop, contrast, points of view, characters, text features; droned, herding, aimless, rebels, wander, littered, rebels, hesitate, scurry, protested, objected, cite, text-based evidence, quote, analysis, culture, time, place, influence, identity, detail/evidence, reasoning, inference, infer; flicking, droned, herding, grazing, aimless, halted, backfiring, bush, rebels, scattered, scrambled, hesitated, horizon, gourd, ritual, flinched, uncertainty, artillery, rose, annotations; entrenched, grueling, dehydration, sorghum, terrain, woodland, stunted, luscious, fault line, topple, coup, spiritual pollution, guerrillas, roughshod, dysfunction, assault, displaced, compound, dowry, marred, primarily, transformed, negotiations, overtures.</p>	<p>Weeks 1-3 (Perspectives in Southern Sudan)</p> <ul style="list-style-type: none"> ● Building background knowledge about physical environment and reading maps ● Gathering evidence about point of view in a literary text ● Connecting information with literature: building background knowledge about the Dinka and Nuer tribes of Southern Sudan
2	<p>Generation, makeshift, hopes were dashed, solemn, topi, aroma, cold fist gripped his heart, terror, puzzled, reeds, papyrus, shallow canoes, prow, monotonous, abundance, massed, gourd, desperate, shrubs, Small bushes, endured, been reduced to, relentless, arid, lag, vulture, corpses, refugee camp, spark of hope, vision, receding</p> <p>ritual scarring, scythed, doubtful, boldly, grudgingly, masses, emaciated, mingle, despair, skittered, government collapse, stampede, borehole, earnestly, welter, plagued, peril, Isolated orphaned, refugee, aid worker, abruptly, braced, frigid, bewildering, destruction, aid organization, relief agency, remote, clinic, contaminated, generation, makeshift, solemn, aroma, cold fist gripped his heart</p>	<p>Weeks 4-7 (Surviving in Sudan)</p> <ul style="list-style-type: none"> ● Continue A Long Walk to Water, introduce concept of “theme” and focus on one theme: How people survive in challenging environments ● Start Reader’s Dictionary and anchor charts: ● What factors help people survive challenging environments? ● How does the author develop and contrast the two characters’ point of view? ● What happens to Salva and Nya? ● Introducing refugee accounts and reading informational text. ● Continue working with refugee texts and finish novel ● Introduce End of Unit 2 essay prompt ● Start scaffolding for essay by searching Reader’s Notes and Graphic Organizers to collect details for essay ● Share a model essay and rubric ● Instruction: how to analyze and incorporate quotes ● Write essay draft ● Read more informational text about Sudan; summarize and build concept map to gather information for the research-based two-voice poem ● Revise draft based on teacher feedback ● Finalize essay

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3	juxtapose, compare, contrast, cite, sources, plagiarism, parenthetical citation, critique, incorporate feedback, cite, ellipses, audible, varied, precise	<p>Weeks 8 (Two-Voice Poem: Two Voices from Southern Sudan)</p> <ul style="list-style-type: none"> ● Reconnect with the content of the informational texts and novel by discussing the author’s use of juxtaposition in the novel. ● Read models of two-voice poems, analyze structure. Students identify criteria and a rubric ● Selecting evidence and planning to create a research-based two-voice poem ● Draft, critique, and revise two-voice poem ● Share poems
Common Misconceptions		Proper Conceptions
Students might think that the theme of the story is the same thing as the main idea of a story.		A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word’s definition to successfully understand the word in a story.		Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.		Students should be able to support their positions using the text.
Students might choose text support that doesn’t relate to the topic.		Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.		Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.		Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.		Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.		Students must learn to listen respectfully to others opinions and to take turns during discussions.
Students often write in an informal style, inappropriate to the audience.		Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.		Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.

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When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.

Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

Resources

Texts

A Long Walk to Water, Linda Sue Park (RL, 720L)

- “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Stephen Buckley (RI, 1110L)
- Water for South Sudan, <http://www.waterforsouthsudan.org> (RI, 1090L)
- “Sudanese Tribes Confront Modern War,” Karl Vick (RI, 1060L)
- “Author’s Note,” A Long Walk to Water,” Linda Sue Park (RI, 1030L)
- “Time Trip” excerpt from “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” Current Events (RI, 970L)

Websites

- Paul Fleischman, Joyful Noise: Poems for Two Voices (New York: Harper Trophy, 1998), ISBN 0-06-446093-2.
- <http://browseinside.harpercollinschildrens.com/index.aspx?isbn13=9780064460934>
- <http://www.poemfarm.amylv.com/2011/12/finding-answers-poem-for-two-voices.html>
- http://www.scienceeducationreview.com/open_access/frazier-poetry.pdf
- http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/i_poem_for_two_voices.htm
- http://www.myread.org/guide_multiple.htm

Other

Throughout unit 1, students collaborate with peers. A specific structure for rotating partnerships is suggested; feel free to use an alternate system. The goal is to ensure that across these lessons, students interact with a range of diverse partners as they build their ability to collaborate effectively. This relates directly to SL.7.1

- Seating charts arranged for “A-Day” partnerships (Lessons 1–3), “B-Day” partnerships (Lesson 4–7), “A-Day” partnerships (Lessons 10–13).
- Note: Lesson 8 = Assessment: random or assessment-based seating; Lesson 9 = World Café protocol: mixed seating; Lesson 14 = Assessment: random or assessment-based seating.

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Differentiation and Accommodations

Accommodations:

Students will write their poems individually. They will be looking back at all of the Reader's Notes and graphic organizers as well as the text of the novel and articles as they gather details and quotes for their poems.

Students might have a partner to assist as they work on their poems, but the poem will be an individual's product.

Student poems could be various lengths, shorter for those for whom language is a barrier.

Students may have a partner to read the second voice as they present their poems.

Students could present their poems to their own class as practice for presenting to others in the school community.

Students could present their poems via recordings if they are too shy to stand in front of an audience.

Students could also stand at the back of the room, with the class looking toward the front at a poster-sized 1930s-style radio front as if they were listening to the presentation on the radio.

Provide additional examples and opportunities for additional problems for repetition

Provide tutoring opportunities

Provide retesting opportunities after remediation (up to teacher and district discretion)

Teach for mastery not test

Teaching concepts in different modalities

Adjust pace and homework assignments

Advanced options:

Students may present their poems to their own class, to other classes in the school, or to parents or other adults.

Student poems could be accompanied by illustrations. These could be photos, artwork, or if technology is available, students could create visual backdrops to be shown as they read.

Student poems could be displayed in the room, in the school, or in the community to enhance student motivation with the potential authentic audiences.

Instructional Strategies

Fairfield Township School District recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques

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- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Interdisciplinary Connections

This unit is designed to address English Language Arts standards within the rich context of the Sudanese Civil War. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections.

Unifying Themes (pages 6–7)

- Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments).

Social Studies Practices, Geographic Reasoning, Grades 5–8:

- Describe the relationships between people and environments and the connections between people and places (page 58).

21st Century Skills

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

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Performance Task

Research-Based Two-Voice Poem

This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.

ASSESSMENTS

Unit 1

Mid-Unit Identifying Perspective and Using Evidence from *A Long Walk to Water* (Chapter 5) (RL.7.1 and RL.7.6) graphic organizer and selected response

End of Unit Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, W.7.9, and W.7.9b) selected response and short constructed response

Unit 2

Mid-Unit Comparing “Water for Sudan” and *A Long Walk to Water* (RL.7.1, RL.7.9, RI.7.1) short constructed response and extended response

End of Unit Literary Analysis—Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2, and L.7.6) scaffolded essay

Unit 3

Mid-Unit Author’s Craft: Juxtaposition in *A Long Walk to Water* (RL.7.1, RL.7.2 and RL.7.6) selected response and short constructed response
End of Unit Assessment: Final Draft of Hero’s Journey Narrative (W.6.3 and W.6.11c)

End of Unit: Using Strong Evidence (RI.7.1, RL.7.1, L.7.2 and W.7.9) selected response and short constructed response