

UNIT 3 – SLAVERY- THE PEOPLE COULD FLY (UNDERSTANDING PERSPECTIVES)

<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.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>CCSS.ELA-Literacy.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</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.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.7.2</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p>Write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of Narrative of the Life of Frederick Douglass they read closely in Unit 2. First they revisit Frederick Douglass: The Last Day of Slavery (see footnote 1 on page of this document), which serves as the mentor text. After closely examining the model, students plan their children's book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Stories and poems have enduring power because they tell about important or interesting events, people, and places; they have themes that help readers understand the world and often empower people; and they use powerful language and powerful images. • Douglass wrote the Narrative to convince his audience that slavery should be abolished. He responded to the reasons that some people gave to justify slavery, and showed why they were mistaken. 	<ul style="list-style-type: none"> • What gives stories and poems their enduring power? • How did Douglass's purpose and audience shape how he told his story? • When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power? 	

Grade 7 ELA Unit 3

<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 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. 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.) 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 addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.) 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. CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
	Acquisition	
	KNOWLEDGE	SKILLS
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● read grade-level literary texts proficiently and independently. ● read above-grade-level texts with scaffolding and support. ● determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● analyze the impact of word choice on meaning and tone in an informational text. ● determine an author's point of view or purpose in informational text. ● analyze how the author distinguishes his/her position from others'. ● 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. ● With support from peers and adults, use a writing process to ensure that purpose and audience have been addressed. ● select evidence from literary or informational texts to support analysis, reflection and research. ● adjust my writing practices for different timeframes, tasks, purposes, and audiences. ● effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. ● express ideas clearly during discussions. ● build on others' ideas during discussions. ● use correct grammar and usage when writing or speaking. 	<ul style="list-style-type: none"> ● citing several pieces of text-based evidence to support an analysis of literary text. ● determining a theme or the central ideas of a literary text. ● analyzing the development of a theme or central idea throughout a literary text. ● objectively summarizing literary text. ● determining the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). ● analyzing the impact of rhymes and repetitions of sound on a specific section of poetry, story, or drama. ● analyzing how a drama's or poem's form or structure contributes to its meaning. ● comparing and contrasting different media versions of a literary text (written vs. audio vs. film vs. staged, etc.). ● analyzing the impact of the techniques unique to each medium. ● citing several pieces of text-based evidence to support an analysis of informational text. ● determining a theme or the central ideas of an informational text. ● analyzing the development of a theme or central idea throughout the text. ● 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

Grade 7 ELA Unit 3

	<ul style="list-style-type: none"> ● use correct capitalization, punctuation, and spelling to send a clear message to my reader. ● express ideas with precision ● use a variety of strategies to determine the meaning of unknown words or phrases. ● accurately use seventh-grade academic vocabulary to express my ideas. ● use resources to build my vocabulary. 	<p>details and event sequences that make sense.</p> <ul style="list-style-type: none"> ● analyzing figurative language, word relationships, and nuances in word meanings.
--	--	--

Unit	Vocabulary	Instruction and Pacing (suggested order to teach)
1	enduring, power, content, empowering, autobiography, biography, tone, mood, context, synthesize, equity, conclusions, evidence, cite, triangular slave trade, system, enforced labor, plantation, crops, institution, abolition, abolitionist, purpose, position, distinguish, convey; hastening, subscribe, throw light on, deliverance, determine, excerpt, roots, prefixes, suffixes; ignorant, seldom, improper, impertinent, blunt, inevitable, tidings, imitation, ordained, cunning, sustains, cowskin, humane, barbarity, joist, deprived, inquiries, odiousness, gratification	<p>Weeks 1–3 (Building Background Knowledge—Powerful Stories and Slavery in America)</p> <ul style="list-style-type: none"> ● Launching the module: What gives stories their enduring power? ● Building background knowledge about the historical context of the Narrative ● Determining Douglass’s Purpose ● Learning routines for reading excerpts from the Narrative ● How to read a poem ● Word choice and figurative language
2	enduring, powerful, context, conflict, climax, climbing steps, conclusion, resolution, reflection, theme, anatomy, main clause, subject, verb, modify, gratification, inquiries, miserable, mere, galling, subsequent, manifestation, providence, blighting, dehumanizing, crouching servility, impudent, meanest, tranquil, commenced, forbade, sentiments, revelation, sensible, chattel, injurious, divest, precepts, narrowly, mistress, converted, obtained, urchin, valuable, prudence, shipyard, abhor, detest, reduced, discontentment, abolition, afforded	<p>Weeks 4-6 (Case Study: Narrative of the Life of Frederick Douglass)</p> <ul style="list-style-type: none"> ● Reading Excerpt 3 and analyzing purpose and word choice ● Beginning work with sentence structure ● Comparing written and spoken stories and poems ● Mid-Unit 2 Assessment, Part 1: Comparing written and spoken stories and poems ● Reading Excerpt 4 and 5 and analyzing purpose and figurative language ● Mid-Unit 2 Assessment, part 2: Reading a new passage from the Narrative ● Writing the essay about Douglass’s positions in the Narrative
3	compare, contrast, rekindled, revived, field hand, endurance, scarce, saving-fodder time, faculty, cunning, detection, dregs, breaking, languished, disposition, brute, leisure, stupor, wretched, take my life, intimidated, epoch, fanning wheat, attended with, hopper, immense, hastily, hands, gaining my feet, slat, comply, afforded, unaccountable, fell in with, course to pursue, solemnity,	<p>Weeks 7-8 (Performance Task: Crafting Powerful Stories)</p> <ul style="list-style-type: none"> ● Analyzing the mentor children’s book ● Creating a plan the children’s books about an episode from Douglass’s life and getting feedback ● Practicing sentence structure ● Writing workshops: mini lessons on narrative technique, work time, revision, and reflection ● Illustrating the books and creating final drafts

Grade 7 ELA Unit 3

<p>render, rejected, disposed, bade, singular conduct, virtue, curry, engaged, spring, assurance, quailed, strove, rekindled, expiring embers, revived, gratification, triumph, compensation, repelled, resurrection</p>	
--	--

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.
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

- “We Wear the Mask,” Paul Laurence Dunbar (RL poem, NL)
- “Slaveship,” Lucille Clifton (RL poem, NL)
- “Introduction to Poetry,” Billy Collins (RI, NL)
- “Harriet Tubman,” Eloise Greenfield (RL poem, NL)
- “Black Woman,” Georgia Douglas Johnson (RL poem, NL)
- “The Negro Speaks of Rivers,” Langston Hughes (RL poem, NL)
- “If We Must Die,” Claude McKay (RL poem, NL)
- The People Could Fly, picture book edition, Virginia Hamilton (RL, 660L) (recommended, not required; teacher copy only)
- Narrative of the Life of Frederick Douglass, an American Slave, Frederick Douglass (RI, 1080L; excerpts)
- “Renaissance man,” Scott Kirkwood, adapted by Expeditionary Learning (RI, 1060L)
- Texts from Freedom: A History of US Webisode 5, PBS (RI, 970L)
- Frederick Douglass: The Last Day of Slavery, William Miller and Cedric Lewis (RI, 760L) (recommended, not required; teacher copy only)

Websites

<http://www.discover-writing.com/>

Other

DVD (PBS, “Episode 5: A Fatal Contradiction” from Freedom: A History of US DVD 2002).

The People Could Fly (picture book; one copy for teacher read aloud)

Powerful Stories anchor chart (new; teacher-created; see supporting materials)

Powerful Story note-catcher (one per student)

Grade 7 ELA Unit 3

Differentiation and Accommodations

Accommodations

Students could work in pairs and make a longer book based on the same episode.

Students may choose to write a story based on an episode of Frederick Douglass's life that they read independently.

For students who may struggle with the assignment, Excerpt 3 is a good choice. Alternatively, Excerpt 5 is a good choice for students who are interested in a challenge.

Students may create a digital copy of their book along with an audio recording.

Students may substitute performance art for the visual art by memorizing and performing their stories using the storytelling techniques discussed in Unit 2.

Provide graphic organizers

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 read their books to an elementary class.

After the students have written their stories, your class could have a story slam where the students retell their stories using the storytelling techniques they learned in Unit 2.

Partner with the social studies teacher to support students in an in-depth exploration of a related topic, such as other abolitionists, the Civil War, or Reconstruction.

Consider a study of slavery in the modern world.

Frederick Douglass had a long, full life, and this module focuses on only the first part of his life. A full study of his accomplishments would add to students' understanding of the fight for women's rights, the Civil War, Reconstruction, and the Haitian Revolution. Consider having students learn more about Douglass's life after he wrote the Narrative.

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

Grade 7 ELA Unit 3

Interdisciplinary Connections

This module is designed to address English Language Arts standards as students read literature and informational text related to slavery and Frederick Douglass. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades 5–8:

- Define and frame questions about events and the world in which we live and use evidence to answer these questions.
- Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
- Describe and analyze arguments of others.
- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources.

Social Studies Key Ideas and Conceptual Understandings, Grade 7

- 7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.
- 7.7b Enslaved African Americans resisted slavery in various ways. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.

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

Grade 7 ELA Unit 3

Performance Task

Students write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of Narrative of the Life of Frederick Douglass they read closely in Unit 2. First they revisit Frederick Douglass: The Last Day of Slavery¹, which serves as the mentor text. After closely examining the model, students plan their children's book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books.

ASSESSMENTS

Unit 1

Mid-Unit Using Evidence to Support Analysis: "Frederick Douglass" (RI.7.1) short constructed response

End of Unit Reading Poetry: Analyzing Structure and Language in "We Wear the Mask": (RL.7.4, RL.7.5, and L.7.5a) selected response and short constructed response

Unit 2

Mid-Unit Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass's Narrative (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4, L.7.4a, L.7.4b, L.7.5b, c) selected response and short constructed response

End of Unit Essay: Analyzing Douglass's Position in Narrative of the Life of Frederick Douglass (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, and RI.7.6) on-demand essay

Unit 3

Mid-Unit Syntax and Storytellers' Seminar.

Part 1: Writer's Roundtable (SL.7.1b, c, d)

Part 2: Sentence Structure Quiz (L.7.1a, b, c, and L.7.2a)

End of Unit Second draft of Storyboards for the Children's Book (W.7.3, W.7.9, and W.7.11) scaffolded narrative