

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 7	ELA	7th	
Course Description:			
<p>In 7th Grade, students explore a wide range of American experiences through literature. The course begins by introducing a range of American voices and the idea that our sense of national identity is deeply influenced by our personal experiences. Throughout the year, students return to this idea by reading literature that expresses a wide range of experiences throughout history, such as the imagined experience of young immigrant women working in the Triangle Shirtwaist factory at the turn of the 20th century, Sandra Cisneros’ experience of growing up as a Mexican American girl in Chicago, and Frederick Douglass’ use of his own experience to argue against the injustice of slavery. Writing instruction is embedded throughout the units of study and focuses on selecting, organizing, introducing, and analyzing evidence to support claims.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<p>Uprising, by Margaret Peterson Haddix The House on Mango Street, by Sandra Cisneros A Raisin in the Sun, by Lorraine Hansberry Narrative of the Life of Frederick Douglass, by Frederick Douglass</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>EMPATHY</p> <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs Listen with an open mind to understand others’ situations. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
None		<ul style="list-style-type: none"> 7ELA Equity Curriculum Review 	
Unit Links			
<p>Unit 1: Defining America Unit 2: Uprising Unit 3: The House on Mango Street Unit 4: A Raisin in the Sun Unit 5: Narrative of the Life of Frederick Douglass Capstone</p>			

Standard Matrix

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	S	S	S	
7.RL.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	P		
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		P	P	P	
7.RL.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	S	S	S	
7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	S		P	P	
7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		P	P	P	
7.RL.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).				S	
7.RL.8	(Not applicable to literature)					
7.RL.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			
7.RL.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.	S	S	S	S	S
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	P	S	S	S

7.RI.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.	S	P			P
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	P	P			P
7.RI.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
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		S			P
7.RI.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.	S	P	S		P
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).					S
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.					S
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		P			
7.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S	S
7.W.1	Write arguments to support claims with clear reasons and relevant evidence.		S	S	S	S
7.W.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	S	S	S	S
7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		S		S	S

7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P	P	P	P	P
7.W.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.	P	P	P	P	P
7.W.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.	S	S	S	S	S
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.					
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	S				
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	S	S	S	S	S
7.W.10	<i>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.</i>	S	S	S	S	S
7.SL.1	<i>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.</i>	S	S	S	S	S
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	S				
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	S	S	S	S	S

7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					
7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S	S
7.L.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>	S	S	S	S	S
7.L.3	<i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i>	S	S	S	S	S
7.L.4	<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</i>	S	S	S	S	S
7.L.5	<i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>	P	P	P	P	P
7.L.6	<i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>		P	P	P	P

Unit 1: Defining America

Overview

Relevant Standards: **Bold indicates priority**

- 7.RL.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.
- 7.RL.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.
- 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

This 7th grade unit, “Defining America,” focuses on the diversity of American experiences as students begin to develop their own answers to the question of what it means to be American. By looking at an array of different texts including: articles, poems, and essays, students will consider the shared ideals and underlying principles that our nation was founded on, as well as the unique experiences every America brings to the table. Students will read one of our founding documents, as well as texts that explore the identities of a diverse group of Americans. Examples include “The New Colossus,” Emma Lazarus’s enduring poem now inscribed at the base of the Statue of Liberty and an essay written by an immigrant from the early 20th century. Through the study of these foundational texts, students will begin to shape their ideas about the American experience and how it is both similar and different for everyone. Writing instruction during this unit is focused reviewing lessons and skills from the prior year.

Essential Question(s):

- Who has had a voice in American society? Who has been marginalized?
- How does a person’s experiences shape their view of America?
- How does the experience of immigration impact one’s own sense of self?

Enduring Understanding(s):	
<ul style="list-style-type: none"> America is a country with a rich and diverse history. The stories and identities of people that have come together to form this country are complex and deep. Understanding both your own and other's backgrounds helps us understand the country as a whole. Many immigrants have idealized expectations of what life in America will be like, but their lived experiences rarely match their expectations. Immigrants—and their children—can feel caught between two cultural identities; this conflict can be exacerbated by others' perceptions. At different times throughout American history, some groups of people have had more power and privilege than others. Learning from these experiences is key to understanding the America of today. 	
Demonstration of Learning:	
<p>Summative Writing Prompts</p> <ul style="list-style-type: none"> How does a person's experiences shape their view of America? Choose one of the characters, narrators, or individuals we studied in this unit. Explain how their experiences shaped their view of America. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have opened 6th grade ELA with a similar introductory unit featuring shorter, thematically related fiction and nonfiction texts. 	<ul style="list-style-type: none"> This unit is followed directly by a unit on Uprising, focused on multiple protagonists who immigrate to America in the early 1900s. In order to really understand the plight of the protagonists in Uprising, students must have a strong handle on what it means to immigrate to a country and some of the struggles that immigrants face in new places. As the year progresses, students will constantly revisit the idea of what it means to be an American when reading other novels. The House on Mango Street, Raisin in the Sun, and The Narrative of Frederick Douglass all shine a light on what it means to be an American through different vantage points in different times in history.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 20 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> Commonlit
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Students will have studied the cultural diversity of North America as a 	<ul style="list-style-type: none">

<p>region previously in 6th Grade Social Studies, and will have considered the extent to which America imports or exports culture around the world.</p>	
Differentiation through <i>Universal Design for Learning</i>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> ● CHECKPOINT 7.2 Optimize relevance, value, and authenticity 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> ● Include supplemental texts so that the thematic focus of the year can be: <ul style="list-style-type: none"> ○ Personalized and contextualized to learners’ lives ○ Culturally relevant and responsive ● Provide tasks that allow for active participation, exploration and experimentation ● Invite personal response, evaluation and self-reflection focused the themes that will be explored throughout the year
<p>UDL Indicator</p> <ul style="list-style-type: none"> ● CHECKPOINT 3.3 Guide information processing and visualization 	<p>Teacher Actions</p> <ul style="list-style-type: none"> ● Give explicit prompts for each step in a sequential process, such as the read, write, discuss cycle, or a writing lesson ● Introduce graduated scaffolds that support information processing, such as questions to establish meaning and questions to analyze meaning ● Provide multiple entry points to a lesson by tailoring Do Now activities to the students and target ● Adjusting pathways through content by adjusting questions and reading cycles ● “Chunk” information or text into smaller elements by asking questions to establish meaning throughout a reading cycle ● Remove unnecessary distractions, activities, or questions that are not essential to the learning target for that lesson
Supporting Multilingual/English Learners	
<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> ● 6-8.3 An EL can speak and write about grade-appropriate complex literary and informational texts and topics. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> ● Level 1: I can name my/my family's expectations of coming to America. ● Level 2: I can write a narrative of my impression of America that identifies expectations and experience. ● Level 3: I can write a narrative describing a specific event that met/didn't meet my expectations of America. ● Level 4: I can write an essay comparing my expectations of America to

- my lived experiences using multiple specific events.
- Level 5: I can write an essay explaining how a character's experiences shaped their view of America.

Unit 1: Defining America

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	“What Does It Mean to be American?” from the New York Times	I can analyze how a person’s individual experiences shape their view of what it means to be American.	Immigrate Assimilate Patriotism	
2	“The New Colossus” by Emma Lazarus	I can determine the impact of specific words, phrases, and literary devices on meaning in the poem, “New Colossus.” I can determine the theme of the poem “The New Colossus” by Emma Lazarus.	Exile Refuse	Juxtaposition Colossus of Rhodes
3	Writing Mini Lesson - breaking down the prompt and finding evidence	I can review how to respond to a prompt, select relevant evidence, and structure an evidence-based response		
4	Excerpt from Declaration of Independence	I can determine the Founding Fathers’ central message in the Declaration of Independence.	Unalienable Prudence	
5	“Let America Be America Again,” by Langston Hughes (text and video)	I can determine the speaker and tone of “Let America Be America Again.”	Redeem Conniving	Tone
6	“Two Braids” by Rosanna Deerchild	I can analyze two authors’ use of symbolism to examine how their speakers’ identities shape who they are.	Entwined	

	"Dear Past Self" by Isabella Fillspipe			
7	"Peaches" by Adrienne Su	I can analyze an author's word choice and symbols to examine the speaker's experience as a child of immigrants in America.	Perplexing	
8	Brief Write CFA	Given a prompt and an evidence bank, students can pick the strongest evidence to write a paragraph		
9	"Where You From? by Gina Valdés"	I can analyze word choice and structure to examine the author's meaning in the poem "Where You From?"		
10	"Key Findings About US Immigrants." PEW Research "Immigration Data and Statistics" Department of Homeland Security	I can use reliable and relevant sources to research immigration patterns in the last five years. I can analyze the impact of the current global situation on immigration patterns.		
11	"America and I" by Anzia Yezierska	I can show how the narrator's experiences in "America and I" shape her thoughts, feelings, and beliefs.	Implored Undaunted	Sweatshop Tenement
12	Socratic Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		Socratic Seminar/Dialogue
13	Assessment			
14	Writing Mini Lesson - Review The Structure of an Essay	I can explain the components of a strong essay and analyze how all of the pieces work together to prove the thesis statement		
15	Writing	I can draft complete body paragraphs for my summative essay.		
16	Writing	I can revise body paragraphs of my summative essay.		

17	Writing	I can add a brief introduction and conclusion to the draft of my essay.		
18	Flex			
19	Flex			
20	Flex			

Unit 2: Uprising

Overview

Relevant Standards: **Bold indicates priority**

- 7.RL.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.
- 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.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.
- 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.
 - b. Support claim(s) with logical reasoning/relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

After being introduced to immigrant voices and statistics in the opening unit, students read *Uprising* by Margaret Peterson Haddix. This work of historical fiction tells the story of three young women whose lives intersect at the Triangle Shirtwaist Factory fire, one of the greatest tragedies of the early 20th century. This unit provides students the opportunity to study this significant moment in United States history, to explore the complex social and political forces that preceded the fire, and analyze the far-reaching implications of that terrible day. Students also read excerpts from *Flesh and Blood So Cheap: The Triangle Fire and Its Legacy* by Albert Marrin, a National Book Award finalist. This work of nonfiction provides a detailed historical account of the fire and the experience of immigrants in New York City during this time period. Through the lens of this tragic fire, students will continue their year-long interrogation of the factors that have shaped American history and identity, and further develop their understanding of what it means to be American. Writing instruction in this unit focuses on introducing and blending quoted evidence into one's own writing to support claims.

Essential Question(s):

- How does meaningful social change come about?
- How do gender and class shape a person's experience of the world?
- What are the characteristics of historical fiction, and how do authors of historical fiction use facts when writing fictional text?

Enduring Understanding(s):	
<ul style="list-style-type: none"> • The Triangle Shirtwaist Factory fire remains one of the most significant workplace disasters in American history; the impact of this event has been far-reaching and can still be seen today. • Conditions in factories were horrifying in the early 20th century, and workers had to fight tirelessly for safety, respect, and justice in their jobs; women and immigrants were at the forefront of this fight. • Haddix draws on historical facts to craft her narrative so readers deepen their understanding of the event. In the moments Haddix does elect to change historical facts (such as the inclusion of fictional protagonists) it is done with purpose and intentionality. • Bella, Yetta, and Jane are all shaped by their experience of gender and class at this particular moment in American history, but differ in both their experience of social expectations and their responses to these experiences. 	
Demonstration of Learning:	
<p>Summative Writing Prompts</p> <ul style="list-style-type: none"> • How did gender and/or social class impact the way the girls were treated, both at the factory and in their everyday lives? Choose two characters and compare their experiences of social expectations at the time. • Whose perspective on life changed the most: Yetta, Bella, or Jane? What people and/or events helped change this character’s perspective? Provide evidence from the beginning, middle, and end of the story to fully reveal the changes in the character you choose. • Did Haddix stay consistent with the historical facts throughout the novel? Why did she choose to do so? When/if she changed or added elements, why did she choose to do so? 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • This unit builds directly on the immigrant stories students will have studied in the prior unit. From these, students will understand some of the driving factors that led people to come to the US in the early 20th century. • Students will have previously encountered historical fiction in their study of Refugee (6th). Protagonists of both novels flee their homes in search of a better life only to face significant hardships along the way and dashed expectations upon arrival. • In their study of Refugee (6th), students will have also encountered a text with multiple protagonists and timelines, preparing them to make sense of the perspectives and timelines in Uprising. 	<ul style="list-style-type: none"> • Students will again study historical fiction focused on female protagonists who make a stand against injustice when reading In the Time of the Butterflies (9th). • Students will explore more complex shifts between multiple narrative perspectives and fragmented timelines when studying Frankenstein (8th) and In The Time of the Butterflies (9th).
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 39 lessons, 8 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> Match Fishtank lessons
Differentiation through <i>Universal Design for Learning</i>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> CHECKPOINT 8.1 Heighten salience of goals and objectives 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Prompt or require learners to explicitly formulate or restate goals for reading or writing lessons Display the learning target in multiple ways Encourage division of long-term goals into short-term objectives by drawing connections between summative prompts, daily targets, and writing lessons Engage learners in discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests
Supporting Multilingual/English Learners	
<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> 6-8.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can identify characters and relationships in Uprising. I can identify main events in a chapter or scene in Uprising. I can determine what Uprising says about gender or class. I can identify events/details in Freak the Mighty that develop the author's claim about gender or class. I can explain how key events/details in Freak the Mighty develop the author's claim about gender or class.

Unit 2: Uprising

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<i>Flesh and Blood So Cheap</i> , pp. 1-6 <i>Uprising</i> , pp. 1-5	I can explain the impact of the Triangle Fire by studying a fictional and nonfictional account of the event.		
2	<i>Flesh and Blood So Cheap</i> , pp. 7- 18	I can explain the push factors leading to mass immigration of Russian Jews and Italians to the United States and identify similarities and differences between those two groups.		European immigration in the early 20th century Pogrom
3	<i>Flesh and Blood So Cheap</i> , pp. 28, 32-37	I can identify the author's purpose and point of view in a section of <i>Flesh and Blood So Cheap</i> .	Entitled Grievance	Industrial Revolution
4	<i>Flesh and Blood So Cheap</i> , pp. 59-66, 68-74	I can explain how specific factors impacted the garment-making economy in the early 20th century.		
5	<i>Uprising</i> , pp. 7-31	I can explain how the author develops Bella's point of view and distinguishes it from that of other characters.	Marvel	Ellis Island
6	Writing Mini Lesson: Introduce Evidence with Context	I can revise my exit ticket to include contextualized evidence.		
7	<i>Uprising</i> , pp. 32 - 57	I can analyze the impact the author's chosen structure has on a story. I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		Unions and Workers Rights
8	<i>Uprising</i> , pp. 58 - 79	I can explain how characters' lives in <i>Uprising</i> are shaped by sexism and gender expectations		Socialism

9	<i>Uprising</i> , pp. 80 - 90 <i>Flesh and Blood So Cheap</i> , pp. 75 - 84	I can 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.		Strikes/Scabs
10	<i>Flesh and Blood So Cheap</i> , pp. 84 - 98	I can explain how specific individuals and ideas shaped the “Uprising of Twenty Thousand.”	Resolve	Tammany Hall
11	<i>Uprising</i> , pp. 91 - 121	I can identify different characters’ perspectives in <i>Uprising</i> and explain how the author develops and contrasts them.		Metaphor
12	Writing Mini Lesson: Punctuating Evidence	I can use different strategies to smoothly embed quoted evidence into my own writing.		
13	<i>Uprising</i> , pp. 122 - 144	I can summarize how character’s interactions with others change their perspective	Lament Haughty Fervent	
14	<i>Uprising</i> , pp. 145 - 165	I can explain how setting and specific interactions impact characters’ behavior and perspectives in <i>Uprising</i> .		
15	<i>Uprising</i> , pp. 166 - 188	I can identify different characters’ perspectives in <i>Uprising</i> and explain how the author develops and contrasts them		
16	<i>Flesh and Blood So Cheap</i> , 98 - 103 <i>Uprising</i> , pp. 177 - 183 (review)	I can identify ways that author Margaret Peterson Haddix has drawn on historical facts to develop the plot of the novel, <i>Uprising</i> .		
17	<i>Uprising</i> , pp. 189-211	I can explain how Haddix develops characters’ conflicting perspectives and identify events that change the way characters understand the world.	Tainted Subversive	Figurative Language
18	<i>Uprising</i> , pp. 212-234	I can identify different characters’ perspectives in <i>Uprising</i> and explain how the author develops and contrasts them.		

19	<i>Uprising</i> , pp. 235-268	I can provide an objective summary of several pages in <i>Uprising</i> .		
20	<i>Flesh and Blood So Cheap</i> , pp. 104-110	I can explain how specific events and ideas shaped fire safety practices in the early 20th century.		
21	<i>Flesh and Blood So Cheap</i> , pp. 111 - 121	I can explain the factors that influenced the outcome of the Triangle Shirtwaist Factory fire and the impact of the fire on bystanders.	Inferno	
22	Brief Write CFA	Given thesis and 1-2 paragraphs with possible quotes, write the next paragraph		
23	<i>Uprising</i> , pp. 269 - 286	I can explain how the reader's point of view differs from the characters' in today's reading, and the impact of dramatic irony on the reader's experience of the text.		Dramatic Irony
24	<i>Uprising</i> , pp. 287 - 298	I can explain how Haddix uses specific words and phrases to develop meaning, mood, and tone in <i>Uprising</i> .		Tone
25	<i>Uprising</i> , pp 299 - 315	I can explain how the fire reveals and/or changes the way that characters view the world.		
26	<i>Flesh and Blood So Cheap</i> , pp. 122 - 130, 137	Explain the impact of the fire on New Yorkers and determine Marrin's purpose and point of view in a section of <i>Flesh and Blood So Cheap</i> .	Profound Atone	
27	<i>Uprising</i> , pp. 316-330	I can explain how Haddix develops and contrasts characters' perspectives.		
28	Excerpts from pages <i>Uprising</i> pp. 269-315 <i>Flesh and Blood So Cheap</i> , pp. 111-121	I can compare and contrast Haddix's account of the Triangle Fire with historical facts and explain how she has used and altered history in <i>Uprising</i> .		

29	<i>Flesh and Blood So Cheap</i> , pp. 139 (begin at "Reform")-146	I can describe the impact of people and events on workers' rights and labor laws in the United States.	Culpable	
30	Seminar Discussion	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		
31	Assessment			
32	Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.		
33	Writing	I can draft complete body paragraphs for my summative essay.		
34	Writing	I can revise body paragraphs of my summative essay by ensuring I introduce evidence with context.		
35	Writing	I can add a brief introduction and conclusion to the draft of my essay.		
36	Flex			
37	Flex			
38	Flex			
39	Flex			

Unit 3: The House on Mango Street

Overview

Relevant Standards: **Bold indicates priority**

- 7.RL.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.
- 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.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.
- 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.
 - b. Support claim(s) with logical reasoning/relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

After *Uprising*, students read *The House on Mango Street*, by Sandra Cisneros. This text is a series of vignettes narrated by a Mexican-American girl named Esperanza, chronicling the year she spent living with her family on Mango Street. The vignettes range from snapshots of silly childhood games to impressions of tragic figures in Esperanza's community to formative experiences in Esperanza's life. Taken together, they create an impression of a girl navigating a complicated transition from the innocence of childhood to a fuller understanding of her world and her place within it. By connecting Esperanza's experiences with those of Sandra Cisneros, students consider another set of American voices, begin to consider the importance of home to American identity, and explore a text that combines elements from a variety of literary genres, including poetry, autobiography, and fiction. Writing instruction in this unit continues to focus on students use of evidence by improving the depth and specificity of literary analysis.

Essential Question(s):

- What does it mean to grow up?
- How does a person's environment shape their identity?
- How do an author's experiences shape the stories they tell?

Enduring Understanding(s):	
<ul style="list-style-type: none"> In genre, structure, and style, <i>The House on Mango Street</i> is an experimental text. Cisneros purposefully blurs boundaries between poetry and prose, fiction and memoir, and different literary forms through this series of vignettes. Her aim, to write a text that captures a spoken, non-academic, child's voice leads her to make stylistic choices that increase ambiguity and cause readers to consider multiple interpretations. Because Sandra Cisneros wrote <i>The House on Mango Street</i> as a "semi-autobiographical" text, studying her life and her other writings help provide insight into characters, settings, and emotions within the book. By examining parallels between Cisneros's and Esperanza's lives, readers can better understand major themes in Cisneros's fiction (e.g., the symbolic importance of a house). <i>The House on Mango Street</i> is a coming of age story: Esperanza gains maturity and develops a more adult perspective as the vignettes progress. Many of the vignettes focus on Esperanza's observations of other characters, specifically women, in her neighborhood because through her relationships with others, she learns more about her role and community, making choices about the kind of adult she hopes to be. 	
Demonstration of Learning:	
<p>Summative Writing Prompts</p> <ul style="list-style-type: none"> Esperanza observes the lives of several women throughout the novel. Choose any two female characters that Esperanza discusses. What do Esperanza's observations of these women reveal about Esperanza's developing understanding of her community? Analyze Esperanza's coming-of-age story. Choosing at least two important transitions through which Esperanza navigated, explain how Esperanza has changed. Using multiple Vignettes, explain how Esperanza's relationship with her home changed over time. Explore the connections between Sandra Cisneros and Esperanza. How are the author's personal experiences reflected in the stories she tells? 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have previously studied a Latin American author/protagonist when reading <i>Esperanza Rising</i> (5th). Students will have studied "coming of age" throughout their 6th grade year, reading <i>Freak the Mighty</i>, <i>Refugee</i>, and <i>The Giver</i>. Each of these stories feature protagonists who, like Esperanza, encounter significant challenges as they encounter the sometimes harsh reality of the adult world. Students will have previously encountered an episodic blend of poetry and memoir when studying <i>Brown Girl Dreaming</i> (6th). 	<ul style="list-style-type: none"> Students will again encounter Latin American author/protagonists when reading <i>In the Time of the Butterflies</i> (9th). Students will also encounter episodic plot when reading <i>In the Time of the Butterflies</i> (9th) and <i>The Things They Carried</i> (12th). Students will also consider the significance of a house or home in relation to what it means to be American when reading <i>A Raisin in the Sun</i> (7th).
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 31 lesson, 6 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> • Reading Reconsidered Lessons
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships 	Teacher Actions: <ul style="list-style-type: none"> • Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines and/or graphic organizers to emphasize key ideas and relationships between student’s responses to exit tickets, writing lessons, and summative essays • Use multiple examples and non-examples to emphasize critical features of writing focus areas • Highlight previously learned writing skills that can be used to solve unfamiliar summative prompts
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • 6-8.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: I can participate in short conversational exchanges about my home. • Level 2: I can participate in short conversational exchanges about Esperanza by answering wh questions about the text. • Level 3: I can participate in discussions about Esperanza by asking and answering relevant questions. • Level 4: I can participate in discussions about Esperanza by asking and answering relevant questions and rephrasing key ideas expressed by others. • Level 5: I can participate in discussions about the topic of growing up by adding relevant evidence from House on Mango Street.

Unit 3: The House on Mango Street

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<i>The House on Mango Street</i> , pp. 3-7	I can describe the importance of physical space to Sandra Cisneros and the narrator.	scold savor	personification theme vignette
2	<i>The House on Mango Street</i> , pp. 8-11	I can analyze the narrator's conflicted feelings toward her family and her name.	inherit baptize	metaphor symbolism theme
3	<i>The House on Mango Street</i> , pp. 12-18	I can explain Cisneros's experimentations with language and consider their purposes.	succinct pliant	ambiguity genre
4	<i>The House on Mango Street</i> , pp. 19-27	I can analyze Cisneros's perspective on the book's unconventional genre and structure.		simile irony tone narration theme
5	<i>The House on Mango Street</i> , pp. 28-34	I can describe the role of poetic elements in descriptions of Esperanza's community.		simile slant rhyme irony alliteration allusion repetition theme
6	<i>The House on Mango Street</i> , pp. 35-45	I can analyze juxtaposition and contrast in the Cisneros's depictions of childhood and adolescence.	rebellious ingenuous	juxtaposition symbolism
7	Writing Lesson: Group evidence/reasons	I can organize my thinking by grouping evidence and reasons to support argument		
8	<i>The House on Mango Street</i> , p. 46-55	I can explain how these vignettes continue to develop themes of childhood and adulthood.	nebulous	motif theme

9	<i>The House on Mango Street</i> , pp. 56-64	I can analyze the purpose of shifts in Esperanza's narration.		retrospective narration theme
10	<i>The House on Mango Street</i> , pp. 65-73	I can analyze the role of vignettes describing Esperanza's neighbors.	sympathize diminish	symbolism ambiguity theme
11	Writing Lesson: Specific and Reasoned Analysis	I can craft strong analysis of my quoted evidence by ensuring writing is specific and reasoned.		
12	<i>The House on Mango Street</i> , pp. 74-75	I can analyze connections between Sandra Cisneros and Emily Dickinson.		personification slant rhyme theme
13	<i>The House on Mango Street</i> , pp. 76-80	I can analyze recurring motifs in portrayals of women in Esperanza's neighborhood.	confine repress	symbolism ambiguity theme motif omniscience
14	<i>The House on Mango Street</i> , pp. 81-85	I can explain the way in which Esperanza's observations of other women in her community impact her.		motif simile theme
15	<i>The House on Mango Street</i> , pp. 86-91	I can evaluate Esperanza's hopes for her future.	ashamed regret	ambiguity motif
16	<i>The House on Mango Street</i> , pp. 92-100	I can analyze Cisneros's approach to stories that are difficult to tell.	dynamic forfeit	motif theme narration symbolism
17	<i>The House on Mango Street</i> , pp. 101-102	I can explain Sally's role in Esperanza's coming of age.		alliteration slant rhyme repetition simile narration motif
18	Brief Write CFA			

19	<i>The House on Mango Street</i> , pp. 103-107	I can describe the guidance Esperanza receives and its impact on her development.	ambivalent integrate	allusion theme ambiguity
20	<i>The House on Mango Street</i> , pp. 108-110	I can explain Esperanza's changing perspective on home and belonging.		alliteration rhyme simile anaphora symbolism motif theme personification
21	<i>The House on Mango Street</i> , pp. xi-xxvii	I can analyze parallels between Esperanza's and Cisneros's lives.		allusion irony motif theme
22	Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		
23	Summative Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.		
24	Summative Writing	I can draft complete body paragraphs for my summative essay.		
25	Summative Writing	I can revise body paragraphs of my summative essay by ensuring my analysis is specific and reasoned.		
26	Summative Writing	I can add a brief introduction and conclusion to the draft of my essay.		
27	Unit Assessment			
28	Flex			
29	Flex			

30	Flex			
31	Flex			

Unit 4: A Raisin in the Sun

Overview

Relevant Standards: **Bold indicates priority**

- 7.RL.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.
- 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.
 - b. Support claim(s) with logical reasoning/relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic..
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

After reading *House on Mango Street*, students read *A Raisin in the Sun*, by Lorraine Hansberry, tells the story of the Youngers, an African American family living on the South Side of Chicago in the 1950's. The play opens with the Youngers awaiting the arrival of a \$10,000 life-insurance payment, due to them after the death of the family patriarch Walter Younger. Tensions in the home rise as Walter Jr. and his mother conflict over how to best spend the money. In reading this classic play, students will continue to explore the importance of housing and homeownership to American identity, while also being introduced to the study of drama for the first time and also considering the role of generational conflict in the pursuit of the American Dream. Teachers may, with consultation of their supervisors, elect to substitute another similar text of their choosing to anchor this unit. Writing instruction in this unit continues to focus on expressing a depth of analysis through the repetition of key words/phrases.

Essential Question(s):

- What happens to a dream deferred?
- What does the American Dream mean to different people?
- What role does race, class, and gender play in a person's ability to achieve their dreams?

Enduring Understanding(s):	
<ul style="list-style-type: none"> • Despite emancipation from slavery, black Americans faced decades of legal discrimination and oppression both in the Jim Crow South and the North • Lorraine Hansberry’s play was semi-autobiographical, influenced by Langston Hughes, and shaped perceptions of the Black experience in postwar America; it was both highly successful and controversial at the time of its debut. • Generational ideals, experiences, and values often shape one’s dreams and aspirations. • A person’s environment can have a powerful impact on their identity and also their opportunities in life. 	
Demonstration of Learning:	
<p>Summative Writing Prompts</p> <ul style="list-style-type: none"> • Props Analysis: Consider the different props (symbols) that are used in Hansberry’s play: eggs, Mama’s plant, the insurance check, Beneatha’s robe and head wrap, Mr. Linder’s business card, Mama’s new gardening tools, or others. Choose 2-3 of these props and explain why their choices are significant or symbolic and how she develops their significance throughout the play. • Analysis of Generational Conflict: What differentiates the beliefs and attitudes of the younger characters from the older characters in the play? Explain how these ideals create conflict between the characters. • Influence of Langston Hughes: Hansberry was undoubtedly influenced by the poetry of Langston Hughes. Describe how the messages of Langston Hughes might have influenced the themes explored in her play. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Like The House on Mango Street (7th), A Raisin in the Sun is also set in the South Side of Chicago. • Students will have studied the concept of white flight and neighborhood segregation during The House on Mango Street, leading into the discussion of red lining in this unit • The title of A Raisin in the Sun is an allusion to the poem “A Dream Deferred,” by Langston Hughes, which students read at the start of this unit. Students will have previously read poetry by Langston Hughes in the opening unit of this course, specifically “Let America Be America Again,” which gives voice to a number of people for whom the American Dream has been deferred. 	<ul style="list-style-type: none"> • Students will read the Narrative of the Life of Frederick Douglass in the next unit, which allows for students to draw the through lines between enslavement and red lining • This is the first play students study in their English classes in Bristol. Students will go on to read Romeo and Juliet (9th), The Crucible (10th), Fences (11th), and Macbeth (12th) in high school. • Students will further explore generational conflicts when studying Romeo and Juliet in 9th grade and Kindred in 10th. • Students will consider how a person’s environment shapes them when studying Kindred, Of Mice and Men, and Fahrenheit 451 in 10th grade.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 31 lessons, 6 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> Reading Reconsidered Lessons
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> CHECKPOINT 8.4 Increase mastery-oriented feedback 	Teacher Actions: <ul style="list-style-type: none"> Provide feedback on writing lessons/CFAs that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge Provide feedback on writing lessons/CFAs that emphasizes improvement and achieving a standard rather than on relative performance Use Show Call to provide feedback that is frequent, timely, and specific Use Show Call and/or Whole Class feedback to identify patterns of errors and wrong answers, and generate positive strategies for future success
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> 6-8.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. 	Learning Targets: <ul style="list-style-type: none"> Level 1: I can verbally or nonverbally express an opinion about a familiar topic (my home or my family) using a limited number of acquired words and phrases. Level 2: I can construct a claim about a familiar topic (my home or family) and give a reason to support it. Level 3: I can construct a claim about the Youngers or their decision to move and provide several supporting reasons. Level 4: I can construct claims about the Youngers and their decision to move, provide several supporting reasons, and acknowledge opposing ideas Level 5: I can construct claims about the Youngers and their decision to move, provide several supporting reasons, and address the counterargument.

Unit 4: A Raisin in the Sun

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<i>A Raisin in the Sun</i> pp. 23-30 & “A Dream Deferred,” by Langston Hughes	Describe how the Younger’s apartment reflects the state of their lives and aspirations.	Weary Uniformity Pretense	Setting Symbolism
2	<i>A Raisin in the Sun</i> pp. 30-39	Consider how Walter’s view of his wife and sister are influenced by postwar gender roles.	Domestic Conformity	Stage Directions Props Female Gender Roles in the 1950s
3	<i>A Raisin in the Sun</i> pp. 41-46	Explain how Mama is a figure of the strength and suffering of black Americans in post-war America.		
4	<i>A Raisin in the Sun</i> pp. 46-53	Explain how the Mama, Ruth, and Beneatha’s relationship depicts generational conflict.		Generation Gaps
5	Writing Mini Lesson: Relevant Analysis	I can add relevant analysis to my paragraph by repeating key words and/or synonyms from my claim		Synonym
6	Film Version of A Raisin in the Sun	Evaluate the impact of changes made in the film adaptation of A Raisin in the Sun.		
7	<i>A Raisin in the Sun</i> pp. 54-60	Examine how cockroaches might be symbolic in Hansberry’s play.	Heathen Ignorant Exotic	
8	<i>A Raisin in the Sun</i> pp. 60-66	Analyze how Asagai influences Beneatha’s sense of identity.	Assimilation Ghetto Mutilate	
9	<i>A Raisin in the Sun</i> pp. 66-75	Explain why Mama is conflicted over the arrival of the insurance check.		Blocking Symbolism

10	<i>A Raisin in the Sun</i> pp. 76-81	Compare Beneatha and George's conflicting perspective of their African heritage.		Allusion Uncle Tom's Cabin
11	Writing Mini Lesson: Relevant analysis	I can add relevant analysis to my paragraph by repeating key words and/or synonyms from my claim		
12	<i>A Raisin in the Sun</i> pp. 82-89	Analyze George's effect on Walter.		Allusion Prometheus
13	<i>A Raisin in the Sun</i> pp. 90-95	Evaluate the impact of Mama's revelation.	Revelation Jubilant	
14	<i>The Souls of Black Folk</i> , by W.E.B. DuBois	Analyze W.E.B. Dubois' arguments about the divisions between the experiences of black Americans at the time he wrote.		W.E.B Dubois The Souls of Black Folk
15	<i>A Raisin in the Sun</i> pp. 96-109	Explain how George and Mrs. Johnson represent common social views of the time.		Booker T. Washington vs. W.E.B. DuBois
16	<i>Brief Write CFA</i>	Given a weak body paragraph, students revise for deeper analysis, context, punctuation		
17	<i>A Raisin in the Sun</i> Langston Hughes Close Reading	Explain how Hansberry's play might have been influenced by Langston's Hughes' poetry		Langston Hughes
18	<i>A Raisin in the Sun</i> pp. 110-124	Explain what Mr. Linder reveals about historical perspective of racial segregation	Strident Deplore Gall	
19	<i>A Raisin in the Sun</i> pp. 125-130	Describe the meaning of Walter's response to Bobo's news.		
20	<i>A Raisin in the Sun</i> pp. 131-143	Examine Hansberry's purpose for Asagai's visit to the apartment.		Allusion Thirty pieces of silver
21	<i>A Raisin in the Sun</i> pp. 143-151	Evaluate multiple interpretations of the ending of Hansberry's play.		

22	Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		
23	Assessment			
24	Summative Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.		
25	Summative Writing	I can draft complete body paragraphs for my summative essay.		
26	Summative Writing	I can revise body paragraphs of my summative essay by ensuring my analysis is clearly tied to my claims.		
27	Summative Writing	I can add a brief introduction and conclusion to the draft of my essay.		
28	Flex			
29	Flex			
30	Flex			
31	Flex			

Unit 5: Narrative of the Life of Frederick Douglass

Overview

Relevant Standards: **Bold indicates priority**

- 7.RI.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.
- 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.
 - b. Support claim(s) with logical reasoning/relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

The final shared text of the year is *Narrative of the Life of Frederick Douglass*, the most famous and highly regarded example of a slave narrative and is widely considered to be a canonical work of American literature. As Douglass shares the details of his early life as an enslaved person in Maryland, he sheds light on the dehumanizing atrocities of slavery through the truth of his own experiences. With wit and precision, Douglass uses a variety of rhetorical strategies to dismantle and refute common antebellum arguments in support of slavery, crafting not only a compelling autobiographical account, but also a blistering and persuasive abolitionist text. This challenging text, published in 1845, introduces students to the most distant historical context they will study this year, while also introducing them to the challenges of archaic language and the study of rhetorical analysis. Writing instruction in this unit is focused on reinforcing previous lessons and skills introduced over the course of the year.

Essential Question(s):

- What does it mean to be free?
- Does knowledge equal power, and what are its limits?
- How have Americans pursued national ideals of freedom, equality, and justice?

Enduring Understanding(s):	
<ul style="list-style-type: none"> • The practice of enslavement is incompatible with humanity. Douglass highlights the ways slavery dehumanizes both the enslaved and the enslaver as a rhetorical tool to argue against the institution of slavery. • Legal freedom and personal freedom are connected but separate; legal freedom can be given and taken away by the government, but personal freedom comes from within. Both, Douglass argues, are human rights. • The prohibition of education is one of the worst aspects of enslavement. Education, specifically literacy, is a powerful tool of freedom. • Douglass saw “Christian” slaveholding societies as the ultimate hypocrisy. He believed that it was impossible to be truly Christian while also tolerating slavery. 	
Demonstration of Learning:	
<p>Summative Writing Prompts</p> <ul style="list-style-type: none"> • Describe Douglass’s experience with and perspective on education. How is literacy used as a tool of both oppression and freedom? How does learning to read and write impact Douglass’s life? • Douglass argues throughout the Narrative that slavery dehumanizes both the enslaved and the enslaver. Choose at least two people from the Narrative—one enslaved person and one slaveholder—who lose their humanity and analyze their significance to the Narrative. How are they dehumanized and why? • Throughout the Narrative, Douglass refutes common antebellum arguments in support of slavery. Choose at least three of these moments and explain: What is the argument Douglass is refuting? How does he refute it? What rhetorical devices does he use to construct his argument? • Douglass experiences many moments of freedom throughout the Narrative. Choose at least three moments in which Douglass becomes more free, either literally or metaphorically, and analyze their significance. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students have read about characters who face, and fight against, racial discrimination in Raisin in the Sun (7th) and brown girl dreaming (6th). • While this is the first full-length non-fiction piece students read, in unit one, students read many first hand accounts surrounding immigration 	<ul style="list-style-type: none"> • Students will encounter increasingly archaic language in future grades, including an adaptation of Frankenstein in 8th, Romeo and Juliet in 9th, and Macbeth in 12th. • Students will read Kindred in 10th grade, a neo-slave narrative published in 1979 that draws on conventions of traditional slave narratives, while also incorporating elements of science fiction, fantasy, and horror. • Students will again study rhetorical appeals, along with other techniques of propaganda used to control and manipulate public perception in Animal Farm (8th).
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 33 lessons, 7 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> • Reading Reconsidered Lessons
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 6.4 Enhance capacity for monitoring progress 	Teacher Actions: <ul style="list-style-type: none"> • Ask questions to guide self-monitoring and reflection relative to writing focus areas over the course of the year • Show representations of progress, such as early written work compared to written work demonstrating growth in focus areas • Prompt learners to identify the type of feedback or advice that they are seeking • Use templates that guide self-reflection on quality and completeness • Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • 6-8.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: I can recognize and use a small number of frequently occurring nouns, noun phrases, and verbs. • Level 2: I can produce simple and compound sentences. • Level 3: I can produce and expand simple, compound, and a few complex sentences. • Level 4: I can produce and expand simple, compound, and complex sentences. • Level 5: I can place phrases and clauses within a sentence.

Unit 5: Narrative of the Life of Frederick Douglass

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<i>Narrative</i> Prefaces	I can explain the purpose of the two texts that introduce Douglass's narrative.	credible atrocious candor	
2	<i>Narrative</i> , pp. 19-22	I can analyze the types of arguments (of ethos, logos, and pathos) that Douglass makes against slavery.	inevitable deprive ignorant	rhetoric ethos/pathos/logos
3	<i>Narrative</i> , pp. 22-24	I can analyze Douglass's description of a violent whipping	humane spectacle noble	rhetorical questions imagery
4	<i>Narrative</i> , pp. 25-31	I can examine Douglass's descriptions of life for enslaved people on the Lloyd plantation.		verbal irony rhetoric
5	<i>Narrative</i> , p. 32-36	I can explain the rhetorical strategies Douglass uses to refute the myth of the happy slave.		juxtaposition maxim rhetoric
6	<i>Writing Mini Lessons - Depth of Analysis</i>	I can analyze evidence by examining the nuance and importance of each quote		
7	<i>Narrative</i> , pp. 37-41	I can explore ways in which Mr. Gore might be an archetype.	deficient ambitious subversive	character archetype irony
8	<i>Narrative</i> , pp. 42-46	I can explain the significance of Douglass's move to Baltimore.		
9	<i>Narrative</i> , pp. 47-50	I can compare and contrast two perspectives of literacy among enslaved people.	tranquil forbid revelation	foreshadowing allusion juxtaposition

10	<i>Narrative</i> , pp. 51-53	I can identify key Christian imagery and explain how and why Douglass uses it.	pious testimony console	irony archetype allusion imagery
11	<i>Narrative</i> , pp. 53-57	I can explain what <i>The Columbian Orator</i> is and how reading it impacts Douglass's thinking.		metaphor personification
12	<i>Narrative</i> , pp. 58-65	I can examine Douglass's descriptions of the ways in which slaveholders dehumanize and isolate enslaved people.	anxiety desolate resolution	rhetoric juxtaposition
13	<i>Writing Mini Lesson - Depth of Analysis</i>	I can analyze evidence by examining the nuance and importance of each quote		
14	<i>Narrative</i> , pp. 65-69	I can explain Douglass's opinions of Captain Auld and of Auld's religious conversion.	rigid fraud reverence	archetype rhetoric irony
15	<i>Narrative</i> , pp. 70-75	I can describe Mr. Covey's impact on Douglass and compare Covey to other slaveholders in the <i>Narrative</i>	endurance deception languish	symbol allusion characterization
16	<i>Narrative</i> , pp. 75-76	I can explain the significance of Douglass's apostrophe to the ships.		apostrophe juxtaposition
17	<i>Narrative</i> , pp. 76-83	I can analyze Douglass's fight with Covey as a moment of resurrection.		juxtaposition allusion imagery
18	<i>Narrative</i> , pp. 83-90	I can explain Douglass's opinions of the holidays and religious slaveholders.	abandon wallow abundance	
19	Brief Write CFA			
20	<i>Narrative</i> , pp. 90-100	I can analyze Douglass's debate and decision about whether to attempt escape.	feasible contend pursue	ethos/pathos/logos personification allusion

21	<i>Narrative</i> , pp. 100-105	I can describe Douglass's experience working as a shipbuilder in Baltimore.		
22	<i>Narrative</i> , pp. 106-116	I can examine Douglass's description of his escape from enslavement.	vigilance galling contemplate	ethos/pathos/logos
23	<i>Narrative</i> , pp. 116-121	I can analyze Douglass's description of his life in New Bedford at the conclusion of the Narrative.		allusion rhetoric
24	<i>Narrative</i> , pp. 122-128	I can analyze the purpose and impact of Douglass's appendix.	caricature ally	juxtaposition parody allusion
25	Seminar	I can engage in a Socratic Seminar with my peers to explore essential questions and make connections between texts.		
26	Summative Writing	I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.		
27	Summative Writing	I can draft complete body paragraphs for my summative essay.		
28	Summative Writing	I can revise body paragraphs of my summative essay by ensuring I my evidence is introduced, specifically analyzed, and clearly tied to my claims		
29	Summative Writing	I can add a brief introduction and conclusion to the draft of my essay.		
30	Flex			
31	Flex			
32	Flex			
33	Flex			

Capstone

Overview

Relevant Standards: **Bold indicates priority**

- **7.RL.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.
- **7.RI.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **7.W.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **7.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **7.SL.1** 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.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of human nature. These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):

- What does it mean to be American?
- How does a person's experiences shape their view of America?
- How have Americans pursued national ideals of freedom, equality, and justice?

Enduring Understanding(s):

- The American experience is incredibly diverse. Authors throughout American history have used a diverse range of literary texts to give voice to this range of experiences, many of which focus on the pursuit of the American dream despite significant barriers and injustices. Although each of these stories is unique, many of these characters demonstrate a deep commitment to freedom, equality, and justice, demonstrating incredible resilience in the pursuit of these ideals.

Demonstration of Learning:	
<ul style="list-style-type: none"> To be designed by teachers, based on the content of their capstone. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Texts and lessons should focus on drawing connections to prior units throughout the unit. 	<ul style="list-style-type: none"> Students return to the study of American literature in 11th grade.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Approximately 30 lessons, 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> CHECKPOINT 7.1 Optimize individual choice and autonomy 	Teacher Actions: <ul style="list-style-type: none"> Provide learners with as much discretion and autonomy as possible during the capstone unit by possible by providing choices in such things as: <ul style="list-style-type: none"> The level of perceived challenge The type of rewards or recognition available The content or texts used to apply knowledge gained over the course of the year The tools used for information gathering or production The sequence or timing for completion of subcomponents of tasks Allow learners to participate in the design of classroom activities and academic tasks by potentially choosing texts to explore. Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals.

<p>UDL Indicator</p> <ul style="list-style-type: none"> CHECKPOINT 3.4 Maximize transfer and generalization 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Provide scaffolds that connect new information/texts to prior knowledge and anchor texts studied over the course of the year Embed new ideas/texts in familiar ideas and contexts studied throughout the year. Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course. Offer opportunities over time to revisit key ideas and linkages between texts.
<p>Supporting Multilingual/English Learners</p>	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> 6-8.6 An EL can analyze and critique the arguments of others orally and in writing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: I can identify a point an author or a classmate makes. Level 2: I can identify the main argument an author or a classmate makes, as well as a reason they give to support their argument. Level 3: I can explain the argument an author or a classmate makes, and identify claims that are supported by evidence and those that are not. Level 4: I can determine whether the evidence is sufficient to support the claims an author or classmate is making. Level 5: I can determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.