

Unit 1: Poetry

Duration: 4 Weeks

Terminology: Point of View

Figurative Language

Literary Devices- e.g. Simile, Metaphor, Personification, etc.

Idiom

Rhyme

Rhyme Scheme

Tone

Imagery

Oxymoron

Resource: Illinois McDougal Littell Literature Textbook 7th grade

Variety of other poems

Essential Question: How are literary devices used in poetry? Can students identify the various literary devices as well as write their own? Can students determine the meaning of poem from literary devices used?

Focus Standards: RL. 7.5 Analyze how a drama or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SL.7.1. 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.

L.7.4 (d) Verify the preliminary determination of the meaning of a word or phrase. (e.g., by checking the inferred meaning in context or in a dictionary)

L.7.6: 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.

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Activities

Read a variety of poems of different genres chosen both by the teacher and student.

Be able to identify the various literary devices within a poem and determine how they contribute to the meaning of the poem.

Gather and create a variety of poems using the previously mentioned concepts.

After reading a poem, be able to identify the poem's rhyme scheme.

Unit 2: Characters with Character

Duration: 4 Weeks

Terminology: Setting (Historical)

Protagonist

Point of View

Dialogue

Plot

Fantasy

Characterization

Monologue

Resource: *A Castle in the Attic*

Various non-fiction materials related to the Middle Ages

Essential Question: What makes characters in historical fiction believable? How is fiction information portrayed versus the non-fiction information?

Focus Standards: RL 7.9 Compare and Contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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.

RL. 7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI. 7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SL. 7.1: 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.

SL. 7.1 (a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL. 7.1 (b): Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed

L. 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.7.4(a): Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4 (c): Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning of its part of speech

Activities:

Evaluate various sources of non-fiction that relates to the Middle Ages.

Cite textual evidence, especially as it relates to characterization.

Explain the historical context of a story and how authors make historical fiction believable.

Compare and contrast characters and settings across stories from different countries about the Middle Ages.

As a class, discuss how authors portray or alter history.

Discuss, and research if needed, topics that students are unsure of their meanings.

Unit 3: Perseverance

Duration: 5 Weeks

Terminology: Character's Conflict: external and internal

Tone

Protagonist

Flashbacks

Imagery

Foreshadowing

Resource: *"The Outsiders"* by S. E. Hinton
"The Outsiders" movie

Essential Question: How do characters, real and fictional, use words and actions to demonstrate perseverance?

Focus Standards:

RL.7.3: Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

RI. 7.2: Determine two or more central ideas in a text and analyze their development over the course of a text; provide an objective summary of the text.

W.7.7: Conduct short research projects 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.

SL. 7.1: 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.

SL. 7.1 (c): Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL. 7.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.7.4 (b): Use common, grade appropriate Greek or Latin affixes and roots to the meaning of a word (e.g., belligerent, bellicose, rebel)

L.7.4(d): Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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, camera focus and angles in a film)

Activities

Read and discuss fictional and informational texts featuring real people or characters that demonstrate perseverance.

Read and discuss fiction and nonfiction texts featuring characters that demonstrate perseverance.

Analyze how the setting of a story shapes the character's development.

Write a bio-poem and recite it to the class.

Participate in group discussions.

After reading the novel, watch the movie. Using graphic organizers compare and contrast the movie with the novel.

Unit 4: Survival in the Wild

Duration: 4 Weeks

Terminology: Point of View in narration

Foreshadowing

Biography

Flashbacks

Autobiography

Abridged Versions

Anthropomorphism

Resource: *Woodsong*

Various other print and multi-media sources relating to the Iditarod

Essential Question: What similarities and differences exist among characters who survive in the wilderness?

Focus Standards: RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI. 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and development of the ideas.

W.7.1: Write arguments to support claims with clear and relevant evidence.

SL.7.4: 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.

L.7.5: Demonstrate understanding of figurative language, and word relationships, and nuances in word meanings.

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, camera focus and angles in a film)

Activities:

Read and discuss our novel as well as other novels and biographies about characters, real and fictional, that survived in the wild.

Analyze the development of characters and themes over the course of texts about survival.

Discuss how authors use a variety of literary techniques in narration, such as flashbacks or point of view, to engage the reader.

Compare the class novel to one of the mushers in the present day Iditarod race.

Create a biography on a musher of the present day Iditarod and follow that musher throughout the race.

Prior to reading the novel, do research on the Iditarod. Present information to the class. Discuss topics such as their interpretation of living in the wild.

As we are reading have class discussions about the character and make predictions based on our research.

Unit 5: Courage in Life and in Literature

Duration: 4 Weeks

Terminology: Connotation

Denotation

Dialogue

Documentary

Point of view

Screenplay

Biography

Character conflict: external and internal

Graphical autobiography

Photo biography

Tone

Resources: Illinois McDougal Littell Literature Textbook 7th grade

Various Biographies and Autobiographies of those who have shown courage

Essential Question: How can reading about the courage of real people inform our understanding of determined literary characters?

Focus Standards: RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI. 7.3: 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).

RI 7.9: 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.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.7.2: 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.

L.7.6: 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.

Activities:

Discuss the meaning of courage.

Read a variety of sources (fiction and nonfiction) of those who have faced conflict.

Compare a fictional character that has faced conflict with a nonfictional character who has faced conflict.

Discuss a character's life with courage.

Analyze how courage can be part of our lives. Compare this to how it is similar or different than a story book character.

Unit Six: Literature Reflects Life: Making Sense of our World

Duration: 4 Weeks

Terminology: Comedy

Fantasy

Hyperbole

Irony: verbal, situational, dramatic

Oxymoron

Parody

Plot

Point of view

Theme

Tragedy

Resources: *Walk Two Moons*

Essential Question: Is literature always a reflection of life?

Focus Standards: RL.7.6: Analyze how an author develops and contrasts the points of view of different character or narrators in a text.

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

SL.7.3: Delineate a speaker's argument and specific claims, evaluation the soundness of the reasoning and the relevance and sufficiency of the evidence.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Activities:

Review and discuss point of view and how point of view shapes a story.

Explain the basic characteristics of comedy and tragedy.

Identify a common theme in different novels and advance an argument about that theme.

While reading the novel, be sure to be taking notes and citing specific examples as to the book's genre, setting, characters, problems faced by the characters, theme of the novel, etc.

Unit 7: Science or Fiction?

Duration: 3 Weeks

Terminology: Common settings for science fiction: in the future, alternate timelines, in outer space

Common themes for science fiction: time travel, alternate histories/societies, body and mind alterations

Fantasy versus science fiction

Resource: *A Wrinkle in Time*

Essential Question: What makes science fiction believable?

Focus Standards: 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.

RI.7.9: 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.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L.7.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Activities:

Discuss the meaning of science fiction.

While reading the novel discuss which parts of the story are classified as science fiction.

Compare and contrast this novel with another science fiction novel.

After reading the novel, have the students write their own science fiction novel.