

**Magoffin County Schools
English Language Arts
Kentucky Core Academic Standards Planning Guide**

Teacher: _____ **Suggested Unit** 1 **Date:** August 10-September 16, 2011

Title:
Characters with Character-characters from literature and historical periods

Unit: 1
 6 weeks

Grade Level: 7

Essential Question: What makes characters in historical fiction believable?

Overview – Students build on their knowledge of the medieval time period, first introduced to them as fourth graders. (Note that easy informational and picture books are provided to build quickly the necessary background knowledge for understanding of this unit.) Students have a variety of “Middle Ages” novels to choose from. They take place in Byzantium, England, France, Korea, or Africa; and while the historical time period is secondary to the focus on character development, historical accuracies and creative license are considered. Students discuss how elements of a story interact, practice citing textual evidence, and formalize a process for determining word meanings. This unit ends with an open-ended reflective essay response to the essential question.

Focus Standards

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Language
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.	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.	W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.9 Draw evidence from literary, informational texts to support analysis, reflection and research.	SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. SL.7.1 (a): Come to discussions prepared,	L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , 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

			<p>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.</p> <p>SL.7.1 (b): Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>sentence) as a clue to the meaning of a word or phrase.</p> <p>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 or its part of speech.)</p>
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Student Objectives :	Knowledge/Understanding	Reasoning	Performance Skill	Product
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- I CAN...***
1. **Read** and **discuss** fiction and nonfiction texts about the Middle Ages.
 2. **Summarize** informational text by creating a comic strip of key events.
 3. **Compare** and **contrast** characters and settings across stories about the Middle Ages.
 4. **Cite** textual evidence, especially as it relates to character development.
 5. **Explain** the historical context of a story, and how authors make historical fiction believable.
 6. **Write** a variety of responses to literature and informational text.
 7. **Write** "Character with Character" narratives that use effective technique, relevant descriptive details, and well-structured event sequences.
 8. **Perform** a monologue for classmates.
 9. **Participate** in group discussions.

Resources

- **Literary Texts**
- Stories (Read Aloud/ Introduction to the Middle Ages)**
 - *Favorite Medieval Tales* (Mary Pope Osborne)
- Stories**

- *Good Masters! Sweet Ladies! Voices from a Medieval Village* (Laura Amy Schlitz)
- *The World of King Arthur and His Court: People, Places, Legend, and Lore* (Kevin Crossley-Holland)
- *Anna of Byzantium* (Tracy Barrett)
- *Castle Diary: The Journal of Tobias Burgess* (Richard Platt and Chris Riddell)
- *The Seeing Stone* (Arthur Trilogy, Book One) (Kevin Crossley-Holland)
- *Crispin: The Cross of Lead* (Avi) (easier to read)
- *Adam of the Road* (Elizabeth Janet Gray) (easier to read)
- *The Midwife's Apprentice* (Karen Cushman) (easier to read)

Medieval Korea

- *A Single Shard* (Linda Sue Park)

Medieval Africa (Read Aloud)

- *Sundiata: Lion King of Mali* (David Wisniewski)
- *Traveling Man: The Journey of Ibn Battuta 1325-1354* (James Rumford)

Mali

- *Sundiata: An Epic of Old Mali* (Djibril Tamsir Niane)

Riddles

- *Old English Riddles: From the Exeter Book* (Michael Alexander)

Informational Texts

Informational Text

Medieval Europe

- *Cathedral: the Story of Its Construction* (David Macaulay) (E)
- *The Medieval World* (Philip Steele)
- *Manners and Customs in the Middle Ages* (Marsha Groves)
- *Joan of Arc* (Diane Stanley)
- *Personal Recollections of Joan of Arc* (Mark Twain)
- *Outrageous Women of the Middle Ages* (Vicki Leon)
- *The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times* (Fact Finders: Disgusting History series) (Kathy Allen)
- *The Middle Ages: An Illustrated History* (Oxford Illustrated Histories) (Barbara Hanawalt)
- *How Would You Survive in the Middle Ages* (Fiona MacDonald and David Salariya)

Medieval Africa

- *The Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa* (Patricia and Fredrick McKissack)

[Internalization of Vocabulary Through the Use of a Word Map](#) (ReadWriteThink) (RL7.4, RI7.4)

This lesson provides a concrete way for students to learn vocabulary.

[Improve Comprehension: A Word Game Using Root Words and Affixes](#) (ReadWriteThink) (RL7.4, RI7.4)

Middle school students love friendly competition, and word games can be an ideal context to help them study the meaning, structure, and spelling of words.

[Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary](#) (ReadWriteThink) (RL7.4, RI7.4)

The Flip-a-Chip activity turns ordinary poker chips into teaching tools, showing students how different affixes and roots can be joined to make

words and then placed into a context-rich paragraph.

[You Can't Spell the Word Prefix Without a Prefix](#) (ReadWriteThink) (RL7.4, RI7.4)

Students learn in a cooperative setting to identify, define, and construct words with prefixes.

[Analyzing and Comparing Medieval and Modern Ballads](#) (ReadWriteThink) (RL.7.5)

Students read, analyze, and discuss medieval English ballads and then list characteristics of the genre. *(This is a lesson for grades 9-12, but could be modified for seventh grade.)*

[Multiple Texts: Multiple Opportunities for Teaching and Learning](#) (ReadWriteThink) (RL.7.2)

Using texts that first meet the reading levels of middle school students, then offering increasingly challenging books, teachers can group students at all levels using multiple texts.

[Glimpses of Medieval Life](#) (The British Library)

View a primary source document, the *Luttrell Psalter*, an illuminated manuscript from the Middle Ages.

[Middle Ages](#) (Tolt Middle School, Carnation, WA)

[Medieval Islamic Cultures](#) (San Francisco Unified School District, San Francisco, CA)

[Middle Ages for Kids](#) (Kidipede: History and Science for Middle School Kids)

[Building Big](#) (PBS)

Activities -

Introductory Activity (for the year)

You will be reading a variety of literature and informational texts this year and perhaps even some genres you haven't encountered before. Your teacher will give you a list of twenty genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) from which to select titles. One of your goals by the end of the year is to read books from at least three genres that are new to you. (RL.7.10, RI.7.10)

Informational Text Responses

After reading *The Cathedral* by David Macaulay:

- Outline the major steps involved in constructing a cathedral by creating a **comic** strip of key events. Be sure to note the page numbers that each box refers to so you can go back and cite the text during class discussion.
- Make a list of new vocabulary words that you learned from this book and that you encounter in other (fictional) texts.

Your teacher may ask you to take notes in your journal of key events and share them with a partner before creating your comic strip. Be sure to note page numbers with relevant information or mark your text with Post-It notes so you can go back and cite the text, if

Assessments – selected response and short answer; extended written response; performance; personal communication

Class Discussion

Compare and contrast characters from the various novels read and discuss how authors accurately portray or alter history. (SL.7.1a, b, RL.7.9)

Narrative Writing

Write your own "Character with Character" story. It can take place during the Middle Ages or in another time period of your choosing. Incorporate elements and techniques learned in this unit. You will have the opportunity to talk with a partner prior to writing the first draft, and again at the end to revise and strengthen your story. Feel free to add visual aids or illustrations to your story once it's complete. Be prepared to publish your story on a class webpage. (W.7.3a, b, c, d, e, L.7.1a, L.7.2a)

Class Discussion

How does reading picture books, such as *Sundiata: Lion King of Mali* by David Wisniewski, increase your capacity for understanding more complex texts, such as of *Sundiata: An Epic of Old Mali*? How does this epic poem capture the mystery of a

needed. (RI.7.1, RI.7.2, RI.7.4, RI.7.6)

Graphic Organizer

As you read one of the novels that take place in the Middle Ages, take notes in your journal about how the characters are affected by the time period in which they lived. Be sure to make notes of page numbers with relevant information or mark your text with a Post-It note so you can go back and cite the text during class discussion. (RL.7.3, RL.7.9, RL.7.1)

- Where was that person's place in the feudal system?
 - What was his or her economic status?
 - Where did the character live, and why?
 - What did the character's parents do, and what does this mean for the character?
 - What was that character's context? What was happening in the world?
 - What was a typical day like for this person?
- Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion.

Literature Response

While reading *A Single Shard*, think about where Tree-ear gets courage for his dangerous mission. Write a response to this question in your journal: "Are characters born brave, or is courage developed by facing fears?" Justify your answer with specific information from the text. (RL.7.9, RL.7.1)

Literature Response

- While reading *The Midwife's Apprentice*, think about how a nameless girl becomes a memorable character. Write a response to this question in your journal: "How does an author develop memorable characters?" (RL.7.3)

Dramatization/Fluency

Choose a monologue or dialogue from *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz that has a strong character. Work with classmates to present the scene as a dramatic reading. (SL.7.6)

Art/Music Appreciation

Discuss how art and music can provide insight into a historical time period. How is the historical period reflected in the art/music? Write your ideas in your journal prior to class discussion. After the class discussion, you will be asked to select a favorite piece of art and music and research each of them further. (SL.7.1a, b)

Word Study

Where do words come from? How does knowing their origin help us not only to spell the words, but also understand their meaning? This is why we study etymology. Create a personal dictionary of terms found, learned, and used throughout this unit (i.e., chivalry, feudalism, medieval, secular, serf, vassal, etc.). This dictionary will be used all year long to explore the semantics (meanings) of words and their origins, especially those with Greek and Latin roots. (L.7.4a, c)

medieval African king? Write your ideas in your journal prior to class discussion. (SL.7.1a, b, RL.7.2)

Reflective Essay

Write a written response to this question based on the novels read and discussed in class: "What makes characters in historical fiction believable?" Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast on the class webpage for this unit. (RL.7.9, W.7.9a, b, L.7.1a, L.7.2a)

Terminology/Vocabulary

- **character development**
- **dialogue**
- **monologue**
- **plot**
- **protagonist**
- **setting (historical)**

Notes: