

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

Teacher: Unit 2 **Date:** September 17-October 31, 2011

Title: Perseverance
This second six-week unit of seventh grade builds upon the study of character by examining those who persevered in a variety of challenging circumstances.

Unit: 2
 6 weeks

Grade Level: 7

Overview --Students read an array of novels: one about an orphan in the midst of the Civil War, another about a girl on a whaling ship in 1835, still another about a Latino teen working at the time of Cesar Chavez, to name a few. They read informational texts—about Helen Keller, Geronimo, or Martin Luther King, Jr. Students continue to reflect on the impact an historical time period has on people, but also delve more deeply into the internal and external conflicts that characters encounter and the qualities they possess that help them overcome challenges. Students continue to hone skills learned in the first unit about how characters develop uniquely, based on the context of the plot and setting, and compare their development to the development of ideas in an informational text. This unit ends with an open-ended reflective essay response to the essential question.

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

Focus Standards

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Language
<p>•RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.4 Determining the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;</p>	<p>•RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>•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</p>	<p>•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</p>	<p>•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 (b): Use common, grade-appropriate Greek or Latin affixes and roots as clues</p>

analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on specific verse or stanza of a poem or section of a story or drama.		following a standard format for citation.	respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. •SL.7.1 (d): Acknowledge new information expressed by others and, when warranted, modify their own views.	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).
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Student Objectives :	Knowledge/Understanding	Reasoning	Performance Skill	Product
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I can...

- Define "perseverance."
- Read and discuss fiction and nonfiction texts featuring characters that demonstrate perseverance.
- Analyze how the setting (historical context) of story or biography shapes the character's development.
- Discuss authors' use of literary techniques, such as diction and imagery.
- Write a variety of responses to literature and informational text.
- Compare and contrast the play, *The Miracle Worker*, to film and other print versions.
- Conduct research on a person of interest, such as Martin Luther King, Jr. or Geronimo, who demonstrated perseverance.
- Create a multimedia presentation that persuades classmates why the person you chose to research is the most determined.
- Write a bio-poem and recite it for the class.
- Participate in group discussions.

Resources

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

- Literary Texts**
- Stories**
- The Mostly True Adventures of Homer P. Figg (Rodman Philbrick)
 - The Voyage of Patience Goodspeed (Heather Vogel Frederick)
 - Jesse (Gary Soto)
 - Lizzie Bright and the Buckminster Boy (Gary Schmidt)
 - I Rode a Horse of Milk White Jade (Diane Lee Wilson)
 - Treasure Island (Robert Louis Stevenson)
 - Ties That Bind, Ties That Break (Lensey Namioka)
 - The Miracle Worker (and Related Readings) (William Gibson)
- Poems**

- “Oranges” (Gary Soto) (E)

Plays

- The Miracle Worker: A Play (William Gibson)

Informational Texts

Biographies

- Dare to Dream!: 25 Extraordinary Lives (Sandra McLeod Humphrey)
- African American Firsts: Famous Little-Known and Unsung Triumphs of Blacks in America (Joan Potter)
- The World At Her Fingertips: The Story Of Helen Keller (Joan Dash)
- The Struggle to be Strong: True Stories by Teens About Overcoming Tough Times (Al Desetta)
- Geronimo (Joseph Bruchac)
- The Civil Rights Movement in America (Elaine Landau)
- Dare to Dream: Coretta Scott King and the Civil Rights Movement (Angela Shelf Medearis)

Photobiographies

- Inventing the Future: A Photobiography of Thomas Alva Edison (Marfe Ferguson Delano)
- Helen Keller: A Photographic Story of a Life (Leslie Garrett)
- Helen’s Eyes: A Photobiography of Annie Sullivan, Helen Keller’s Teacher (Marfe Ferguson Delano)

Graphical Autobiography

- Persepolis: The Story of a Childhood (Marjane Satrapi)

Art, Music, and Media

Media

- The Miracle Worker (1962)

Additional Resources

[The Wright Brothers Made Their Phenomenal Flight](#)

Wilbur and Orville Wright’s landmark flight at Kitty Hawk, North Carolina, was the realization of their dream of powered human flight. Although their historic achievement lasted only 12 seconds, it continues to symbolize - even after more than 100 years—human determination, imagination, creativity, and invention. (RI.6.7)

[America on the Move](#)

In this interactive from Smithsonian’s National Museum of American History, students explore the changes in America transportation over time. (RI.6.7)

[Charles Lindbergh Began His Transatlantic Flight on May 20, 1927](#)

On May 20, 1927, Charles Lindbergh began the first non-stop flight from New York to Paris and the first solo flight across the Atlantic, taking off from Roosevelt Field in New York in his plane *The Spirit of St. Louis*. Thirty-three and a half hours later, “Lucky Lindy” landed safely in Paris, France, becoming the first person to fly solo across the Atlantic. (RI.6.2)

[Women Aviators in World War II “Fly Girls”](#)

In this lesson, students will explore the contributions of the Women Airforce Service Pilots (WASPs) during World War II. (RI.6.3)

[ABC Bookmaking Builds Vocabulary in the Content Areas](#)

Students are engaged and motivated to build content area vocabulary through the creation of ABC books. (L.6.4)

[Aviation History Online Museum](#)

Website for researching the history of flight. (RI.6.3)

[First Flight](#) A website for researching flight and aviation. (RI.6.3)

[Lesson Plans for *Dragonwings*](#)

[Video Interview with Lawrence Yep](#)

Videos of first flights, for example, [Wright Brothers Have Lift Off](#)

Activities -

Class Discussion

What is meant by the word "perseverance"? Look up the word in a dictionary (in print or online) and write your ideas down on a Post-It note. Your teacher will give you the opportunity to "Give one, get one" in order to go beyond the dictionary definition. Let's create a class word map of the word "perseverance." As you find examples of perseverance in texts read during this unit, write them on Post-It notes and add them to our chart. (SL.7.1a,b,c,d)

Graphic Organizer

As you read one of the novels or biographies about characters with perseverance, take notes in your journal about how the characters are affected by the time period in which they lived. 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 during class discussion.

- During what historical time period does the novel/biography take place?
- Where did the character live, and why?
- What was that character's historical context?
- What role, if any, does the character's family play in his/her outlook on life?
- What obstacle(s) does the character overcome? How?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.7.3, RL.7.1, RL.7.9)

Informational Text Response

While reading *Dare to Dream!: 25 Extraordinary Lives* by Sandra McLeod Humphrey, think about how each person has a different limit to which they can be pushed while overcoming the challenges and obstacles they face. Write a response to this question in your journal: "How do expectations affect what one can accomplish?" Justify your answer with specific information from the text. (RI.7.1)

Dramatization/Fluency

Read *The Miracle Worker: A Play* by William Gibson in small groups or as a class. Practice speaking the lines prior to reading the play aloud. Discuss how the play form contributes to its meaning in a different way than the photobiographies. In addition, discuss how the author develops the point of

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

Research Essay/Multimedia Presentation

Research a famous person (such as Martin Luther King, Jr., Geronimo, or another person of your choosing) who you think persevered in spite of significant challenges. See if you can find a video clip of him or her speaking on YouTube. Write and present your multimedia report to the class, making a case for why the person you chose is a striking example of determination and perseverance in the face of difficult circumstances. (W.7.1a, b, c, d, e, W.7.7, RI.7.2, SL.7.2, SL.7.5, L.7.1a, b, L.7.2a, b)

Dramatization/Fluency

Write a bio-poem about a character, real or fictional, who you think demonstrate the epitome of perseverance. Present the poem as a dramatic reading. (SL.7.6, RL.7.4)

Class Discussion

Compare and contrast characters from the various novels and biographies read. What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that build perseverance? What destroys perseverance? (SL.7.1a, b, c, d, RL.7.9)

Reflective Essay

Write a response to the essential question based on the novels and biographies read and discussed in class: "How do characters, real and fictional, use words and actions to demonstrate perseverance?" 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. (W.7.9a, b, L.7.1a, b, L.7.2a, b)

view of different characters. (RL.7.5, RL.7.6, SL.7.1a, b, c, d, SL.7.6)

Media Appreciation

Discuss the similarities and differences between reading about Annie Sullivan, seeing the film version of *The Miracle Worker*, and reading the play. How does reading and watching all three versions give you a better picture of Helen Keller and Annie Sullivan than if you only chose one? Write your ideas in your journal. Then, share your ideas with a partner prior to discussing as a class. (RL.7.5, RL.7.7)

Literature Response

Historical fiction, such as *The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick, is based on true events. Write a response to this question in your journal: "How does the author's style (i.e., word choice) affect the believability of the main character?" Justify your answer with specific details from the text. (RL.7.9, RL.7.3)

Class Discussion

Based on the *Inventing the Future: A Photobiography of Thomas Alva Edison* by Marfe Ferguson Delano, Edison appears to see failures as successes. How can a failure be construed as a success? Write your ideas in your journal prior to class discussion. Then, discuss as a class, citing information from texts read. (RI.7.1, RI.7.2)

Poetry/Journal Response

Compare the prose and poetry of Gary Soto. How does the form and use of diction and imagery in "The Orange" compare to the form and use of language in *Jesse*? Write your ideas in your journal and then share ideas with a partner. Revise your journal entry to include additional ideas based on your discussion, if desired. (RL.7.5, W.7.9.a)

Word Study

[Continuing activity from the first unit] Where do words come from? How does knowing their origin help us not only to spell the words, but also understand their meaning? Add words found, learned, and used throughout this unit to your personal dictionary, including synonyms for perseverance (e.g., determination, constancy, relentlessness, obstinacy, tenacity, steadfastness, stalwartness, drive, willpower, 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, b, c, d)

Terminology/Vocabulary

- biography
- character's conflict: external and internal
- diction
- graphical autobiography
- photobiography
- poetry terms: tone, imagery

Notes: