PEARSON:UNIT 1

*Lesson Plan for Grade 7, ELA*

OVERVIEW & PURPOSE

Big Question: Does every Conflict have a winner?

COMMON CORE EDUCATION STANDARDS

|  |  |  |  |
| --- | --- | --- | --- |
| [CCSS.ELA-LITERACY.RL.7.1](http://www.corestandards.org/ELA-Literacy/RL/7/#CCSS.ELA-Literacy.RL.7.1)[CCSS.ELA-LITERACY.RL.7.2](http://www.corestandards.org/ELA-Literacy/RL/7/#CCSS.ELA-Literacy.RL.7.2)[CCSS.ELA-LITERACY.RL.7.3](http://www.corestandards.org/ELA-Literacy/RL/7/#CCSS.ELA-Literacy.RL.7.3)[CCSS.ELA-LITERACY.RL.7.4](http://www.corestandards.org/ELA-Literacy/RL/7/#CCSS.ELA-Literacy.RL.7.4)[CCSS.ELA-LITERACY.RL.7.5](http://www.corestandards.org/ELA-Literacy/RL/7/#CCSS.ELA-Literacy.RL.7.5)[CCSS.ELA-LITERACY.RL.7.6](http://www.corestandards.org/ELA-Literacy/RL/7/#CCSS.ELA-Literacy.RL.7.6) | [CCSS.ELA-LITERACY.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.1)[CCSS.ELA-LITERACY.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.2)[CCSS.ELA-LITERACY.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.3)[CCSS.ELA-LITERACY.RI.7.4](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.4)[CCSS.ELA-LITERACY.RI.7.5](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.5)[CCSS.ELA-LITERACY.RI.7.6](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.6)[CCSS.ELA-LITERACY.RI.7.7](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.7)[CCSS.ELA-LITERACY.RI.7.8](http://www.corestandards.org/ELA-Literacy/RI/7/#CCSS.ELA-Literacy.RI.7.8) | [CCSS.ELA-LITERACY.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.1)[CCSS.ELA-LITERACY.W.7.2](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.2)[CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.3)[CCSS.ELA-LITERACY.W.7.4](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.4)[CCSS.ELA-LITERACY.W.7.5](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.5)[CCSS.ELA-LITERACY.W.7.7](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.7)[CCSS.ELA-LITERACY.W.7.8](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.8)[CCSS.ELA-LITERACY.W.7.9](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.9)[CCSS.ELA-LITERACY.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/#CCSS.ELA-Literacy.W.7.10) | [CCSS.ELA-LITERACY.SL.7.1](http://www.corestandards.org/ELA-Literacy/SL/7/#CCSS.ELA-Literacy.SL.7.1)[CCSS.ELA-LITERACY.SL.7.2](http://www.corestandards.org/ELA-Literacy/SL/7/#CCSS.ELA-Literacy.SL.7.2)[CCSS.ELA-LITERACY.SL.7.3](http://www.corestandards.org/ELA-Literacy/SL/7/#CCSS.ELA-Literacy.SL.7.3)[CCSS.ELA-LITERACY.SL.7.4](http://www.corestandards.org/ELA-Literacy/SL/7/#CCSS.ELA-Literacy.SL.7.4)[CCSS.ELA-LITERACY.SL.7.5](http://www.corestandards.org/ELA-Literacy/SL/7/#CCSS.ELA-Literacy.SL.7.5)[CCSS.ELA-LITERACY.SL.7.6](http://www.corestandards.org/ELA-Literacy/SL/7/#CCSS.ELA-Literacy.SL.7.6) |

COMMON CORE STANDARDS:

7.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.

7.RL.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.

7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

7.RL.4 Determine the meaning of words and phrases

7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

7.[RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/)Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.[RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/)Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

7.[RI.7.3](http://www.corestandards.org/ELA-Literacy/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).

7.[.RI.7.4](http://www.corestandards.org/ELA-Literacy/RI/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7.[RI.7.5](http://www.corestandards.org/ELA-Literacy/RI/7/5/) 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.

7.[.RI.7.6](http://www.corestandards.org/ELA-Literacy/RI/7/6/) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[7RI.7.7](http://www.corestandards.org/ELA-Literacy/RI/7/7/) 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).

[7RI.7.8](http://www.corestandards.org/ELA-Literacy/RI/7/8/) 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.

7[.SL.7.1.A](http://www.corestandards.org/ELA-Literacy/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.

7[.SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[7.SL.7.1.C](http://www.corestandards.org/ELA-Literacy/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.

7[.SL.7.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views.

7[.SL.7.2](http://www.corestandards.org/ELA-Literacy/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.

7[.SL.7.3](http://www.corestandards.org/ELA-Literacy/SL/7/3/) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.[SL.7.4](http://www.corestandards.org/ELA-Literacy/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.

7SL7.4 Present claims and findings

7.SL7.5 Include multimedia components and visual displays

7.SL7.6 Adapt speech to a variety of contexts and tasks

7.W.1 Write arguments

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.

7.W.3 Write Narratives

7.W.4 Produce clear and coherent writing

7.W.5 Develop and strengthen writing

7.W.7 Conduct short Research projects

7.W.8 Gather relevant information

7.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

7.W.10 Write routinely

7.L.1 Demonstrate command of the conventions of standard English grammar and usage then writing or speaking

7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

7.L.3 Use knowledge of language and its conventions

7.L.4 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.

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.

**Unit 1: Does Every Conflict Have A Winner pp.1-171 Choice Board**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_\_Due\_\_\_\_\_\_\_\_\_\_\_\_

**60 points = D 80 points = C 90 points = B 110= A**

**This choice Board consists of 280 points of activities. It’s Your Choice!!**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Design a poster** that analyzes the conflict, setting, theme,characters, point of view and all the stages of plot of “Rikki Tikki Tavi” and “Two Kinds” from *The Joy Luck Club*..( small-medium poster size)(20) | 2. Complete the L**anguage Study**( p.42) and the **Literary Analysis** 1-8 (p.43) on **Rikki Tikki** **Tavi**.(10) | 3. Create an **ABC Character Chart** on the two main characters from “The Treasure of Lemon Brown”. (15) | 4. Write an **Autobiographical Narrative** of your life from birth until now and include an autobiographical soundtrack on Pinterest.(check with Parent/Guardian in order to use theirs)(30) |
| 5. Make a **Talk Show** where you interview the characters in “Two of a Kind”, the short story. Choose how many people you need, but have a talk show host who will asks the questions.(20) | 6. Write a **Personal Narrative** that tells about a conflict you have had and how it was resolved. (See p. 167)(30) |  7. Complete **“Two**  **Kinds” Analyze the**  **Text** on page 65.(10) | 8. Create a **Autobiography One-Pager**. (20) |
| 9. Using **Research and Technology** to investigate traditional customs and beliefs of Chinese parents & children’s roles(15) | 10. Recite Rudyard Kipling’s Poem, “If” and SIFT the poem. Develop an analysis of your notes.(20) |  11.Write **Objective Summaries** on two of your favorite movies. (10) | 12. Compose an **ABC Autobiography** using 3rd person point of view(20) |
| Design **a collage of visual media** that symbolizes competition and conflict as in the Leroy Neiman’s “Orlando Magic” painting on p.164.(15) | 14. Design and create a **Pictorial Map** of new York City showing the places mentioned in “Amigo Brothers”.(15)  | 15. Complete **“Win Some, Lose Some”** Close Reading Activities on page 162.(10) | 16.Collaborate with a partner and present an **Informal Debate** as described on p.45.Each partner must type their debate notes. (20) |

**Unit 1 Choice Board Rubric.**

1. **Design a poster** that analyzes the conflict, setting, theme,characters, point of view and all the stages of plot of “Rikki Tikki Tavi” and “Two Kinds” from *The Joy Luck Club*..( small-medium poster size)(20) It should be done on a medium poster(NOT LARGE) and both sides can be used.

 2. Complete the **Language Study**( p.42) and the **Literary Analysis** 1-8 on p.43 on Rikki TikkiTavi.(10) Type all answers on

 Google Docs and write complete sentences.

 3. Create an **ABC Character Chart** on the two main characters from “The Treasure of Lemon

 Brown”.) Use the information to write a short character analysis and cite text evidence. (at least a

 couple of paragraphs) (15)

 4. Write an **Autobiographical Narrative** of your life from birth until now and develop a soundtrack on Pinterest. Please

 check with Parent/Guardian in order to use or establish an account. The essay should be five paragraphs with an

 Introduction, Body & Conclusion. Each paragraph should include 5-10 sentences. (30)

 5. Create and tape a **Talk Show** where you interview the characters in “Two of a Kind”, the short

 story. Choose how many people you need, but have a talk show host (like Oprah, perhaps) who

 will asks the questions.(20)

 6. Write a **Personal Narrative** that tells about a conflict you have had and how it was resolved. (See p. 167) The essay

 should be five paragraphs with an Introduction, Body & Conclusion. Each paragraph should include 5-10 sentences(30)

 7. Complete **“Two of A Kind” Analyze the Text** on p. 14 of the textbook. Please write in complete sentences.(10)

 8. Create a **Autobiography One-Pager**. See the teacher for the instructions and the paper. No

 pencil(20)

 9. Using the **Research and Technology** outline worksheet, investigate traditional customs

 and beliefs of Chinese parents & children’s roles and then write your finding in narrative form.(15)

 10. **Recite** and SIFT Rudyard Kipling’s Poem, “If”. Afterwards, compose your **SIFT** notes into a typed analysis of the poem.

 Be prepared to recite the poem in a meaningful way to the teacher.(20)

 11. Write **Objective Summaries** on two of your favorite movies. It must be typed.(10) Teacher approval of movies required.

 12. Compose an **ABC Autobiography** using 3rd person point of view. See the teacher for instructions and example.(25)

 13. Design **a collage of visual media** that symbolizes competition and conflict as in the Leroy

 Neiman’s “Orlando Magic” painting on p.164. The collage must contain at least 6-10 pictures

 and the entire poster should be covered. Type a short explanation of what was included and why

 you chose them.

 14. Design and create a **Pictorial Map** of new York City showing the places mentioned in “Amigo Brothers”. It should include

 all of the places mentioned in the story, for example the movie theatre in the South Bronx, Tompkins Square Park, East

 River Drive(FDR Drive on some maps), the boys’ apartment building and the various gyms.It also should be colorful &

 neat(15)

 15. Complete **“Win Some, Lose Some”** Close Reading Activities on page 162. Write complete

 sentences and include the Subheading of each section(10)

 16. Collaborate with a partner and present an **Informal Debate** as described on p.45. Each partner

 must type their debate notes and perform it before your class. (20)

Things to remember . . . It is all about you

You are responsible for pacing yourself to reach “A” level by the due date.

There will be a formal review and exam at the end of the unit.

All assignments will be graded using oral defense. (MWF-3 per student per defense day)

The students has the responsibility to sign up “1st come 1st served” on Defense days.

Successful defense of the assignments will be “signed off” by the teacher on the Master Choice Board.

Lecture days are held on Tuesdays & Thursdays (work is a separate grade).

You may work in groups of no more than three.

Everyone must do his or her own written work

This can be done as homework each night.

All written work must be neatly typed and grammatically correct.

All visual media must be neat and appropriate.

The master activity sheet must **never** leave the classroom.

All activities must be **TYPED** and submitted digitally through the textbook or Google Docs.

**“The Treasure of Lemon Brown” Practice. Write all answers in Close Read Notebook.**

**1. What conflict does this flashback reveal?(p.9)**

**2. What is Greg’s motivation for staying out in the bad weather rather than going**

 **Home?(p.9)**

**3. How does the weather echo Greg’s state of mind? (p.10)**

**4. How do Greg’s feelings about his father present a conflict? (p.10)**

**5. What do you learn about Lemon Brown based on his own words? What do you**

 **learn based on the narrator’s description? (p.11)**

**6. What character’s perspective does the narrator share? (p.11)**

**7. How does the tension in the story lessen when Greg sees Lemon Brown? (p.11)**

**8. Lemon Brown mentions the treasure of the story’s title. What ideas and**

 **associations does the treasure convey?(p.12-paragraphs 1-4)**

**9. On page 12, paragraphs 8-10, what do you learn about Lemon Brown through his**

 **Dialogue?**

**10. What does the dialogue in paragraph 14 on page 12 reveal about Brown’s feelings**

 **both toward his son and Greg? How might these feelings connect to a possible**

 **Theme?**

**11. During the rising action, ow does the relationship between Greg and Lemon**

 **Brown change? (p. 12-13-last two paragraphs)**

**12. How does the Narrator’s point of view affect what you know at this point in the**

 **Story? (p.13-paragraphs 12-15)**

**13. How does the narrator’s point of view increase tension and suspense as the story**

 **nears its climax?(p.14,par 2-5)**

**14. What happens at the climax of the story? What clues suggest that the story has**

 **now entered the falling action? (p.14, par 11-13)**

**15. In the last paragraph on page 14 and the beginning paragraph on p. 15, Lemon**

**Brown once again says, “ every man got a treasure.” What possible theme might**

 **this idea support?**

**16. How have Greg’s feelings toward Lemon Brown changed since the two first met?**

 **(p.15, par. 5-8)**

**17. What do the past events on p. 15, paragraphs 13-15, and paragraphs 1 & 2 on**

**Page 16 reveal about Lemon Brown’s Treasure? What theme does the author**

**develop here?**

**18. Why does Greg ask if the treasure was worth fighting for> How does Lemon**

 **Brown’s response reinforce the developing theme? (p.16, par.7-8)**

**19. How does a change in the setting echo a change that has taken place in Greg?**

**20. How might Greg’s experience with Lemon Brown have changed his attitude toward his father?**