

Unit 04: Things Are Not Always As They Appear

Content Area: **English**
Course(s): **ELA 7**
Time Period: **Marking Period 3**
Length: **7 weeks**
Status: **Published**

Summary

This unit focuses on the use of mood and tone to build suspense in literature. Students will learn how to analyze a variety of techniques such as narration, conflict, allusion, flashbacks, and foreshadowing to build on the setting in literature. Students will also use MICROP (mood, imagery, conflict, repetition, onomatopoeia, and pace) to address concepts of literature. This unit will also focus on expository writing by analyzing specific topics of student choice.

Standards

Priority Content Standards

ELA.L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Supplemental Content Standards

ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
ELA.W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELA.W.SE.7.6	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.
ELA.W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.II.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.

Interdisciplinary Connections (Standards)

Please select relevant math practice standards, science and engineering practice standards, ELA anchor standards, social studies practice standards. (3-6 total are suggested)

Career Readiness, Life Literacies, and Key Skills PRACTICES

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

Stage I: Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze the development of characters and themes in texts about “things are not always as they appear”. Discuss how the author’s use of literary techniques in narration, such as flashback, point of view, suspense, and foreshadowing to engage the reader. Analyze and interpret research in order to compose an expository essay based on student choice. Collaborate in small groups to identify elements of conflict and irony. Students will also identify the social issues found within the text, and identify those social issues in our current society. Create Resources, by using note-taking strategies, in order to identify specific literary concepts throughout the texts. 	
<i>Mastery</i>	
<p>Big Ideas/<u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Suspense is created by using multiple types of figurative language. Mood is dependent on the reader’s perspective. Tone demonstrates the author’s 	<p>Essential Questions</p> <ul style="list-style-type: none"> How is suspense used by writers to create mood and reader engagement? How does the successful use of suspense in literature impact the reader? How does foreshadowing impact knowledge of future events? How do allusions add depth to connections made

<p>perspective.</p> <ul style="list-style-type: none"> • Recognizing key events will help identify future examples of suspense. • Figurative language plays a key role in reading comprehension. 	<p>by the reader?</p>
Acquisition	
<p><i>Students will know . . .</i></p> <p>-how to identify elements of suspense by using textual evidence</p> <p>-the difference between mood and tone specifically</p> <p>-to reflect back to past events to make connections to the future</p> <p>-the impact of allusions within their comprehension of a text</p>	<p><i>Students will be skilled at . . .</i></p> <p>-identifying elements of suspense by using close reading strategies</p> <p>-identifying key examples to demonstrate mood vs. tone</p> <p>-identifying events that would predict future events</p> <p>-identifying specific allusions and their literary influence within a specific time period</p>

Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> • Anticipation guides • Close reading graphic organizers • Creating Resources: Elements of Suspense, Allusions, Foreshadowing • Technology-based learning platforms 	<ul style="list-style-type: none"> • Assessment: Elements of Suspense: <i>The Most Dangerous Game</i> • Assessment: Text-based vocabulary • Expository Essay

Modifications

STAGE II Assessment Evidence	
Practices	Assessments

- Anticipation guides
 - Student choice
- Close reading graphic organizers
- Creating Resources: Elements of Suspense, Allusions, Foreshadowing
 - Fill in the blank guided notes
- Technology-based learning platforms
 - Text to speech if needed

- Assessment: Elements of Suspense: *The Most Dangerous Game*
 - One less multiple choice option
 - Bold key words
- Assessment: Text-based vocabulary
 - Drop down menus for vocabulary assessments
- Expository Essay
 - Graphic organizers provided

Acceleration

Writing:

- Add prompt to Expository writing options: Allusion connections

Stage III: Learning Plan

On a weekly basis students may be assigned:

Everyday Edits that correspond to events on the calendar or on anniversaries of historical events.

Journals that will be assigned and collected in a portfolio style manner.

Nonfiction articles of current events or student choice.

Sustained silent reading.

Prefix, Suffix, and Root Word Exploration.

Assessments based on Content Relevant Vocabulary.

- Week 1A: Create a Resource: Elements of Suspense (Mood, Imagery, Characterization, Repetition, Onomatopoeia, and Pace)
- Week 1B: Anticipation Guide: "Monkey's Paw"
- Week 1C: Close Reading Graphic Organizers: Act I, sc 1 & Act I, sc 2-3
- Week 2: Choose Your Own Adventure: Student Choice Anticipation Guide: The Most Dangerous Game
- Week 3-4A: Read: The Most Dangerous Game
- Week 3-4B: Vocab Quizlet
- Week 3-4C: Resources: simile, metaphor, allusions
- Week 3-4D: ASMT: TMDG Vocab 1
- Week 3-4E: Study Guide: The Most Dangerous Game

- Week 3-4F: Allusion Activity: Identify Elements from text
- Week 3-4G: EVAL: TMDG
- Week 3-4H: ASMT: TMDG Vocab 2
- Week 3-4I: Foreshadowing Review & Event to Clue
- Week 3-4J: TMDG Movie vs. Novella Compare & Contrast
- Week 5-6: Research topics for Expository writing (media center)
- Week 5: Intro: Elements of Expository Writing
- Week 6-7: Writing Process: Expository Essay (student choice topic)
- Week 7: Writer's Workshop: Student/Teacher Revision Conferences/Final Draft

Modifications

- Differential instructional methods
- Rephrasing content
- Demonstrating (modeling) desired outcomes
- Checking understanding
- Audio versions of texts offered along with digital versions
 - [“The Monkey’s Paw”](#) by W.W. Jacobs audio
 - [“The Lottery”](#) by Shirley Jackson audio
 - [The Most Dangerous Game](#) by Richard Connell

Week 1A

- Introduce elements of suspense resource; mood, imagery, characterization, repetition, onomatopoeia, pace, foreshadowing (MICROPF)
 - Fill in the blank resource; guided notes

Week 1B

- Anticipation guide: “The Monkey’s Paw” by W.W. Jacobs (play version)

Week 1C

- Read “The Monkey’s Paw” by W.W. Jacobs (play version) and complete graphic organizers for Act I scenes 1-3
- Audio book or read aloud option provided

Week 2

- Choose your own adventure anticipation guide: “The Most Dangerous Game” by Richard Connell
- Student choice
- One less completed slide

Week 3-4A

- Elements of Suspense GimKit/Blooket/Kahoot
- Begin reading “The Most Dangerous Game” by Richard Connell and complete graphic organizers for each part of the novella
- Audio book or read aloud option provided

Week 3-4B

- “The Most Dangerous Game” vocabulary Quizlet
- “The Most Dangerous Game” vocabulary GimKit/Blooket/Kahoot available for all vocabulary sets

Week 3-4C

- Introduce simile, metaphor, and allusions resource
- Guided notes; fill in the blank

Week 3-4D

- “The Most Dangerous Game” vocabulary assessment 1
- Drop down option available on assessment

Week 3-4E

- Study guide for “The Most Dangerous Game”; partners optional

Week 3-4F

- Simile, metaphor, and allusions GimKit/Blooket/Kahoot
- Allusion activity: identify elements from “The Most Dangerous Game”

Week 3-4G

- “The Most Dangerous Game” evaluation
 - One less multiple choice option
 - Drop down for vocabulary words
 - Bold key words

Week 3-4H

- “The Most Dangerous Game” vocabulary assessment 2
- Drop down option available

Week 3-4I

- Foreshadowing review
- “The Most Dangerous Game” matching colors for the event to the clue given earlier in the text

Week 3-4J

- “The Most Dangerous Game” movie vs. novella compare and contrast t-chart

Week 5

- Introduction to explanatory writing slides for “The Most Dangerous Game” literary analysis essay
- Introduction to introduction, body, conclusion paragraphs; review adding text evidence with in-text citations, introduction to thesis statements

Week 5-6

- Brainstorming and Prewriting stages of explanatory essay writing

- Students provided with 4 options for a literary analysis essay for “The Most Dangerous Game”
- Graphic organizers for introduction, body, and conclusion
- Thesis statement development

Week 6-7

- Writing process: explanatory essay
- Individual conferences with students about their essays and progress; frequent check-ins and individual comments

Week 7

- Peer review
- Digital writer’s checklist provided
- Turn in final copy of “The Most Dangerous Game” literary analysis essay

Acceleration

Diversity, Equity, & Inclusion

- **"The Monkey's Paw" by W.W. Jacobs** touches on cultural diversity through the mystical origins of the monkey's paw, which comes from India.
- **"The Lottery" by Shirley Jackson** is set in a small village with little apparent diversity. The lack of diversity is an important topic of discussion and an opportunity to build on the recurring theme of sameness and belonging addressed in previous units.
- **"The Path through the Cemetery" by Leonard Q. Ross:** this story depicts a unique cultural setting in a Russian village and the superstitions within it. The inequities in the story arise from the power dynamics between Ivan and the Lieutenant.

Specific Resources for Unit

Intro to Suspense:

- Choose Your Own Adventure Activity:

- [Station: Suspense Exposition](#)
- [Nearpod](#)
- [Anticipation Guide](#)
- [Close Read](#)
- [Movie Station](#)

“[The Monkey’s Paw](#)” by W.W. Jacobs (play version)

- [Monkey's Paw: sc 1 GO](#)
- [Monkey's Paw: sc 2-3 GO](#)

“[The Lottery](#)” by Shirley Jackson

“[The Path through the Cemetery](#)” by Leonard Q. Ross

The Most Dangerous Game by Richard Connell (novella with audio)

- [TMDG: Student Choice Anticipation Guide](#)
- [TMDG: Close Read Pt 1](#)
- [TMDG: Close Read Pt 2](#)
- [TMDG: Close Read Pt 3](#)
- [TMDG: Close Read Pt 4](#)
- [TMDG: Close Read Pt 5](#)
- [TMDG: Close Read Pt 6](#)
- [Allusion Practice](#)
- [TMDG: Allusions](#)
- [TMDG: Study Guide](#)
- [ASMT: Elements of Suspense](#)
- [TMDG: Expository Essay Options](#)
 - [Modified](#)

“[Hunters are killing millions of animals, and 1 in 8 of those are endangered](#)” by [Damian Carrington](#) by Damian Carrington, The Guardian, Adapted by Newsela staff on 06.20.16

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern’s commitment to enhancing students’ learning and preparing the 21st century learner for college and careers.

