

Unit 05: Literature Reflects Life: Making Sense of Our World

Content Area: **English**
Course(s): **ELA 7**
Time Period: **Marking Period 4**
Length: **8 weeks**
Status: **Published**

Summary

This unit focuses on social acceptance and identity by studying stereotypes and social biases in *The Outsiders*. Students will use both indirect and direct characterization to analyze the perception of people through literature. There is also a focus on the impact of symbolism and foreshadowing throughout the text to give greater meaning to the themes in this novel. Students will create a literary analysis **One Pager** poster project as a culminating assessment. The project will provide student choice opportunities to enable students to demonstrate their learning in a manner that best addresses their strengths and interests.

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.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.

Supplemental Content Standards

ELA.L.VI.7.4.C	Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a
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	specific verse or stanza or a poem or section of a story or drama.
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.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
ELA.RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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.

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"> • Describe the relationship between characterization techniques and the development of themes in a story • Cite textual evidence, especially as it relates to characterization • Explain authors' use of literary techniques such as similes, metaphors, and imagery • Analyze how the setting of a story affects character development. • Reflect on major themes found within the novel. • Utilize textual evidence to support their claims. • Understand the concept of individual identity versus group identity. • Understand the nature of stereotypes and the challenges of defying the role society imposes upon the individual. • Understand that each person is a diverse combination of many factors. 	
<i>Mastery</i>	
<p>Big Ideas/<u>Enduring Understanding</u></p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • Through conflict, the author reveals the personality traits of a character. • A character's personality is revealed through direct and indirect characterization. • The difference between dynamic and static characters. • Authors utilize symbolism to create layers of meaning within a text. • How to analyze a poem and identify the deeper meanings behind the symbols. • Synthesize a common thematic meaning between a poem and a novel. • How to accurately label a plot diagram using the novel's major events. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What makes up someone's identity? • What is more important: individuality or social acceptance? • What is the difference between group identity and individual identity? • How do stereotypes and biases affect our lives? • How do biases and stereotypes impact our interpretation of the world around us?

Acquisition

<i>Students will know...</i>	<i>Students will be skilled at...</i>
<ul style="list-style-type: none"> • how to identify abstract ideas and themes based on context. • how to determine which past events identify as clues for future events. • that the climax is a turning point in views for the main character. • the inner struggle of characters contributes to their ability to evolve. • how to identify traits of characters by making inferences based on text. 	<ul style="list-style-type: none"> • Identifying and interpreting symbols • Identifying and interpreting foreshadowing clues. • Determining parts of the plot diagram, and identifying the parts of the story. • Making connections to the main characters and their struggle to carve out individual identity. • Identify types of conflict and how those obstacles contributed to the character's personalities. • Characterization: Determining a character's personality traits based on direct and indirect characterization.

Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> • Anticipation Guides • Discussion Board Questions • RACECES Responses - Theme Based • "Nothing Gold Can Stay" RACECES Response • Chapter Graphic Organizers • Identifying Conflict - Graphic Organizer • Dynamic Character ID • Do Now - Reflection Free Writes 	<ul style="list-style-type: none"> • Reading Check Assessments • The Outsiders Chapters 1-6 Assessment? • Poetry Analysis: "Nothing Gold Can Stay" • Literary Analysis One Pager

Modifications

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> • Anticipation Guides <ul style="list-style-type: none"> ○ Student choice; one less option • Discussion Board Questions <ul style="list-style-type: none"> ○ Shortened responses 	<ul style="list-style-type: none"> • Reading Check Assessments <ul style="list-style-type: none"> ○ One less multiple choice option ○ Bold or capitalized key words • Literary Analysis One Pager

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| <ul style="list-style-type: none">• RACECES Responses - Theme Based<ul style="list-style-type: none">○ RACECES graphic organizer• Chapter Graphic Organizers | <ul style="list-style-type: none">○ One less required option |
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Acceleration

Writing:

- create character dialogue
- write a letter as Dally to Johnny (ch 10)
- Everyday Hero
- book review
- compare/contrast: Stereotyping theme to "This Muslim American Teen Turned his Suffering into a Full-fledged Battle"

Research:

- 1960s Pop Culture References
- 1960s Historical Context

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: Intro to the 1960s Guided Notes
- Week 1B: Pre- Reading Webquest (1960s)
- Week 1C: Chapters 1-3 and Graphic Organizers
- Week 1C: Chapters 4 - 6 and Graphic Organizers
- Week 1D: Reading Check ASMT Ch. 1-3
- Week 2C: Reading Check ASMT Ch. 4 - 6

- Week 3C: Chapters 6 - 8 and Graphic Organizers
- Week 3D: Dynamic Characters
- Week 4A: Chapters 7 - 9 and Graphic Organizers
- Week 4B: Conflict ID
- Week 4C: Reading Check ASMT Ch. 7-9
- Week 5A: chapters 10 - 12 and Graphic Organizers
- Week 5B: Reading Check ASMT Ch. 10-12
- Week 5C: Plot Diagram
- Week 6A: Introduce One Pager Project
- Week 6B: One Pager Project Work Time - Teacher Conferences
- Week 7A: One Pager Gallery Walk - Student Feedback
- Week 7B: Compare/Contrast film with novel

Modifications

- Differential instructional methods
- Rephrasing content
- Demonstrating (modeling) desired outcomes
- Checking understanding
- Alternative forms of assessing knowledge and skill acquisition
- Alternate versions of texts offered along with digital versions
 - [The Outsiders](#) by S.E. Hinton chapter by chapter audio
 - [The Outsiders](#) by S.E. Hinton digital pdf
- Modified graphic organizers/materials
- “Nothing Gold Can Stay” PowerPoint

Week 1A

- Introduction to the 1960s resource
- Guided notes; fill in the blank

Week 1B

- Pre-reading WebQuest for the 1960s
- Student choice, extra time if needed

Week 1C

- Read “The Outsiders” by S.E. Hinton chapters 1-3
- Audio book or read aloud option provided
- Complete graphic organizers for each chapter
 - Graphic organizers that are assigned for homework will be reviewed in class the following day

Week 1D

- Reading check for chapters 1-3 of “The Outsiders”
- One less multiple choice option; bold or capitalized key words

Week 1C

- Read “The Outsiders” by S.E. Hinton chapters 4-6
- Audio book or read aloud option provided
- Complete graphic organizers for each chapter
 - Graphic organizers that are assigned for homework will be reviewed in class the following day

Week 2C

- Reading check for chapters 4-6 of “The Outsiders”
- One less multiple choice option; bold or capitalized key words

Week 3C

- Read “The Outsiders” by S.E. Hinton chapters 6-8
- Audio book or read aloud option provided
- Complete graphic organizers for each chapter
 - Graphic organizers that are assigned for homework will be reviewed in class the following day

Week 3D

- Introduction to dynamic characters resource
- Guided notes; fill in the blank

Week 4A

- Read “The Outsiders” by S.E. Hinton chapters 7-9
- Audio book or read aloud option provided
- Complete graphic organizers for each chapter
 - Graphic organizers that are assigned for homework will be reviewed in class the following day

Week 4B

- Conflict review GimKit/Blooket/Kahoot
- Conflict ID graphic organizer

Week 4C

- Reading check for chapters 7-9 of “The Outsiders”
- One less multiple choice option; bold or capitalized key words

Week 5A

- Read “The Outsiders” by S.E. Hinton chapters 10-12
- Audio book or read aloud option provided
- Complete graphic organizers for each chapter
 - Graphic organizers that are assigned for homework will be reviewed in class the following day

Week 5B

- Reading check for chapters 10-12 of “The Outsiders”
- One less multiple choice option; bold or capitalized key words

Week 5C

- Elements of plot GimKit/Blooket/Kahoot
- Plot diagram for “The Outsiders”

Week 6A

- Introduce one-pager project for “The Outsiders” slides
 - One less required choice
- Begin one-pager project for “The Outsiders”

Week 6B

- Continue one-pager project for “The Outsiders”
- Individual conferences with students daily

Week 7A

- One-pager project for “The Outsiders” gallery walk
- Turn in one-pager project for “The Outsiders”

Week 7B

- Compare/Contrast T-Chart for “The Outsiders” movie vs. book

Acceleration

Writing:

- Create Dialogue: choose a scene that would benefit from dialogue between 2 characters to provide a deeper meaning to the text
- Compare/Contrast: Stereotypes: "This Muslim American Teen Turned his Suffering into a Full-fledged Battle"
- Book Review

Research:

- 1960s Pop Culture
- 1960s Historical Context

Diversity, Equity, & Inclusion

- **"The Outsiders" by S.E. Hinton** explores the cultural and socioeconomic diversity between the Greasers and the Socs.
- **"Fear Prompts Teens to Act Impulsively" by Laura Sanders:** the article addresses the diversity of teenage experiences and the various factors that influence their behavior, including fear and stress. The research discusses the importance of inclusive support systems that consider teens' unique challenges.
- **"This Muslim-American Teen Turned His Suffering into a Full-Fledged Battle Against Stereotypes" by Rae Paoletta:** the article showcases the story of a Muslim-American teen who confronts stereotypes and prejudice.

Specific Resources for Unit

- *The Outsiders* by S.E. Hinton, Penguin Putnam Books, 1967
- [The Outsiders](#) by S.E. Hinton chapter by chapter audio
- *The Outsiders* DVD 2005 Warner Brothers
- [“Nothing Gold Can Stay”](#) by Robert Frost
- [“Fear Prompts Teens to Act Impulsively”](#) by Laura Sanders
- ["This Muslim-American Teen Turned his Suffering into a Full-Fledged Battle Against Stereotypes"](#) by Rae Paoletta
 - [Anticipation Guide](#)
 - [Ch 1 GO](#)

- [Ch 2 GO](#)
- [Ch 3 GO](#)
- [ASMT: Reading Check ch 1-3](#)
- [Ch 4 GO](#)
- [Ch 1-4 Symbols practice](#)
- [Ch 5 GO](#)
- [Poem Analysis/RACECES poem & novel response](#)
- [Symbol Poem \(write your own\)](#)
- [Ch 6 GO](#)
- [Ch 7 GO](#)
- [Ch 7-8 GO \(dynamic\)](#)
- [ASMT: Reading Check ch 6-9](#)
- [Ch 9 GO](#)
- [Ch 10 GO \(conflicts\)](#)
- [Ch 11 RACECES choice](#)
- [Ch 12 GO](#)
- [A Walk in my Shoes](#)
- [ASMT: Reading Check ch 9-12](#)

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.