

# MP2-3 Writer As Researcher

Content Area: **Language Arts**  
Course(s): **Lang. Arts 7**  
Time Period: **Marking Period 2**  
Length: **MP2-3**  
Status: **Published**

## Essential Questions

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- What are the strategies and structure that contribute to an effective research report?
- How do I effectively extrapolate and synthesis information to support my claims?
- How does background knowledge enhance comprehension of literature?

## Big Ideas

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### Anchor Standards

- AS.R.1-3      The interactions of literary elements contribute to its overall meaning.
- AS.R.4-6      Authors use the structure of text and nuances of language to craft their work
- AS.R.7-9      Good readers deduce meaning from text through interpretation and comparison.
- AS.W.1-3      Different formats of writing are used for different purposes.
- AS.W.4-6      Technology is a useful tool for assisting authors with the writing process.
- AS.W.7-9      Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.
- AS.SL.1-3      The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.
- AS.SL.4-6      Presenters consider a variety of tools to assist in effectively organizing and communicating their ideas to an audience.
- AS.L.1-2      Demonstrating a command of Standard English is an essential life skill.

**Core Reading:** *The Boy Who Dared*, *Kristallnacht: The Nazi Terror That Began the Holocaust*

**Core Writing:** Research Report

**Supplemental Resources:** *Prentice Hall Literacy*; *Hitler Youth: Growing Up in Hitler's Shadow* by: Susan Bartoletti; *Jurnior Scholastic News*, *Foundations*, *Sadlier-Oxford Vocabulary Workshop*

**Presentation Skills:** *Socratic Seminar*

**Technology:** Google Platform, slides, online collaboration, research

## **Technology Integration**

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8.1.8DA.1: Organize and transform data collected using computational tools

to make it usable for a specific purpose

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Complete research and then create a Google Slideshow and [timeline that represents](#) the life and involvement of a person during Kristallnacht.

[Some Were Neighbors Project](#): students [research a group of people](#) who were considered bystanders during the Holocaust.

Publishing: Research Essay, Works Cited Page, MLA Format

## **Cross-Curricular Integration**

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**Integration Area: Social Studies**

6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and

decisions of the classical civilizations.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

Activity:

During a study of the novels, *The Boy Who Dared* by Susan Campbell Bartoletti, and *Kristallnacht* by James Deem, students extrapolate evidence from multiple online and print sources to conduct formal research on the Holocaust, the Resistance and major participants involved in the time period.

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## **Enduring Understandings**

### **Literature**

RL.7.9 [M] Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

### **Informational Text**

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5 [M] 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.

RI.7.7 [M] Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).

### **Writing**

W.7.7 [M] Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 [M] 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.

W.7.9 [M] Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Speaking and Listening**

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1a [M] 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.

SL.7.1b [M] Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c [M] 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.

SL.7.1d [M] Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.4 [M] 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.

SL.7.5 [M] Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

## **Language**

L.7.1 Observe conventions of grammar and usage when writing or speaking.

L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.5 [M] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5a [M] Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5b [M] Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.5c [M] Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).