Unit 2-3 Writer As Researcher

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

Essential Questions

- 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

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: *Refugee,* Acc: *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; *Junior Scholastic News, Foundations, Sadlier-Oxford Vocabulary Workshop*

Presentation Skills: *Socratic Seminar*

Technology: Google Platform, slides, online collaboration, research

Critical Concepts

January

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 43-86

CC.7.5.A: Analyzing Text Structures, Including How they Contribute to the Development of Ideas and/or Concepts

CC.7.5.B: Analyzing Literary Text Structure and Making Connections between Structures and the Development of Theme, Setting, Plot, Meaning, and/or Style

February

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 87-131

CC.7.6.A: Determining Informational Author's Point of View. Determining Author's Purpose

CC.7.6.B: Determining Literary Point of View of Characters and Narrators and/or Making Connections to Literary Point of View and Effects Such as Suspense and Humor

March

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 1-32

CC.7.7.A: Integrating or Comparing and Contrasting, or Evaluating Information from Different Formats and/or Mediums

CC.7.7.B: Comparing and Contrasting a Written Version of a Work to an Audio, Video, Filmed, Staged, or Multimedia Version of the Same Work

Cross-Curricular Integration

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 novel, *Refugee*, students will extrapolate evidence from a variety of sources in order to acquire information related to the immigration movements and time periods addressed in the novel ie: Syria, Germany, Cuba

Acc: 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.

CSDT Technology Integration

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 andtimeline 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

Enduring Understandings

Literature

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.

Informational Text

RI.CI.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.TS.7.4. Analyze the structure an author uses to organize a text[, including] and how [the major sections] it contributes to the text as a whole [and to the development of the ideas], including using knowledge of text structures (e.g. cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.MF.7.6. Compare and contrast [a] texts to [an audio, video, or multimedia version of the text,] analyz[ing]e [each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)] 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.

Writing

W.WR.7.5 [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.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. (Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.)

Speaking and Listening

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

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

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

Language

.SS.7.1. Demonstrate command of the [conventions of standard] system and structure of the English [grammar and usage] language when writing or speaking

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

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

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

L.SS.7.1d Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

L.SS.7.1e Recognize spelling conventions.

L.VI.7.4 [M] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.7.4a [M] Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.VI.7.4b [M] Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.VI.7.4c Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

L.VI.7.4d [M] Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Resources

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

Research Paper Rubric #1

Research Paper Rubric #2

Research Paper Rubric #3