Unit 3-4 Argument

Content Area: **Language Arts**
Course(s): **E/LA 7**
Time Period: **Marking Period 3**
Length: **MP 3-4**
Status: **Published**

Essential Questions

- How do I effectively organize information to persuade a reader to accept my opinion?
- 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.L.4-6 Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: *Refugee, Dystopian Short Story Unit*

Core Writing: Argument Essay

Supplemental Resources: *Prentice Hall Literacy; Junior Scholastic News, Foundations, Sadlier-Oxford Vocabulary Workshop,* Google Platform

Presentation Skills: *Socratic Seminar, Debate*

Critical Concepts

April

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 33-45

CC.7.8.A: Tracing, Evaluating, and/or Delineating Author's Argument and Claims Linking Claims to Reasons and Evidence and Assessing the Relevance and/or Sufficiency of Reasoning

CC.7.8.B: N/A

May

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 46-89

CC.7.9.A: Analyzing and Comparing and Contrasting the Treatment of a Topic in Two or More Texts on the Same Topic, with Consideration of the Treatment of Events, Interpretation of Facts, or Disagreements on Matters Related to Factual Information

CC.7.9.B: Comparing and Contrasting Texts in Different Forms or Genres in Terms of their Approaches to Themes and Topics.
Comparing and Contrasting a Fictional Portrayal of a Time, Place, or Character, and an Historical Account of the Same Period.
Analyzing How a Modern Work Draws on Themes, Patterns of Events, or Character Types from Myths, Traditional Stories, or Religious Works

CRLLKS- Career Education

9.2.8b.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8b.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8b.5 Analyze labor market trends using state and federal labor market information and other

Connection:

During the Argument Unit, while discussing the injustices in *Refugee,* teachers will lead discussions around the different immigration movements and how the types of countries, jobs and workplace environments have changed and evolved since those time periods.

Also, when reading *The Outsiders,* students can discuss and analyze the need for young adults to go into the workplace at an early age to help support their families. This can lead to a discussion about the importance of planning for your future, even as a teenager.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

Activity:

Using technology, students will participate in various online simulations and virtual tours of prominent locations and relevant landmarks connected with World War II and the Holocaust to enhance their understanding of the major historical events in the plots of the novels *The Boy Who Dared* by Susan Campbell Bartoletti, *Kristallnacht* by James Deem and *Refugee* by Alan Gratz. Students will research the SS. St. Louis in order to gain an understanding of the Cuban immigration movement in Word War II as presented in the novel, *Refugee*.

Integration Area: Science

MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Activity: Students will conduct mini research projects related to the marine life presented in the Cuban climate in the novel, *Refugee.*

Diversity Integration

Race/Ethnicity

Objective:

SWBAT develop an awareness of the diversity & the cultures of the different immigration movements from Syria, Cuba, and Germany and how becoming a refugee impacts lives across the globe.

SWBAT analyze the immigration movements of a variety of groups while diving deep into the empathy component of CARES, focusing on the diversity and lives of those who were impacted by refugee status and displacement from their home countries.

Activity:

Students will:

- Complete research on the Syrian, Jewish, and Cuban immigration patterns
- Students may complete this is a JigSaw activity
- Students will create a Google Slides doc to present the findings and present their slides to their peers
- Students should include the reasons for immigrating, the path of immigration, the difficulties and successes in immigrating, accounts from actual individuals, images that relate

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 a Multimedia Text Set in preparation for the reading of Refugee. Students will explore a variety of topics that relate to the novel.

Publishing: Argumentative Essay, Works Cited Page, MLA Format

Enduring Understandings

Literature

RL.CR.7.1 [M] Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.7.2 [M] Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.

RL.IT.7.3 [M] Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through [and] contrast[s]ing the points of view of different characters or narrators in a text

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 analyz[ing]e 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).

Informational Text

RI.CR.7.1 [M] Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.IT.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).

RI.PP.7.5. Determine how an author[’s point of view or] conveys or develops perspective or purpose in a text [and analyze how the author] through distinguish[es]ing [his or her] their position from that of others using evidence

RI.AA.7.7. 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. (Students may evaluate claims and evidence of factors that have caused climate change over the past century.)

Writing

W.AW.7.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.AW.7.1a Introduce claim(s), about a topic or issue, acknowledge alternate or opposing claims, and

organize the reasons and evidence logically.

W.AW.7.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

W.AW.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.AW.7.1d Establish and maintain a formal style/academic style, approach, and form.

W.AW.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening

SL.ES.7.3 [M] Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.

Language

L.VL.7.3 [M] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.7.3b [M] Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).