

Unit 1 – Individual and Social Identity		8 Weeks		Marking Period 1	
Essential Questions:					
<ul style="list-style-type: none"> • How are we defined through our friendships? • How does our society differ from that of the 1960s? • Why is it important how we perceive ourselves? • Why is it important how others perceive us? 					
CCSS:					
RL.7.1	RI.7.1	W.7.1	SL.7.1	L.7.1	
RL.7.2	RI.7.2	W.7.2	SL.7.2	L.7.2	
RL.7.3	RI.7.3	W.7.3	SL.7.3	L.7.3	
RL.7.4	RI.7.4	W.7.4	SL.7.4	L.7.4	
RL.7.5	RI.7.5	W.7.5	SL.7.5	L.7.5	
RL.7.9	RI.7.9	W.7.8	SL.7.6		
RL.7.10	RI.7.10	W.7.9			
		W.7.10			
Content-Specific (Tier III) Terms:		Assets, acquire, sage, ligament, incredulous, nonchalant, feud, abide, aloof, ornery, dumbfounded, cunning, resignation, apprehensive, contempt, bewilder, premonition, sullen, elude, siege, indignant, wistful, testify, apparent, dogged, detach, recur, aghast, abrupt, divert, scarcity, mockery, inquire, conformist, stifle, agony, delirium, acquit			
Literary (Tier II) Vocabulary:		Irony, theme, summary, character, setting, plot, dialogue, figurative language, connotative, tone, analogy, allusion, supporting ideas, context			
Texts and Respective Tasks					
<u>The Outsiders</u> By S.E. Hinton	After Twenty Years By O. Henry	He-y, Come On Ou-t! By Shinichi Hoshi	Walking for Exercise and Pleasure (Government Publication) Pgs. 365-366	“Harrison Bergeron” by Kurt Vonnegut and <u>The Giver</u> by Lois Lowry	

	Pgs. 372-377 Prentice Hall Literature Common Core Edition	Pgs. 378-383 Prentice Hall Literature Common Core Edition	Prentice Hall Literature Common Core Edition	
Literature—Novel	Literature—Short Story	Literature—Short Story	Informational	Literature—Short Story
8 Weeks	1 Week	1 Week	1 Week	1 Week
<p>READING TASKS: Over the course of the term, students will be assigned specific chapters in which they will demonstrate comprehension by answering questions that will require in- depth analyses, critical thinking, and/or synthesizing the text. RL.7.1-5, 9-10</p>	<p>READING TASKS: 1st Read: Read the story for comprehension. 2nd Read: Review and reread the “reference” page to answer the following question with details focusing on the main idea. Why did Jimmy and Bob agree to meet in twenty years? <i>Reference page:</i> 375 RL.7.2, 5, 10</p>	<p>READING TASKS: [1st Read- Read the story for comprehension. 2nd Read- Review and reread the “reference” page to answer the following question with detail focusing on the main idea. What is unusual about the hole where the shrine used to be? <i>Reference page:</i> 379 RL. 7.2, 5, 10</p>	<p>READING TASKS: 1st Read- Read the story for comprehension. 2nd Read-Cite several pieces of the textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 3rd Read – Analyze the document and determine how it relates to the story’s theme and concepts.RI.7.1-5, 9-10</p>	<p>READING TASKS: 1st Read: Read the story for comprehension. 2nd Read (a) Make one inference and one generalization within the text. Use a graphic organizer to support your generalizations you made about the text. RI.7.1-3, 5, 8, 10</p>
<p>WRITING TASKS: Task 4: Students will make a “Wanted” poster for a character in The Outsiders for which they have evidence that he/she has shown acts of either loyalty or rivalry. This</p>	<p>WRITING TASKS: What details in the painting on page 376 match the setting of the story? RI.7.2, 9 W.7.1-2, 4-5, 9-10</p>	<p>WRITING TASKS: Analyze the picture and evaluate the theme based on the story. Make an inference of why might the man in the picture is looking up? Use the prior</p>	<p>WRITING TASKS: Create a chart to compare irony. (a) In the first column, identify the irony you found. (b) In the second column, explain what the irony tells you</p>	<p>WRITING TASKS: Determine a message or theme about “The Giver.” Then, in writing, analyze how that message is developed, focusing on the author’s word choice</p>

<p>will force students to look at the sometimes-fine distinction between both and how perception plays a role. W.7.3</p>		<p>information collected from the story to develop your point of view. [Hypothesize] W.7.1-2, 4-5, 8-10</p>	<p>about the characters. (c) In the third column, explain the message the author delivers through the use of the irony. In an essay, compare and contrast your responses to the two stories based on the authors' use of irony. Support your ideas with details from the text. RI.7.2-9 W.7.1-2, 4-5, 9-10</p>	<p>and the speakers point of view. Cite textual evidence to support your response. W.7.1-2, 4-5, 8-10</p>
<p>LANGUAGE INSTRUCTION: Language instruction will occur in 15-20 minute mini lessons twice a week, with consistent reinforcement through analysis of the text during reading. Grammar instruction will include the function of verbs—active and passive voice. L.1</p>	<p>LANGUAGE INSTRUCTION: Language instruction will occur in 15-20 minute mini lessons twice a week, with consistent reinforcement through analysis of the text during reading. Grammar instruction will include the function of verbs—active and passive voice. L.1</p>	<p>LANGUAGE INSTRUCTION: Language instruction will occur in 15-20 minute mini lessons twice a week, with consistent reinforcement through analysis of the text during reading. Grammar instruction will include the function of verbs—active and passive voice. L.1</p>	<p>LANGUAGE INSTRUCTION: Language instruction will occur in 15-20 minute mini lessons twice a week, with consistent reinforcement through analysis of the text during reading. Grammar instruction will include the function of verbs—active and passive voice. L.1</p>	<p>LANGUAGE INSTRUCTION: Language instruction will occur in 15-20 minute mini lessons twice a week, with consistent reinforcement through analysis of the text during reading. Grammar instruction will include the function of verbs—active and passive voice. L.1</p>

<p>Mechanics instruction will include end punctuation and spelling. L.2</p> <p>Syntax instruction will include an analysis of the use of active/passive voice and the subjunctive mood. L.3</p>	<p>Mechanics instruction will include end punctuation and spelling. L.2</p> <p>Syntax instruction will include an analysis of the use of active/passive voice and the subjunctive mood. L.3</p>	<p>Mechanics instruction will include end punctuation and spelling. L.2</p> <p>Syntax instruction will include an analysis of the use of active/passive voice and the subjunctive mood. L.3</p>	<p>Mechanics instruction will include end punctuation and spelling. L.2</p> <p>Syntax instruction will include an analysis of the use of active/passive voice and the subjunctive mood. L.3</p>	<p>Mechanics instruction will include end punctuation and spelling. L.2</p> <p>Syntax instruction will include an analysis of the use of active/passive voice and the subjunctive mood. L.3</p>
<p>SPEAKING AND LISTENING TASKS: The events of <i>The Outsiders</i> are set in the 1960's, which is very different from the 21st century. Compare and contrast both eras and be prepared for an open discussion.</p>	<p>SPEAKING AND LISTENING TASKS: Irony: How does the patrolman's name indicate the irony of the conversation with the policeman at the beginning of this story? RI.7.5; S.L.7. 1, 3, 4, 6</p>	<p>SPEAKING AND LISTENING TASKS: Irony: What expectations does the author create in the reader's mind about the hole? Critical Thinking: In what ways do people who live in towns have to depend on their environment? [Analyze] S.L.7. 1, 3, 4, 6</p>	<p>SPEAKING AND LISTENING TASKS: Do you think walking for exercise is something you could incorporate into your life as a consistent practice. Be prepared to discuss your answer. S.L.7.1, 3, 4, 6</p>	<p>SPEAKING AND LISTENING TASKS: Conduct a discussion about the difference between <i>equality</i> and <i>sameness</i>, emphasizing their connotative uses in "Harrison Bergeron" and <u><i>The Giver</i></u>. Then make a claim about what either text is saying about equality and/or sameness, citing textual evidence. RL.7.1, RL.7.2, RL.7.4, SL.7.1a, SL.7.6, L.7.5c, L.7.6</p>
<p>Main Text: Ready Lesson 7, 8</p>	<p>Ready Lesson 1</p>	<p>Ready Lesson 9</p>	<p>Ready Lesson 2, 3, 6</p>	<p>Ready Lesson 4, 5</p>

ADDITIONAL ACTIVITIES

Before You Read The Outsiders: Research the 60's

If you are the only member in your group working on this topic, then you may choose to eliminate 7 of the questions. If two people are working on this topic, you must answer all 10 questions for your research; you may use the following web sites to answer the questions below on a sheet of notebook paper.

<http://kclibrary.lonestar.edu/decade60.html>

<http://www.carsfromyesterday.com/>

<http://www.anythingaboutcars.com/1960s-muscle-cars.html>

<http://www.woodstock69.com/wsrprnt1.htm>

1. What was the 1960's era known as and why was it called that?
2. What was the inspiration of artists during the 1960's?
3. Andy Warhol was probably the most famous artist of this era. What can you tell me about his style of art, and who are some others who followed this trend? What are some of the works that were created by them?
4. What was the focus of literature during this time? How was Harper Lee's work representative of this following? (Include facts about her most popular work.) What are some other notes on 1960's literature that you found interesting or important?
5. What was the biggest issue of Education in the 1960's? Explain other issues and events that occurred.
6. What were some of the Historical events of this era? Many of these are still talked about today because of their significance. Be sure to include details of the events you mention.
7. What was significant about Theatre and Film? Explain a transition in entertainment that occurred. What popular works and actors were

prominent during this era?

8. Radio and Television also made bounds in development. How? What was its impact on culture?

9. Many great sports moments occurred in this decade. What were some of these?

10. How were professional sports impacted by this era?

W.7.1a-e; W.7.4-6; W.7. 7-10

Narrative Writing

The Outsiders

Writing Prompts: the end of the unit should complete all 5 of these. The teacher will give you direction on when to complete each of these.

Writing Prompt #1 - Anticipation Guide Reaction.

Which statement from the anticipation guide triggered the most thought-provoking or interesting discussion?

Writing Prompt #2 – Friends with a Character

S.E. Hinton provides vivid descriptions of each major character in the book. Which character would you like to have as a friend? Why would they make a good friend for you? Is there a character that you would avoid?

Writing Prompt #3 – Foreshadowing after Chapter 3

Foreshadowing refers to clues an author gives to suggest events that are going to happen in the story. When Ponyboy says, “Things gotta get better, I figured. They couldn’t get worse. *I was wrong*”; the reader knows trouble lies ahead. Predict what you think will happen next. Use great detail.

Writing Prompt #4 – The road Ponyboy and Johnny took.

At this point, “Two roads diverged...” for Ponyboy and Johnny. Briefly explain what happened to them. Then explain what “road” the boys decided to go down and why they choose this “road”.

Writing Prompt #5 – “Nothing Gold Can Stay”

What did Robert Frost mean in “Nothing Gold Can Stay”? Explain your answer and try to give original examples of your own.

After Twenty Years

Complete a narrative writing based on key ideas and details based on the following: 1. (a) Where is the story set? (b) **Analyze:** Describe the atmosphere, mood, using two details from the story. (c) How does Bob describe Jimmy’s strengths and weaknesses? (d) **Infer:** How did Bob spend his time away from his hometown after he left? (e) What evidence shows that Bob and Jimmy are proud of their accomplishments? (f) **Make a Judgment:** Who has been more successful? Explain your answer. (g) Do you think Bob’s expectations of Jimmy were fulfilled? (h) Was there a “winner” in this story? Support your answer with details from the story. **[Connect to the Big**

Question: Does every conflict have a winner?]

W.7. 1-2, 4-5, 9-10; W.7. 3-6, 9-10; W.7.1-2, 4-5, 8-10

READY SUPPLMENT

Mississippi Career College Readiness Standard	Ready Lesson	Additional Coverage in Teacher Resource Book Lesson Pages
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says as well as inferences drawn from the text.	5	6-8, 12-16, 19
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7, 8	5, 6, 12-16, 19
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plots)	6	5, 7, 8, 15, 16, 19
RL. 7.4	12, 13	5-8, 14-16, 19

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy sonnet) contributes to its meaning.	14, 15	12, 13, 16
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	16	5, 8, 12, 13
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)	Media Feature 2	5, 7, 8, 12-16, 19
RL. 7.8	NA	NA
RL.7.9 Compare and contrast 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.	19	15
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All Lessons	
RI.7.1	3	1, 2, 4, 9-11, 17, 18

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	1,2	3, 4, 9-11, 17, 18
RI.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)	4	1-3, 9, 11, 18
RI.7.4 Demonstrate the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	9	1-4, 10, 11, 17, 18
RI.7.5 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.	10	1, 2, 9, 11, 18
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	11	3, 9, 10, 17, 18
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of the speech affects the impact of the words).	Media Feature 1	1, 4, 9, 11, 17, 18
RI.7.8	17	2, 10, 18

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.		
RI. 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing difference evidence or advancing different interpretations of facts.	18	1, 9
RI.7.10 By the end of the year, read, and comprehend literary nonfiction in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.	All Lessons	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	—	6, 7, 13-15, 19
L. 7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.	L1-L3	1, 9, 18
L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships and ideas.	L4-L6	2, 8
L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	L7, L8	3, 10, 15
L.7.2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old {,} green shirt).	L9	4, 10
L.7.2.b Spell correctly	—	5, 12

L.7.3.a Choose language that expresses ideas precisely and concisely recognizing and eliminating wordiness and redundancy.	L10	6
L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.	L11	1-19
L.7.4.b Use common, grade-appropriate materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L13, L14	1, 8, 11, 14, 17, 18
L.7.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L13, L14	1, 8, 11, 14, 17, 18
L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	—	3, 5, 6, 8-13, 15-15
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	—	3, 12
L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	L15	8, 14, 16, 19
L.7.5.b	L16	1, 17

Use the relationship between particular words (e.g., synonyms/antonyms, analogy) to better understand each of the words.		
L.7.5.c	L17	7, 11
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	1, 2, 4, 9, 16-18	1, 2, 4, 9, 16-18
W.7.1.b Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	5	4
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	1, 3, 6, 7, 15	3, 6, 7, 15
W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well structured event sequences.	1, 3, 5, 7, 8, 11-13, 16	1, 3, 5-8, 11-13, 16
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1-3, 5, 6, 11-17	2, 3, 5, 6, 11-14, 16, 17
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach, focusing on how well purpose and audience have been addressed.	13, 15-19	13, 15-19
W.7.6	9	9

Use technology including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	2, 4, 5, 8, 10, 11, 19	2, 4, 5, 8, 10, 11, 19
W.7.8 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.	1-3, 6-8, 10, 12, 13, 15, 18	1-3, 6-8, 10, 12, 13, 15, 18
W.7.9.a Apply grade 7 Reading standards to literature (e.g. Compare and contrast 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)	8, 14, 15, 19	8, 14, 15, 19
W.7.9.b Apply grade 7 Reading standards to literary nonfiction (e.g., 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.	10	10
SL. 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse patterns on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	All Lessons	
SL.7.2 Analyze the main idea and supporting details presented in diverse media and formats (e.g., visually, quantitatively,	1, 5, 8, 12	1, 5, 8, 12, 17

orally) and explain how the ideas clarify a topic, text, or issue under study.		
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7, 12, 13	10
SL.7.4 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.	1-8, 10-14, 16, 18	1-8, 10-14, 16, 18
SL. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	6, 8, 9, 10, 15, 16	6, 8-10, 15, 16
SL. 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	3-5, 11, 13-15	3-5, 11, 13-15, 19