The following units were created by middle school reading teachers and reading coaches in Spring of 2011 to support the transition to the Common Core State Standards (CCSS). The CCSS for English Language Arts can be accessed at www.corestandards.org.
<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Core Reading Curriculum Units <strong>Required</strong> Reading Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1- Survival in the Wild</strong></td>
<td><strong>Prentice Hall, Bronze Level</strong> Novels</td>
</tr>
<tr>
<td>“A Boy and a Man from <em>Banner in the Sky</em>”</td>
<td>The Cay OR other survival in the wild novel</td>
</tr>
<tr>
<td>“from <em>Into Thin Air</em>”</td>
<td>Hatchett (excerpt only)</td>
</tr>
</tbody>
</table>

| **Unit 2- Perseverance** | **Prentice Hall, Bronze Level** Interactive Reader |
| “Mother To Son” | “Eleanor Roosevelt” |
| “The Courage My Mother Had” | “The Noble Experiment” |
| “The Hummingbird that Lived Through the Winter” | “Long Walk to Freedom” |
| “The Real Story of a Cowboy’s Life” | “Defeat and Triumph” |

| **Unit 3- Science or Fiction?** | **Prentice Hall, Bronze Level** Interactive Reader Novel |
| “The Monsters Are Due on Maple Street” (play in both of the above texts) | A Wrinkle in Time OR |
| “A Colony in the Sky” | “Dark They Were and Golden Eyed” |
| Novels: **The Midwife's Apprentice** | The Time Machine & War of the Worlds |

| **Unit 4- Characters with Character** | **Prentice Hall, Bronze Level** Non-fiction website |
| “from *The Midwife's Apprentice*” | [http://www.gutenberg.org/files/10940/10940-h/10940-h.htm](http://www.gutenberg.org/files/10940/10940-h/10940-h.htm) |
| Manners, Customs, & Dress of Middle Ages | **Novel**: The Midwife’s Apprentice OR other novel set in the Middle Ages |

**Informational text to introduce the unit** The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times

| **Unit 5- Literature Reflects Life: Making Sense of Our World** | **Prentice Hall, Bronze Level** Interactive Reader |
| “Life” | “War of the Wall” |
| “Thank you, M’am” | “Amigo Brothers” |

Every unit listed above has suggested optional resources beside what is listed here; these are simply the minimum required materials for instruction of each unit. Teachers are encouraged to pull in additional resources related to the theme and essential question for each unit.
TITLE: Survival in the Wild

Overview:

Students will read various nature and survival quotations by different authors and use them as a springboard for discussions of characters’ pursuits of the unknown. Some of the characters in this unit’s literature choose outdoor adventures, while others are suddenly thrust into a situation in which they must survive in the wild. Students compare and contrast character experiences across texts, as well as the points of view in narration, and are encouraged to research the authors behind the stories, many of whom are wilderness survivors themselves. Students analyze the development of the theme of survival across various texts, evaluate nonfiction text structures, and present claims on these findings coherently to their classmates. This unit ends with a review of the quotations used in the introduction to see how this unit led to deeper understanding of nature, wilderness and survival.

ESSENTIAL QUESTION

What similarities and differences exist among characters that survive in the wilderness?
The Vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

- **abridged versions**—text that have been reduced in scope or extent
- **anthropomorphism**—the attribution of a human form, human characteristics, or human behavior to nonhuman things
- **flashbacks**—a literary device that allows an author to present events that happened before the time of the current story
- **foreshadowing**—indicating or suggesting something, usually something unpleasant is going to happen

**The Cay**

cay (noun)—small island
bow (noun)—forward part of the ship.
ster (noun)—rear part of a ship.
starboard (noun)—right side of a ship.
gangway (noun)—entrance in a ship’s side.
leeward (noun)—downwind
ballast (noun)—heavy material to make a ship steady
malaria (noun)—infectious disease transmitted by mosquitoes causing recurring chills and fever
flailing (verb)—thrash around

<table>
<thead>
<tr>
<th>gingerly (adjective)</th>
<th>very cautiously</th>
</tr>
</thead>
<tbody>
<tr>
<td>drone (noun)</td>
<td>a low humming sound</td>
</tr>
<tr>
<td>refinery (noun)</td>
<td>a factory for the purification of some crude material such as oil</td>
</tr>
<tr>
<td>U-boats (noun)</td>
<td>German submarines</td>
</tr>
<tr>
<td>disheartened (verb)</td>
<td>discouraged</td>
</tr>
<tr>
<td>schooner (noun)</td>
<td>a sailing vessel with at least two masts</td>
</tr>
<tr>
<td>channel (noun)</td>
<td>the deeper part of a waterway</td>
</tr>
</tbody>
</table>

**“Into Thin Air”** (excerpt Prentice Hall)

- malevolent (adjective)—wishing evil or harm to others
- denigrate (noun)—discredit; put down; belittle
- repertoire (noun)—the entire stock of skills, techniques, or devices used in a particular field
- orthodox (adjective)—customary or conventional, as a means or method; established
- stalagmites (noun)—cone-shaped mineral deposits formed on the floor of a cave.

**“A Boy and a Man”** (Prentice Hall)

- prone (adjective)—lying face downward
- taut (adjective)—tightly stretched
- pummeled (verb)—pounded; beat
- crevasse (noun)—deep crack in a glacier
- reconnoiter (verb)—look around
FOCUS STANDARDS

- **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.
- **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.
- **W.7.1**: Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **L.7.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STUDENT OBJECTIVES

- Read and discuss novels, biographies and short stories about characters, real and fictional, that survived in the wild.
- Analyze the development of characters and themes over the course of texts about survival.
- Discuss how authors use of literary techniques in narration, such as flashback or point of view, engage the reader.
- Write a variety of responses to literature and informational text.
- Conduct research on authors who write about survival in the wild and present findings to the class.
- Compare and contrast *The Cay* in written form to the film version.
- Write a “survival in the wild” story.
- Participate in group discussions.
REQUIRED FICTION

Novels:

The Cay by Theodore Taylor

Hatchet by Gary Paulsen (excerpt only)

Prentice Hall Literature:

“A Boy and a Man” by James Ramsey Ullman (P. 180)

OPTIONAL FICTION

Prentice Hall Literature:

“The Cremation of Sam McGee” by Robert Service (p. 708)

Web Resource:

“To Build A Fire” by Jack London

Class set printout at website: www.jacklondons.net/buildafire.html

Other Possible Novels for use:

- Julie of the Wolves
- My Side of the Mountain
- Island of the Blue Dolphins

REQUIRED NON-FICTION

Prentice Hall Literature: “Into Thin Air” by Jon Krakauer (p. 190)

OPTIONAL NON-FICTION

Interactive Reader: “Exploring the Titanic” by Robert Ballard (p.276)
OPTIONS RESOURCES

**Boys Read: Considering Courage in Novels** (ReadWriteThink) (RL.7.6) Research suggests that many boys are drawn to books that spark discussion and offer positive role models. In this multisession lesson, students choose one such novel to read and study.

**Action Is Character: Exploring Character Traits with Adjectives** (ReadWriteThink)(RL.7.3)
By "becoming" a character in a novel they have read and making lists from that character's perspective, students analyze the character while also enriching their vocabulary.

**Jack London's *Call of the Wild*: “Nature Faker”?** (National Endowment for the Humanities)

**Anthropomorphic Poetry** (TeacherWeb)

**The Cay**--[http://teachers.plainfield.k12.in.us/jcraney/TheCayWebquestHome.htm](http://teachers.plainfield.k12.in.us/jcraney/TheCayWebquestHome.htm)

[http://www.edu.pe.ca/westroyalty/grades/five/5B/thecaywebquest.htm](http://www.edu.pe.ca/westroyalty/grades/five/5B/thecaywebquest.htm)

[http://sites.google.com/site/thecaywebquest/](http://sites.google.com/site/thecaywebquest/)

[http://teacherweb.com/MN/NorthfieldMiddleSchool/TheCay/index.html](http://teacherweb.com/MN/NorthfieldMiddleSchool/TheCay/index.html)

**Digital Storytelling**--[http://digitaldollar.edublogs.org/2011/05/02/digital-storytelling-for-beginners/?sms_ss=twitter&at_xt=4dc854ec1c406d0b_0](http://digitaldollar.edublogs.org/2011/05/02/digital-storytelling-for-beginners/?sms_ss=twitter&at_xt=4dc854ec1c406d0b_0)

**Edmodo**--[http://volusia.edmodo.com/](http://volusia.edmodo.com/)

**Reader’s Handbook**—Flashbacks page 372
REQUIRED ACTIVITIES

Introductory Activity (See Appendix)
Students will read and discuss a variety of quotations addressing nature, wilderness and survival. The quotations will include a variety of viewpoints on nature, and students will be asked to pick the quotation that is most meaningful to them. They can write a paragraph or draw an illustration to explain what they think the quotation means and why it is meaningful. The quotations will be revisited at the end of the unit and the students can revise their original thoughts based on the characters and situations they have read about. (RL.7.2, RL.7.4, SL.7.5)

Character Discussion
Compare and contrast characters from the various texts read. Can you generalize about the types of character qualities that enable a person to survive in the wild? (SL.7.1a, b, c, d, RL.7.3)

Literature Response to Read Aloud
Students will discuss the use of flashbacks in fiction. They can learn about this through the Reader’s Handbook page 372. Teacher will then read aloud an excerpt of the book Hatchet by Gary Paulsen. They will discuss the use of flashback in chapter 4 of Hatchet and how the past comes into Brian’s present through his daydreams, night dreams, and flashbacks (his painful memory resembles the pain he is going through now). They will then write a response to this question in their journal: “How does Gary Paulsen incorporate the past into the present?” (RL.7.3)

Word Study
Choose some words learned this unit and add these to your personal dictionary. Include a section on idioms and figures of speech. Develop groups by synonyms and antonyms. (L.7.4a, b, c, d, L.7.5a, b, c)

Narrative Essay
Write your own “survival in the wilderness” story, incorporating vocabulary, techniques, and styles from the novel and stories read and discussed in class. Work with peers to edit and strengthen writing. You may decide to publish it as a blog, a podcast, an iMovie, or another multimedia format of choice. (W.7.3a, b, c, d, e, W.7.4, W.7.5)

Class Discussion
Re-read the original quotations read in this unit. After this unit of study, describe how your understanding of these quotes has changed. What new insights have you gained? Follow the rereading with a class discussion about how the quotes relate to the theme of this unit: survival in the wild. (RL.7.5, SL.7.6)

Graphic Organizer or Thinking Maps
Read The Cay, “A Boy and a Man” and “Into Thin Air,” and take notes about how the characters are affected by their environment. Use graphic organizers provided by the teacher. Be sure to note page numbers with relevant information, or mark your text with Post-It notes, so you can go back and cite the text during class discussion. (RL.7.2, RL.7.1, L.7.5a,b,c)

- Who is the character you are studying in each text?
- What is a typical day like for this character?
What challenges did this character face?
How did this character overcome these challenges?

**OPTIONAL ACTIVITIES**

**Living Biography**
Conduct research on characters/people who have survived the wild. Present as a “living biography” to the class and be prepared to answer any questions about your character/person your classmates may ask. (W.7.7, R.I.7.2, S.L.7.1d)

**Research Essay**
Write a research essay about Theodore Taylor, Jack London, Gary Paulsen, Will Hobbs, or another author of your choice who writes about survival in the wilderness. Present your findings to the class in a coherent presentation. Feel free to add multimedia elements to your presentation. (W.7.7, RI.7.5, RI.7.8, SL.7.4, L.7.1a, b, c, L.7.2a, b)

**Media Appreciation**
Compare the book, The Cay, to the movie version. Write your ideas down in your journal or mark your text with Post-It notes. Be sure to cite specific similarities and differences between both versions. (RL.7.7)

**Build a Survival Kit**
Pack a survival kit to be used in a specific setting (snow, hurricane, flood, shipwreck, etc), research the climate, availability of resources, and necessary means for survival. Make a list of supplies and reasons for needing them and present to class. (SL. 7.4)

**Reader’s Theater**
In small groups, students will write a play about surviving in the wild, determine roles, rehearse and present to the class. (SL.7.1, W.7.7)

**Edmodo**
Create an Edmodo page to blog about the novel and short stories. (RL. 7.3, W.7.1)

**Reflective Essay**
Write a response to the essential question based on the short stories read and discussed in class: “What similarities and differences exist among characters that survive in the wilderness?” Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before final publication. (W.7.9a, b, RI.7.8, RL.7.1, L.7.1a, b, c, L.7.2a, b)
**Reading Counts (OPTIONAL ACTIVITY)**

At the beginning of the unit, students could be asked to choose a book that deals with survival in the wilderness to read independently. They will take a Reading Counts test on the book of their choice before the end of the unit. Students can research titles that pertain to the surviving the wilderness theme to find a book that appeals to them. Choices can include but are not limited to:

- *Surviving Antarctica*
- *My Side of the Mountain*
- *Escaping the Giant Wave*
- *The Hunger Games*
- *Peak*
- *Julie of the Wolves*
- *Call It Courage*
- *Touching Spirit Bear*
- *Changes in Latitude*
- *Island of the Blue Dolphins*

**PROJECT BASED ASSESSMENT**

Students will create a brochure, using Microsoft Publisher, comparing three characters of their choice from the novel and short stories that have been read throughout the unit. The inside panels should include similarities and differences that exist among characters. It should include examples of character growth, and a graphic that portrays/symbolizes the character. Students will also analyze a quotation from the introductory activity. Students will use the back panel to explain how they have grown as a reader through the survival unit, how their views of nature have changed and what they have learned. Unit vocabulary should be incorporated and used correctly.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Comparison</td>
<td>The student includes all major similarities and differences among characters chosen.</td>
<td>The student includes some similarities and differences among characters chosen.</td>
<td>The student includes similarities, but not differences, among characters chosen.</td>
<td>The student does not include any similarities or differences among characters.</td>
</tr>
<tr>
<td>Writing - Vocabulary</td>
<td>The author correctly uses several new words from the unit.</td>
<td>The author correctly uses a few new words from the unit.</td>
<td>The author tries to use some new vocabulary, but may use 1-2 words incorrectly.</td>
<td>The author does not incorporate new vocabulary.</td>
</tr>
<tr>
<td>Reader Growth</td>
<td>The student gives a thorough explanation of how s/he has grown from reading the stories in the unit, citing specific examples from the stories and/or characters.</td>
<td>The student gives some explanation of how s/he has grown from reading the stories in the unit giving general examples from the stories and/or characters.</td>
<td>The student gives some explanation of how s/he has grown from reading the stories in the unit but does not give examples from the stories and/or characters.</td>
<td>The student does not give a clear explanation of how he or she has grown from reading the stories in the unit.</td>
</tr>
<tr>
<td>Thinks about Characters</td>
<td>Student describes how a character might have felt at some point in the story, in relation to the quote, and includes insightful, specific examples to support his/her interpretation.</td>
<td>Student describes how a character might have felt at some point in the story, in relation to the quote, and supports his/her interpretation.</td>
<td>Student describes how a character might have felt at some point in the story, in relation to the quote, but does not provide good support for the interpretation.</td>
<td>Student does not describe how a character might have felt at a certain point in the story in relation to the quote.</td>
</tr>
<tr>
<td>Graphics/Pictures</td>
<td>Graphics go well with the text and there is a good mix of text and graphics. Caption is appropriate, incorporating story and picture.</td>
<td>Graphics go well with the text, but there are so many that they distract from the text. Caption does not incorporate the story.</td>
<td>Graphics go well with the text, but there are too few and the brochure seems &quot;text-heavy&quot;. No caption included</td>
<td>Graphics do not go with the accompanying text or appear to be randomly chosen. No caption included</td>
</tr>
<tr>
<td>Character Growth</td>
<td>The student includes insightful examples and explanations to show character growth.</td>
<td>The student includes some examples and explanations to show character growth.</td>
<td>The student uses incorrect examples of character growth.</td>
<td>The student does not include any examples of character growth.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Attractiveness &amp; Organization</td>
<td>The brochure has exceptionally attractive formatting and well-organized information.</td>
<td>The brochure has attractive formatting and well-organized information.</td>
<td>The brochure has well-organized information.</td>
<td>The brochure's formatting and organization of material are confusing to the reader.</td>
</tr>
</tbody>
</table>
APPENDIX

Nature Quotations (Required)

Nature, to be commanded, must be obeyed. –Francis Bacon

Look deep into nature, and there you will understand everything better. –Albert Einstein

A man is related to all nature. –Ralph Waldo Emerson

One man’s wilderness is another man’s theme park. --Unknown

After winter come the summer. After night comes the dawn. After every storm, there comes clear, open skies. –Samuel Rutherford

You are a child of the universe, no less than the trees and the stars; you have a right to be here. - Desiderata

The rainbows of life follow the storm. - Anonymous

Nature never hurries. Atom by atom, little by little She achieves her work. - Ralph Waldo Emerson

April has put a spirit of youth in everything. - William Shakespeare

Lose yourself in nature and find peace. - Anonymous

Survival and Nature Quotations from Gary Paulsen (Optional)

"He had to keep thinking of them because if he forgot them and did not think of them they might forget about him. And he had to keep hoping." — Gary Paulsen (Hatchet)

"I spent uncounted hours sitting at the bow looking at the water and the sky, studying each wave, different from the last, seeing how it caught the light, the air, the wind; watching patterns, the sweep of it all, and letting it take me. The sea." — Gary Paulsen (Caught by the Sea: My Life on Boats)
TITLE: Perseverance

Overview:

Students will read a variety of text including fiction/nonfiction materials. Students reflect upon the importance of Perseverance and how various characters and/or people battle with the use of internal and external conflicts. These conflicts include the qualities they possess to overcome challenges. Students continue to use the skills learned in the first unit about how characters develop uniquely, based on context of the plot and setting, and compare their development of ideas in text.

ESSENTIAL QUESTION

How do characters, real and fictional, use words and actions to demonstrate perseverance?

VOCABULARY — The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

- Biography – a written account of another person’s life
- Character Conflict internal – the dilemma facing the character inside and its impact on that character (desire/belief/turmoil)
- Character Conflict external – (adds meaning and complexity) forces a character to make internal choices and changes. Consequences for main character(s)
- Graphical autobiography – a person’s biography as revealed through art
- Photo biography – a person’s biography as revealed through photographs
Tone – a literary technique which encompasses the attitudes toward the subject and toward the audience implied in a literary work

Imagery – a collection of images use of details in descriptions in order to create a sensory experience for the reader

“MOTHER TO SON”/ “THE COURAGE MY MOTHER HAD” (Prentice Hall)

Quarried - (adjective) carved out of the ground

Brooch – (noun) a large ornamental pin worn on a blouse or dress

“THE HUMMINGBIRD THAT LIVED THROUGH WINTER” (Prentice Hall)

Pathetic – (adjective) arousing pity, sorrow, and sympathy

Transformation- (noun) a change in condition or outward appearance

“LONG WALK TO FREEDOM” (Interactive Reader)

Resiliency - (noun) the ability to recover quickly from illness, change or misfortune

Incomprehensible - (adjective) not understandable

Transitory – (adjective) lasting only a short time; temporary

Curtail – (verb) to cut short

Indivisible – (adjective) incapable of being divided

“ELEANOR ROOSEVELT”
(Interactive Reader)

Brooding – (adjective) full of worry; troubled

Combatant – (noun) fighter

Migrant – (adjective) moving place to place

Priority – (noun) something that must receive attention first

Prominent - (adjective) well-known; widely recognized
“THE NOBLE EXPERIMENT” (Interactive Reader)

Cynical – (adjective) mistrustful of others’ sincerity

Eloquence – (noun) forceful, convincing speech

Incredulous – (adjective) unable or unwilling to believe something

Insinuation – (noun) a suggestion or hint intended to insult

Integration – (adjective) open to people of all races or ethnic groups without restriction/desegregated

Retaliate – (verb) to get revenge; get even

Shrewdly – (adverb) wisely; in a clever way

Speculating – (adjective) thinking about different possibilities; guessing what might happen (speculate v.)

Taunt – (verb) to make fun of; jeer

Ultimate – (adjective) final; most important

“THE DEFEAT AND TRIUMPH OF A FUGITIVE SLAVE” (Interactive Reader)

Transitory – (adjective) lasting only a short time; temporary

Indivisible – (adjective) incapable of being divided

Memoir – (noun) form of autobiography in which the person retells key events in his or her life

“THE REAL STORY OF A COWBOY’S LIFE” (Prentice Hall)

Stipulated – (verb) stated as a rule

Ford – (verb) to cross a river at its low point

Quarantine – (noun) boundaries created to prevent the spread of disease
DEFINITION

FOCUS STANDARDS

- **RL.7.3**: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **RL.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.
- **W.7.7**: Conduct short research projects 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.
- **SL.7.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- **SL.7.1 (c)**: 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.7.1 (d)**: Acknowledge new information expressed by others and, when warranted, modify their own views.
- **L.7.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- **L.7.4 (b)**: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- **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).

STUDENT OBJECTIVE

- Define “perseverance.”
- Read and discuss fiction and nonfiction texts featuring characters that demonstrate perseverance.
- Analyze how the setting of story or biography shapes the character’s development.
- Discuss authors’ use of literary techniques, such as diction and imagery.
- Write a variety of responses to fiction / non-fiction.
- Compare and contrast various forms of text, characters and authors.
- Conduct research on a person of interest who demonstrated perseverance.
- Create a multimedia presentation that persuades classmates why the person you chose to research is the most determined.
- Write a bio-poem and recite it for the class.
- Participate in group discussions.
MATERIALS

REQUIRED FICTION

Prentice Hall Literature:

“Mother to Son” (p.144)
“The Courage My Mother Had” (p. 145)
“The Hummingbird That Lived Through the Winter” (p. 146)

REQUIRED NON-FICTION

Interactive Reader:

“Long Walk to Freedom” (p. 300)
“Eleanor Roosevelt” (p. 70)
“The Noble Experiment” (p. 156)
“Defeat and Triumph” (p. 310)

Prentice Hall:

“The Real Story of A Cowboy’s Life (p. 281)
OPTIONAL RESOURCES

- www.bio.com
- History Channel
- Reader’s Handbook
- Safari Montage (related to perseverance)
- www.nieworld.com
- Wild Side Series / Jamestown – Beyond Belief, Close Calls, Total Panic (can be used as Literature Circles)
- Cowboy Poetry – www.clantongang.com/oldwest/trade.com
- www.virtuallibrary.com
- www.NewYorkTimeslearningnetwork
- Fugitive Slave Act: www.nationalcenter.org/FugitiveSlaveAct
- The Underground Railroad: www.nationalgeographic.com/features/99/railroad (interactive journey)
- Biography Videos – The Black American of Achievement Video Selection
- Hispanic Americans Video Series (Thomson- Gale)
- Reader’s Companion / Adapted Reader’s Companion – Prentice Hall
- Chicken Soup Series (For the Teen Soul)
REQUIRED ACTIVITIES

Introductory Activity

What is meant by the word “Perseverance?” Look up the word and write your ideas down on Post-It notes. Share with others in the class. Create a class word map of the word. As examples are found in texts / during this unit write on Post-It notes and add to the map. (L.7.4, L.7.4 (b), L.7.4(d)

Class Discussion

Read and retell a biography about any of the characters in the text and take notes in a journal about the time period in which they lived. Be sure to note the page numbers with relevant information or mark the text with Post-It notes so you can go back and cite the text during the class discussion. (RL.7.3)

Bio-Poem

Write a bio-poem about a character, real or fictional whom you think demonstrates the epitome of perseverance. Present the poem as a dramatic reading. (W.7.7, SL.7.1(d)

Thinking Maps or Graphic Organizers

Using a graphic organizer/ thinking map compare and contrast the passages read. What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that build perseverance? What destroys perseverance? (RL.7.3, RI.7.2, SL.7.1(c)(d)

Word Study

Create a word journal based on words learned in this unit. Include a section on figures of speech. Apply as a word wall in the classroom. (L.7.4, L.7.4(b)(c)
OPTIONAL ACTIVITIES

**Dramatization:*** Create an interview for one of the author’s characters and role play with a partner (SL7.1, W.7.7)

**Literature Response:** Students write an anecdote about a time when they displayed courage. Draw a cluster chart on paper or on board. Answer: Point out the common threads. What kinds of situations require courage? How are these situations similar and different? (W.7.7, SL.7.1 (d)

**R.A.F.T.** Role – character assume / Audience receiving the information / Format – how presented / Topic – perseverance ( SL.7.1, RL.7.3)

**Exploration:** Using [www.googlemap.com](http://www.googlemap.com) identify geographical locations (setting) which influenced characters actions. (RL.7.3)

**Living Biography:** Create a living biography of a character in this unit. Present to class. (W.7.7, RI.7.2, SL.7.1(d))

**Informational Text Response:** With a partner or in a small group, create a timeline of any of the authors’ lives. (W.7.7, SL.7.1 (d)

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**PROJECT BASED ASSESSMENT** – See Rubric for assessment of Unit 2 PBA

Research / Multimedia: Research a famous person who you think persevered in spite of significant challenges. Write and present a multimedia report to the class making a case for why the person you chose is a striking example of determination and perseverance in the face of difficult circumstance. (W.7.7, RI.7.2)
# RUBRIC for Unit 2 PBA

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student is able to accurately answer all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer most questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Student is unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Posture and Eye Contact</strong></td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL CORE READING

Grade 7  Unit 3  Timeline: 5-7 weeks

TITLE: Science or Fiction?

Overview:

Like other genres studied to date, science fiction examines humans’ existence and issues, but often approaches characters and experiences in a futuristic manner. Science fiction involves the imagining of ideas and technologies that haven’t yet been invented; however, many of them may comport with our current understanding of science and technology. In addition to exploring classic and contemporary works of science fiction, students pair fictional stories with informational text about science and astronomy. Student discussions trace the logic of various storylines, focusing on the believability of the stories read in class. This unit ends with the students’ choice of responding to the open-ended reflective question or writing their own science fiction story that answers the question, “What if….?”

ESSENTIAL QUESTION

How do authors make science fiction believable?
The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

<table>
<thead>
<tr>
<th>Monsters Are Due on Maple Street Interactive Reader, page 231</th>
<th>Part of speech as used in text</th>
<th>Definition of words as used in text</th>
<th>Page in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>antagonism</td>
<td>noun</td>
<td>unfriendly feeling; hostility;</td>
<td>213</td>
</tr>
<tr>
<td>contorted</td>
<td>adjective</td>
<td>twisted or pulled out of shape</td>
<td>224</td>
</tr>
<tr>
<td>defiant</td>
<td>adjective</td>
<td>hostility; unfriendliness</td>
<td>213</td>
</tr>
<tr>
<td>desperate</td>
<td>adjective</td>
<td>without hope</td>
<td>214</td>
</tr>
<tr>
<td>fallout</td>
<td>noun</td>
<td>Radioactive particles that fall to Earth after a nuclear explosion</td>
<td>228</td>
</tr>
<tr>
<td>flustered</td>
<td>adjective</td>
<td>to make nervous, excited or confused</td>
<td>210</td>
</tr>
<tr>
<td>idiosyncrasy</td>
<td>noun</td>
<td>in a personal way of acting; odd mannerism</td>
<td>221</td>
</tr>
<tr>
<td>incisive</td>
<td>adjective</td>
<td>Sharp and clear; penetrating</td>
<td>216</td>
</tr>
<tr>
<td>incriminate</td>
<td>verb</td>
<td>to cause to appear guilty</td>
<td>217</td>
</tr>
<tr>
<td>intense</td>
<td>adjective</td>
<td>showing great concentration or determination</td>
<td>211</td>
</tr>
<tr>
<td>legitimate</td>
<td>adjective</td>
<td>in accordance with accepted practices; reasonable</td>
<td>219</td>
</tr>
<tr>
<td>optimistic</td>
<td>adjective</td>
<td>hopeful about the future; confident</td>
<td>212</td>
</tr>
<tr>
<td>persistent</td>
<td>adjective</td>
<td>refusing to give up; continuing stubbornly firmly and steadily</td>
<td>212</td>
</tr>
<tr>
<td>“Dark They Were and Golden-Eyed” Interactive Reader, page 233</td>
<td>Part of speech as used in text</td>
<td>Definition of words as used in text</td>
<td>Page in text</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>amiss</td>
<td>adjective</td>
<td>out of proper order; wrong</td>
<td>235</td>
</tr>
<tr>
<td>anachronism</td>
<td>noun</td>
<td>something out of its normal time period or sequence</td>
<td>239</td>
</tr>
<tr>
<td>canals</td>
<td>noun</td>
<td>a man-made waterway used for irrigation, drainage, or navigation</td>
<td>245</td>
</tr>
<tr>
<td>climes</td>
<td>noun</td>
<td>regions</td>
<td>234</td>
</tr>
<tr>
<td>colonial</td>
<td>adjective</td>
<td>Referring to the 13 colonies that became the USA</td>
<td>236</td>
</tr>
<tr>
<td>convivial</td>
<td>adjective</td>
<td>merry, festive, jolly</td>
<td>235</td>
</tr>
<tr>
<td>dwindle</td>
<td>verb</td>
<td>to become less, until little remains</td>
<td>249</td>
</tr>
<tr>
<td>flimsy</td>
<td>adjective</td>
<td>not solid or strong</td>
<td>253</td>
</tr>
<tr>
<td>forlorn</td>
<td>adjective</td>
<td>appearing lonely and sad</td>
<td>244</td>
</tr>
<tr>
<td>recede</td>
<td>verb</td>
<td>to become fainter and more distant</td>
<td>249</td>
</tr>
<tr>
<td>villa</td>
<td>noun</td>
<td>a large luxurious country house of a wealthy person</td>
<td>248</td>
</tr>
<tr>
<td>&quot;A Colony In the Sky&quot;</td>
<td>Part of speech as used in text</td>
<td>Definition of words as used in text</td>
<td>Page in text</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>Prentice Hall, page 152</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>biosphere</td>
<td>noun</td>
<td>the zone where life occurs on a planet, including the surface and the atmosphere</td>
<td>154</td>
</tr>
<tr>
<td>discipline</td>
<td>noun</td>
<td>field of science</td>
<td>154</td>
</tr>
<tr>
<td>presumptuous</td>
<td>adjective</td>
<td>too bold</td>
<td>154</td>
</tr>
<tr>
<td>sustainability</td>
<td>noun</td>
<td>conditions in which life can survive from one generation to the next</td>
<td>154</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>A Wrinkle In Time</em>, Prentice Hall</th>
<th>Part of speech as used in text</th>
<th>Definition of words as used in text</th>
<th>Page in text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>aberration</td>
<td>noun</td>
<td>a departure from what is normal or correct</td>
<td>691</td>
</tr>
<tr>
<td>simultaneously</td>
<td>adverb</td>
<td>occurring in the same time</td>
<td>690</td>
</tr>
<tr>
<td>stifle</td>
<td>verb</td>
<td>to stop; inhibit</td>
<td>690</td>
</tr>
</tbody>
</table>
FOCUS STANDARDS

- **RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.8**: 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.
- **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.
- **SL.7.5**: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **L.7.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STUDENT OBJECTIVES

- Read and discuss science fiction stories and nonfiction science texts about space, robots, and planets.
- Compare and contrast the settings, characters, and unusual circumstances among science fiction stories, and discuss the unique nature of this genre.
- Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.
- Write a variety of responses to literature and informational text.
- Conduct research on a science fiction author of choice and present findings to the class in a multimedia format.
- Write a science fiction story.
- Participate in group discussions.
MATERIALS

REQUIRED FICTION

Interactive Reader:

“The Monsters Are Due on Maple Street” (p. 204)

“Dark They Were and Golden Eyed” (p. 232)

Novel:  A Wrinkle in Time by Madeleine L’Engle  OR  The Time Machine/War of the Worlds by H.G. Wells

OPTIONAL FICTION

Prentice Hall Literature:

“All Summer in a Day” (p. 264)

“The Third Level” (p. 64)

REQUIRED NON-FICTION

Prentice Hall Literature: “A Colony in the Sky” (p. 153)

OPTIONAL NON-FICTION

Prentice Hall Literature: “The Iceman” (p. 393)
OPTIONAL RESOURCES

- “Monsters are Due on Maple Street” --Twilight Zone video
- Additional readings in *The Time Machine* and *The War of the Worlds with Related Readings* --Glencoe Literature Library
- “How Two Lost Boys Rode the Internet out of Idaho” by John Katz
- “Elementary Particles” --New Book of Popular Science
- “The Extraordinary Voyages of Jules Verne” --Safari Montage
- “Traveling to Outer Planets (Worlds Apart)” --Safari Montage
- “Biography:  H.G. Wells:  Time Traveler” --Safari Montage
- “Destination Space” --Safari Montage
- *The Time Machine* by H.G. Wells
- “War of the Worlds Radio Broadcast”-- www.archive.org/details/OrsonWellesMrBruns
- “The Final Frontier Part 4:  To Mars and Beyond” --Safari Montage (with quiz)
REQUIRED ACTIVITIES

Graphic Organizer
As you read A Wrinkle in Time OR The Time Machine/War of the Worlds, take notes about the elements of the story that would classify it as science fiction. Be sure to note page numbers with relevant information so that you can go back and cite the text during class discussion.

- What is the setting of the novel?
- Who are the character(s) you are studying?
- What is familiar or believable about these characters?
- What is unusual about the characters’ circumstances?
- What is the primary theme of the novel (i.e., good vs. evil)?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.7.1, RL.7.2, RL.7.3)

Class Discussion
Compare and contrast settings and experiences from the various science fiction stories read. How can you begin to generalize about the genre of science fiction from reading your texts? (SL.7.1a, b, c, d, RL.7.1, RL.7.3, L.7.1a, b, c)

Literature Response
While reading “Dark They Were and Golden-Eyed,” take notes in your journal about how new settlers affected the environment of Mars and how the environment of Mars affected the new settlers. Describe how the new settlers changed. How did the author make the story believable? Defend your answer, citing specific information from the text. (RL.7.1, RL.7.2)

Literature Response
While reading “The Monsters are Due on Maple Street,” note the characters and how they change as the story progresses. What influenced the changes in each character? How did these changes affect the ending of the story? (RL.7.1, RL.7.3, RI.7.3)

Word Study
Choose some words learned in this unit and add these to your personal dictionary. (L.7.4a, b, c, d, L.7.5c)
ADDITIONAL ACTIVITIES

Literature Response
While reading *A Wrinkle in Time* by Madeleine L'Engle, take notes in your journal about role of the space/time continuum as an integral part of the novel. How does this continuum contribute to the fantastic nature of the book? Defend your answer, citing specific information from the text. (RL.7.1, RL.7.4)

Music Appreciation
Each movement of “The Planets” by Gustav Holst is named after a planet of the solar system. All planets, except Earth, are represented. Discuss what makes the music for each planet unique. Take notes of your thoughts in your journal while listening to the music. (SL.7.1a, b, c, d, L.7.1a, b, c)

Media Appreciation
After listening to the original 1938 radio broadcast of “War of the Worlds,” discuss the following questions:

- Did the radio play hold your attention? Why or why not?
- Which techniques were effective in making the audio “come alive”?
- Were you invested in what happened to any of the characters? Why or why not?
- Does this remind you of any similar stories/broadcasts you have heard? (RL.7.7, SL.7.1a, b, c, d)

Follow up by researching public reaction to the radio broadcast on the night before Halloween, 1938. What effect did the program have on listeners who tuned in late? What would make the broadcast sound believable? Write your ideas in your journal and share ideas with a partner prior to class discussion. (SL.7.3)

Class Discussion
After listening to the radio broadcast, discuss why H.G. Wells doesn’t give a name to his protagonist in “The War of the Worlds?” What is the significance of his anonymity? How does it add to the effectiveness of the story? Write your ideas in your journal and share ideas with a partner prior to class discussion. (SL.7.1a, b, c, d, L.7.1a, b, c)


**PROJECT BASED ASSESSMENT for Unit 3**

**Research Essay**

Write a research essay (minimum of 500 words) about a science fiction author of choice, focusing on the question: “How does the author make science fiction believable?” Use Internet research (minimum of three sources) and include multimedia components (e.g., PowerPoint, Avatar interview, video, tri-fold display). Cite your references (minimum of three sources) and present your report to the class. (W.7.7, W.7.2a, b, c, d, e, f, W.7.4, W.7.6, W.7.8, SL.7.5, RI.7.1, RI.7.10, L.7.1a, b, c, L.7.3a, L.7.5c)

**Narrative Writing**

Write your own science fiction story that answers the question, “What if…?” and uses techniques to make science fiction believable. Publish it in a multimedia format. (SL.7.5, W.7.3a, b, c, d, e, W.7.4, W.7.6, W.7.8, L.7.1a, b, c, L.7.3a, L.7.5c)

**Reflective Essay**

Write an essay response to the essential question: “How do authors make science fiction believable?” Cite specific details from texts (minimum of three texts by three different authors). Publish it in written and multimedia format (e.g., PowerPoint, interview with the authors, debate, video, etc.). (RL.7.2, W.7.4, W.7.6, W.7.8, W.7.9a, b, RI.7.1, L.7.1a, b, c, L.7.3a, L.7.5c)
**RUBRICS for Unit 3 PBA**

**Research Essay Rubric**

Write a research essay (minimum of 500 words) about a science fiction author of choice, focusing on the question: “How does the author make science fiction believable?” Use Internet research (minimum of three sources) and include multimedia components (e.g., PowerPoint, Avatar interview, video, tri-fold display). Cite your references (minimum of three sources) and present your report to the class.

<table>
<thead>
<tr>
<th>Component</th>
<th>4 Outstanding</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student used the Internet and/or other sources to research (minimum of three sources).</td>
<td></td>
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<tr>
<td>The student documented references used in research (minimum of three sources).</td>
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<tr>
<td>The student organized the essay with a clear introduction, body, and conclusion (minimum of 500 words).</td>
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<tr>
<td>The student provided ample support for the focus question in the essay (examples, quotes, facts, anecdotes, etc.).</td>
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<tr>
<td>The essay was legible and mechanically correct.</td>
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<tr>
<td>Multimedia components and visual displays served to enhance audience understanding.</td>
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<tr>
<td>The student presented the report in an appropriate manner.</td>
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<tr>
<td>Additional Criteria:</td>
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</tbody>
</table>

Notes:
Narrative Writing Rubric

Write your own science fiction story that answers the question, “What if...?” and uses techniques to make science fiction believable. Publish it in a multimedia format (text as well as illustrations; e.g., pictures, PowerPoint, video, Readers’ Theatre presentation, etc.).

<table>
<thead>
<tr>
<th>Component</th>
<th>4 Outstanding</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story was organized with a beginning, middle and end.</td>
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<tr>
<td>The characters (protagonist, antagonist, etc.) were well developed</td>
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<tr>
<td>through appearance, action, thoughts, and speech.</td>
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<tr>
<td>The plot included essential elements including exposition, rising action,</td>
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<tr>
<td>climax, falling action, and resolution.</td>
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<tr>
<td>The conflict was clear and convincing in the characters’ actions.</td>
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<tr>
<td>The setting was appropriate and impacted the story.</td>
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<tr>
<td>The story was clearly within the science fiction genre dealing with a</td>
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<tr>
<td>“What if...?” theme/problem.</td>
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<tr>
<td>The narrative was legible and mechanically correct.</td>
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</tr>
<tr>
<td>Multimedia components and visual displays served to enhance audience</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>understanding.</td>
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<tr>
<td>The student presented the story in an appropriate manner.</td>
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<tr>
<td>Additional Criteria:</td>
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</tr>
</tbody>
</table>

Notes:
Reflective Essay Rubric

Write an essay response to the essential question: “How do authors make science fiction believable?” Cite specific details from texts (minimum of three) read and present it to the class. Publish it in written and multimedia format (e.g., PowerPoint, interview with the authors, debate, video, etc.).

<table>
<thead>
<tr>
<th>Component</th>
<th>4 Outstanding</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student used specific science fiction texts (minimum of three).</td>
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</tr>
<tr>
<td>The student organized the essay with a clear introduction, body, and conclusion.</td>
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</tr>
<tr>
<td>The student provided ample support for the focus question in the essay using quotes, paraphrasing, literary analysis, etc.</td>
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<tr>
<td>The student cited textual support.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The essay was legible and mechanically correct.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Multimedia components served to enhance audience understanding.</td>
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<td></td>
</tr>
<tr>
<td>The student presented the report in an appropriate manner.</td>
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<tr>
<td>Additional Criteria:</td>
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</tr>
</tbody>
</table>

Notes:
Title: Characters with Character

Overview:

Students develop knowledge of the Middle Ages time period as they discuss how elements of historical fiction develop believable characters. Students have a variety of fiction and nonfiction materials from which to choose and read informational text to build background knowledge of the time period. Students discuss of elements of a story interact, practice citing textual evidence, and formalize a process for determining word meaning.

Essential Question

What makes characters in historical fiction believable?
**Vocabulary**—The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

- **plot (n)** the storyline or sequence of events (includes exposition, rising action, climax, falling action, and resolution)
- **dialogue (v)** discussion or talking between two or more characters
- **protagonist (n)** the hero/heroine of the story
- **setting (historical) (n)** the time and place of the story - focuses on the historical period in historical fiction
- **monologue (n)** the talking of a single character - sometimes expressing thoughts aloud
- **character development (v)** the way the character grows throughout the plot - characters can be developed by their actions, what they say, or how they react or feel about certain events in the story

**“The Mid-Wife’s Apprentice”:**

- **medieval (n)** Middle Ages
- **mortar (n)** mixture of lime or cement or a combination of both with sand and water used as a bonding agent between bricks, stones, etc.
- **velvet-shod (adj.)** dressed mostly in a soft fabric
- **baron (n)** the lowest level of nobility...a land owner
- **threshing (v)** to separating the grain or seeds by some means like beating.
- **fig (n)** a pear-shaped fruit eaten fresh, preserved, or dried.
- **puny (adj.)** of less than normal size and strength; weak.
- **bleating (n)** the cry of a sheep, or calf.
- **bawling (n)** a loud or angry cry.
- **ewe (n)** A female sheep; especially when fully mature.
- **fleece (n)** the coat of wool that covers a sheep or similar animal.
- **nimble (adj)** quick and light movement; moving with ease. agile, rapid
- **mayhap (v)** perhaps
- **shearing (v)** cutting; removing by cutting or clipping with a sharp instrument.
- **befoul (v)** making dirty or filthy; soil, defile
- **pox (n)** a disease characterized by multiple skin lesions
- **shepherd (n)** a person who herds, tends, and guards sheep
- **manor (n)** the mansion of a lord with the land belonging to it

**“The Mid-Wife’s Apprentice”: (additional vocabulary)**

- **devotion (n)** loyalty or deep affection
- **roamed (v)** wandered
- **rail (v)** weak or delicate
- **apprentice (n)** a person who works for someone so they can learn their skills/job
- **nimble (v)** moving quickly
- **weary (v)** tired or worn-out
FOCUS STANDARDS

- **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.
- **RI.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **W.7.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **SL.7.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- **SL.7.1 (a)**: 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.7.1 (b)**: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- **L.7.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- **L.7.4 (a)**: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.7.4 (c)**: Consult general and specialized 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.

STUDENT OBJECTIVES

- Read and discuss fiction and nonfiction texts about historical periods, such as the Middle Ages.
- Summarize informational text by creating a comic strip of key events.
- Compare and contrast characters and settings across stories about the Middle Ages.
- Cite textual evidence using a specific format, especially as it relates to character development.
- Explain the historical context of a story, and how authors make historical fiction believable.
- Write a variety of responses to literature and informational text.
- Write “Character with Character” narrative summary that uses effective technique, relevant descriptive details, and well-structured event sequences.
- Participate in group discussions.
MATERIALS

REQUIRED FICTION

Prentice Hall Literature:
“The Midwife’s Apprentice” by Karen Cushman (p. 460)

Required Novels:
(One per reading class or done as literature circles)
The Midwife’s Apprentice by Karen Cushman
First Knight by Elizabeth Chadwick
Queen’s Own Fool: A Novel of Mary Queen of Scots
by Robert J. Harris and Jane Yolen

Optional Novels:
Crispin: Cross of Lead – Avi
Crispin: The End of Time – Avi
The Battle for the Castle – Elizabeth Winthrop
Favorite Medieval Tales – Mary Pope Osborne
The Door in the Wall – Marguerite De Angeli

REQUIRED NON-FICTION

http://www.gutenberg.org/files/10940/10940-h/10940-h.htm
free e-book Manners, Customs, and Dress During the Middle Ages

OPTIONAL NON-FICTION

The Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa
(Patricia and Fredrick McKissack)
Cathedral: the Story of Its Construction – David Macaulay
The Medieval World – Robert Snedden
Forts and castles – Miriam Moss
Lady of the Manor – Moira Butterfield
The Medieval Cathedral – Lace William

Required Informational text to introduce the unit

The Horrible, Miserable Middle Ages: The Disgusting Details About Life
During Medieval Times - Kathy Allen
OPTIONAL RESOURCES

Literature.org – The Online Literature Library – Mark Twain – A Connecticut Yankee in King Arthur’s Court - http://literature.org/authors/twain-mark/connecticut/

Reader’s Handbook:
  Greek and Latin Roots: 689-692
  Focus on Comparing and Contrasting – pages 383-388
  Reading a Short Story – pages 306-314

Digital Media options:
  - Edmodo – www.volusia.edmodo.com
  - www.ToonDoo.com
  - www.GoAnimateforschools.com
  - http://www.voki.com/Voki_for_education.php (may need to review - still a drafted suggestion)
  - www.Pixton.com - cartoon creator
  - www.PBWorks.com – wiki
  - Safari Montage: “Social Structures of the Middle Ages”
  - www.Britannica.com – search query “Middle Ages” – nonfiction resource

Additional Activities/Resources from CommonCore.org
  - Internalization of Vocabulary Through the Use of a Word Map (ReadWriteThink) (RL7.4, RI7.4) This lesson provides a concrete way for students to learn vocabulary.
  - Improve Comprehension: A Word Game Using Root Words and Affixes (ReadWriteThink) (RL7.4, RI7.4) Middle school students love friendly competition, and word games can be an ideal context to help them study the meaning, structure, and spelling of words.
  - You Can't Spell the Word Prefix Without a Prefix (ReadWriteThink) (RL7.4, RI7.4) Students learn in a cooperative setting to identify, define, and construct words with prefixes.
  - Middle Ages for Kids (Kidipede: History and Science for Middle School Kids)
Enrichment: Analyzing and Comparing Medieval and Modern Ballads (ReadWriteThink) (RL.7.5) Students read, analyze, and discuss medieval English ballads and list characteristics of the genre. (This is a lesson for grades 9-12, but could be modified for seventh grade.)

REQUIRED ACTIVITIES

Word Study/Vocabulary

Student will maintain a vocabulary notebook or personal dictionary with prefixes, suffixes, Greek and Latin roots. Graphic organizers/thinking maps will be used. (L.7.4a, c)

Sequence of Events - Comic Strip

After reading informational text, students will create a comic strip of key events. Students should analyze the article and break down the comic strip boxes by page or paragraph numbers so that text/facts are cited. Students can practice annotating text and writing in the margins by taking notes on the article for their comic strip summary of key events. The comic strip can be created digitally using the media resources listed (see additional resources below), or comic strip can be created in-class using poster paper and illustrations. Rubric/checklist will be used for assessment (please see Appendix). (RI.7.1, RI.7.2, RI.7.4, RI.7.6)

Build Knowledge: Class Discussion and Graphic Organizers

As you view one of the clips using Safari Montage (Social Structures of the Middle Ages) which discusses the feudal system in the Middle Ages, take notes in your journal about how the characters are affected by the time period in which they lived. Be sure to make notes of places in the film with relevant information so you can go back and cite that information during class discussion. (RL.7.3, RL.7.9, RL.7.1)

- Where was that person’s place in the feudal system?
- What was his or her economic status?
- Where did the character live, and why?
- What did the character’s parents do, and what does this mean for the character?
- What was that character’s context? What was happening in the world?
- What was a typical day like for this person?
Literature Response
While reading “The Midwife’s Apprentice,” think about how a nameless girl becomes a believable character. Write a response to this question in your journal: “How does an author develop believable characters?” Use a graphic organizer to compare/contrast a fictional portrayal of a setting or character through class discussion while citing specific textual evidence in discussion. (RL.7.3, RL.7.9)

Literature Circles
Using historical fiction resources available, students will discuss novels in their collaborative groups with literature circle roles. http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=4#tabs (SL.7.1, SL.7.1a, SL.7.1b)

Project Based Assessment for Unit 4

Option A:
After reading historical fiction and identifying how characters from historical fiction seem believable, students will create a fictional character and write a first-person narrative summary of a historical time period which describes a character’s actions reflected by the historical period. A suggested activity to bring relevance to this project-based assessment would be to allow students to select a current actor/actress who they feel would best portray this character and their reason why. This project-based assessment can be published using a class blog, where students can view each other’s work, or through a word processor, in which students can print their work. Another format to consider would be to allow students to use a social-networking template, such as a “Facebook” template, to post their narrative in the “About Me” section.

Option B:
Throughout the unit, students will write first-person summaries of the characters to describe how the events and character traits make historical fiction characters believable. Students will post first-person summaries to Edmodo to develop a collaborative learning experience using a rubric for assessment (sample rubric included). After reading historical fiction and identifying how characters from historical fiction seem believable, students would select a character from the historical fiction novel/short story to assume the role of the character.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered prompt/question</td>
<td>You show a <strong>complete</strong> understanding of the assignment – it is clear that you are writing a narrative of what is happening in “your” life as the character in the correct chronological order, making the character believable.</td>
<td>You show <strong>some</strong> understanding of the assignment – sometimes your details and purpose for writing are unclear or you events are out of chronological order, but you include most events and the character seems believable at least three times throughout the narrative.</td>
<td>You show some understanding – you include some of the events but the character does not seem believable.</td>
<td>You show some effort, but your post is <strong>incomplete</strong> or difficult to tell you read the story</td>
</tr>
<tr>
<td>Facts</td>
<td>You get all the facts from the story correct.</td>
<td>You include most of the facts from the story.</td>
<td>You get major facts from the story correct; however, there may be small details that are missing or inaccurate</td>
<td>You have made some mistakes about what you have read and the facts are not accurate or <strong>incomplete</strong>.</td>
</tr>
<tr>
<td>Inferences and Connections</td>
<td>You go BEYOND the story to add details using inferences and making connections. Your post shows your character’s personality and you make connections between events in the story and your character’s emotions/traits.</td>
<td>You add some details using inferences and making connections. Your post shows your character’s personality and you make connections between events in the story and your character’s emotions/traits.</td>
<td>You use examples from the story that connect to what you already know or have seen, but some inferences are limited and you only include three character traits that make your character believable.</td>
<td>You copied the part of the story out of the book without paraphrasing – <strong>INCOMPLETE</strong> and <strong>NEEDS TO BE RETYPED</strong> – plagiarism is not acceptable.</td>
</tr>
<tr>
<td>Title/Accuracy</td>
<td>Your title of your “About Me” section is exceptionally creative and ties into the events that happened, as well as the character. Your title is appropriate for content in school.</td>
<td>Your title of your “About Me” section is creative and ties into most of the events that happened, as well as the character.</td>
<td>Your title of your “About Me” is creative, but unrelated to the story.</td>
<td>You do not have a title or it is a general title, example: Post #1</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other</td>
<td>Punctuation, grammar, and spelling are correct. Also – content is school-appropriate and no personal information is posted online.</td>
<td>Punctuation, grammar, and spelling are mostly correct. Also – content is school-appropriate and no personal information is posted online.</td>
<td>Punctuation, grammar, and spelling have several errors. Content is school-appropriate and no personal information is posted online.</td>
<td>There are frequent errors in punctuation, grammar, and spelling. Content is school-appropriate and no personal information is posted online.</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL CORE READING

Grade  7                                      Unit  5                                      Timeline: 5-7 weeks

TITLE: Literature Reflects Life- Making Sense of our World

Overview:

Although students read from various genres, writing and class discussions focus on how literature can help us make sense of our world. The goal of this unit is for students to apply all the reading, writing, speaking, and listening strategies and skills they have learned up until this point in the year, and learn to analyze how authors develop the point of view of different characters.

ESSENTIAL QUESTION

Is literature always a reflection of life?
VOCABULARY--The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

Academic Vocabulary-

Comedy: Genre of fiction with a light and humorous character, a central theme of triumph over adverse circumstance, usually resulting in a happy or cheerful ending.

Fantasy: Genre of fiction that uses magic or other supernatural phenomenon extensively in its plot, theme, or setting.

Hyperbole: Literary device using overstatement to create an image.

Irony: The use of words to create a meaning opposite of its intended meaning. Irony in literature can take on verbal (figure of speech or conversation), situational (unexpected outcome), or dramatic (obvious to the reader, but not the character).

Oxymoron: Figure of speech that appears to be self-contradictory.

Parody: Genre of fiction that is a humorous or satirical imitation of a serious work of literature.

Plot: The storyline of a piece of literature, including rising action, conflict, climax, falling action, and resolution.

Point of View: The position of the narrator in a literary work. It is determined by relationship to other characters, and the narrator’s outlook on the events of the story.

Theme: A unifying idea in a work of literature.

Tragedy: Genre of literature with a somber theme, usually depicting a heroic character following a path of destruction due to character flaw or circumstance.

“Thank You, Ma’am”

barren (adj.): desolate, unproductive

frail (adj.): weak, sickly, easily broken

mistrust (verb): to regard someone with suspicion or doubt

presentable (adj.): suitable in appearance, dress, manners
“Amigo Brothers”

improvise (verb): to create or perform without preparation
barrage (noun): a sudden and overwhelming number
unbridled (adj.): without restraint
pensively (adv.): proceeded with great thought
bedlam (noun): chaos
mucho corazon (Spanish) (noun): a lot of heart/ great courage
hermano (Spanish) (noun): brother
suavecito (American Spanish) (verb): take it easy
cheverote (American Spanish) (adj.): really cool
panin (American Spanish) (noun): pal/buddy

“War of the Wall”

beckon (verb): to signal or summon by a hand gesture
drawl (noun): slow, drawn-out way of speaking
inscription (noun): engraved writing used to honor or memorialize a person or event
liberation (noun): the act of gaining equal rights or freedoms
scheme (verb): to devise a plan, usually of revenge or mischief

“Life”

fascinated (verb.): to have one’s interest held
FOCUS STANDARDS

- **RL.7.6**: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **W.7.1**: Write arguments to support claims with clear reasons and relevant evidence,
- **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.
- **L.7.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STUDENT OBJECTIVES

- Read and discuss a variety of genres—fantasy, comedy, tragedy, short stories, and poems—and discuss what these types of literature reveal about life.
- Compare and contrast the settings, characters, plots, themes, and genres across a variety of literature.
- Write a variety of responses to literature.
- Write (and recite for classmates) poetry that uses poetic devices to enhance its meaning.
- Discuss how comedy and tragedy provide insights into human existence.
- Compare novels with their theatrical/film versions.
- Participate in group discussions
MATERIALS

REQUIRED FICTION

Interactive Reader:

“War of the Wall” (p. 92)
“Thank you, M’am” (p. 16)
“Amigo Brothers” (p. 184)

Prentice Hall Literature:

“Life” by Naomi Long Madgett (p. 751)

OPTIONAL FICTION

“Annabel Lee” by Edgar Allen Poe (Prentice Hall)
“Dream Deferred” by Langston Hughes
“I Know Why the Caged Bird Sings” by Maya Angelou
The Beatles, lyrics/music “Blackbird” & “When I’m 64”
“Poetry for Young People” by Langston Hughes
“Poetry for Young People” by Maya Angelou
The Bully (Townsend Press—The Bluford Series)
“Great Stories of Suspense and Adventure” (Townsend Press)
“Laughter and Chills: Seven Great Stories” (Townsend Press)

Optional novels, fantasy, tragedy, comedy:

The Dark Is Rising by Susan Cooper
The Pinballs by Betsy Byars
Space Mission Adventure by Sharon Draper
Romiette and Julio by Sharon Draper
The Pictures of Hollis Woods by Patricia Reilly Giff
Esperanza Rising by Pam Munoz Ryan
A Year Down Yonder by Richard Peck
Flush by Carl Hiaasen
The Revealers by Doug Wihelm

NON-FICTION: not used in this unit
OPTIONAL RESOURCES

- [http://www.readwritethink.org](http://www.readwritethink.org)  [www.ReadingQuest.org](http://www.ReadingQuest.org)
- Safari Montage: Genres of Fiction: 23 minutes, 43 seconds  Analyzing Fiction: 24 minutes, 38 seconds
- Reader’s Handbook

REQUIRED ACTIVITIES

Thinking maps or Graphic Organizers

As you read the novels and short stories from this unit, take notes about the story genre, setting, and characters. Be sure to note page numbers with relevant information, or mark the text with Post-It notes, so you can go back and cite the text during class discussion.

- What is the genre of the novel?
- What is the setting?
- Who are the major character(s)?
- Who are the minor characters?
- What is the problem faced by the character(s)? How do he/she/they resolve the problem?
- What is the primary theme of the novel (i.e., good vs. evil)?

Your teacher may give you the opportunity to share your notes with a partner who read the same text prior to class discussion. (RL.7.1, RL.7.2 RL.7.6, RL.7.10)
Literature circles

Select a text and read it weekly with a circle of classmates. Take notes on the human spirit as evidenced in your text. The human spirit can be defined as a combination of the traits that all human beings have in common. Select what your group determines as the top three of these traits as they appear in the text. Discuss the importance of each. Make the case for why you chose the traits you did. Justify your answer by citing specific information from texts read, not only in this unit, but all year long. Together with your circle, put your answers in a multi-media presentation for the class. (SL.7.1, SL.7.2, SL.7.5, RL.7.1, RL.7.2, RL.7.10, W.7.1, L.7.3)

Class discussions

Compare and contrast settings, characters, plots, and themes of the various texts read. (SL.7.1a, b, c, d, RL.7.6, RL.7.2, L.7.3a)

Reflective essay/Word study

Select a genre studied this year and write a response to the essential question: “Is literature always a reflection of life?” Make sure to include elements that make it apparent to the reader which genre you chose, cite specific details from texts you’ve read, and use as many words as possible learned in “Word Study” this year. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before presenting it to the class. (RL.7.10, W.7.1a, b, c, d, e, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9a, b, W.7.10, SL.7.3, L.7.3, L.7.5a, b, c, L.7.6)

Essay

What do Roger, from “Thank You, Ma’am,” and Felix and Antonio, from “Amigo Brothers,” have in common? Put your answers on post-it notes, and the teacher will divide you up according to your responses. Share your ideas with classmates that have your same opinion, then those with differing opinions. Justify your answer by citing specific details from the stories. Read your essay to the class or small group, and ask for feedback on your argument’s effectiveness. (W.7.1a, b, c, d, e, W.7.4, W.7.10, SL.7.3, SL.7.4, L.7.3, L.7.5a, b, c, L.7.6)

Graffiti Wall

Reflect on the genre studied each week and depict how the literature reflects real life. Draw a picture, write a simile or metaphor, or cite a quotation from the reading on a paper “brick” to be added to your class’ own wall. Place it on the wall at the end of class. Observe what other students have done, and compare your work to theirs. (L.7.3, L.7.5, RL. 7.2, RL.7.3, LR.7.4, RL. 7.10)
OPTIONAL ACTIVITIES

Vocabulary analysis and synthesis

Students will use a website such as wordle.net to generate “word clouds”. Students will discuss how the words generated contribute to the tone, theme, plot, or character development. (L.7.4, L.7.5, L.7.6, RL.7.2, RL.7.4)

Poetry Slam

After reading and analyzing “Life”, write a life poem that celebrates your own past, present, and future. Be sure to include poetic devices that accurately descriptor your family heritage, your personality and talents as a seventh grade person, and your plans for the future as an adult. Share your ideas with a classmate as you write your first draft, revise, and then your final draft. Recite your poem for the class and make sure you snap your applause. (RL.7.5, SL.7.6, L.7.3, L.7.5a, b, c, L.7.6)
**PROJECT BASED ASSESSMENT** for Unit 5

Students will answer the essential question “Is Literature always a reflection of life?” through an original drama, PowerPoint presentation, video, or create a debate. Students will build an argument as to why and how literature reflects real life by using multiple genres of reading, characters and situations, thematic elements, real world application, and vocabulary.

This can be group or individual based on a story covered in the unit or individual reading.

Students can begin with a literary review of two or more selections that they have read in this unit. They should determine the aim of their review. Choices can include:

Determining the point of context that they have recognized in the story, deciding how this relates to what they know from their own life experiences and what they have learned from a way of life they have not been exposed to.

They can compare and contrast these life differences through the project selections. They can choose to look at the way it is written, the dialect and discuss the differences in the use of everyday slang, expressions, and regional dialect. Upon examination of the word use, the students will focus on how the language impacted the characters and themselves.

Decide how the readings make you see or feel from decisions that were made in the selections. Go on to explain your understanding of the decisions made and how they will affect a person’s life or maybe your own life. Find the analogies or inferences to real life situations, decide if the reading has forced any self-reflection, assisted in the questioning of reality and the redefining of ideas, and helped the student to see with their feelings and to see through the eyes of others.

Bring the literary pieces to life with a dramatic performance that creates an atmosphere of discovery and sparks the imagination in order to answer the question of how these readings were a reflection of life.
<table>
<thead>
<tr>
<th>RUBRIC for Unit 5 PBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Rubric: Is Literature always a reflection of Life?</td>
</tr>
<tr>
<td>Use of two different genres of literature from throughout the school year.</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Project accurately names and incorporates two different genres of literature. Project effectively uses the genres to answer the essential question the majority of the time.</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Project names two different genres of literature. Genres are not used to answer the essential question.</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Project accurately names one type of literary genre and uses it to answer the essential question.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Project does not name a literary genre.</td>
</tr>
<tr>
<td>Use of two different characters and situations from two different stories read this school year.</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Project accurately references characters and situations from separate stories. Project uses the characters and situations to answer the essential question the majority of the time.</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Project accurately references characters and situations from separate stories. Project does not use the characters to answer the essential question.</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Project accurately references one character, or multiple characters from a single story. Characters are used to answer the essential question.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Project does not reference characters to answer the essential question.</td>
</tr>
<tr>
<td>Use of two major themes from two different genres of literature.</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Project accurately demonstrates understanding of two major themes from two literary genres. Project does not</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Project accurately demonstrates two major themes from two literary genres. Project does not</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Project accurately demonstrates understanding of one major theme in a single literary genre.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Project does not accurately reflect understanding of a</td>
</tr>
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<tr>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Use of four vocabulary words from the school year.</strong></td>
</tr>
<tr>
<td><strong>Project answers the essential question: “Is Literature always a reflection of life?” by using examples from real life and literature.</strong></td>
</tr>
</tbody>
</table>