**Unit Plan:** Perseverance

**Length of Unit:** 6 weeks

**Grade Level: 7th**

**Teacher:** Mrs. Stock

**Summary:** This unit builds upon the study of character by examining those who preserved in a variety of challenging circumstances. Students read an array of novels—one about an orphan in the midst of the Civil War, another about a girl on a whaling ship in 1835, still another about a Latino teen working at the time of Cesar Chavez. They also read informational texts—about Helen Keller, Geronimo, or Martin Luther King Jr., to name a few. Students continue to reflect on the impact that historical events have on people, but also delve more deeply into the internal and external conflicts that characters experience and the qualities they possess that help them overcome challenges. Students continue to hone skills learned in the first unit about how characters develop and compare their development to the development of ideas in an informational text. This unit ends with an informative/explanatory essay in response to the essential question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

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| **Stage 1 –Desired Results** | | |
| **Iowa Core**  **RL.7.3:** Analyze how particular elements of a story or drams interact (e.g., how setting shapes the characters or plot).  **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.  **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 7 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). | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Define *perseverance.* * Read and discuss fictional and informational texts featuring real people or characters that demonstrate perseverance. * Analyze how the setting (historical context) of story or biography affects character development. * Explain authors’ use of literary techniques such as diction and imagery. * Compare and contrast the play *The Miracle Worker* to film and other print versions. * Conduct research on a person of interest who demonstrated perseverance, such as Martin Luther King Jr. or Geronimo. * Create a persuasive multimedia presentation. * Write a bio-poem and memorize and/or recite it for the class. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How do individuals, real and fictional, use words and actions to demonstrate perseverance? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe