**Unit Plan:** Characters with Character

**Length of Unit:** 6 weeks

**Grade Level: 7th**

**Teacher:** Mrs. Stock

**Summary:** Students build on their knowledge of the medieval time period, first introduced to them as fourth graders. (Note that basic informational and picture books are provided to build the necessary background knowledge for understanding of this unit.) Students have a variety of Middle Ages novels from which to choose. The novels are set in Byzantium, England, France, Korea, or Africa. While the historical time period is secondary to the focus on characterization, historical accuracies and creative license are considered. Students discuss how elements of a story interact, practice citing textual evidence, and formalize a process for determining word meanings. This unit ends with an informative/explanatory essay in response to the essential question.

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| **Stage 1 –Desired Results** |
| **Established Goals (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. **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. **RL7.9:** 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. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives:* Describe the relationship between characterization techniques and the development of theme in a story.
* Cite textual evidence, especially as it relates to characterization.
* Explain the importance of balancing historical accuracy with "creative license" when writing historical fiction; evaluate the ways in which authors achieve that balance.
* Explain the historical context of a story and how authors make historical fiction believable.
* Compare and contrast characters and settings across stories from different countries about the Middle Ages.
* Write “Character with Character” narratives that use effective technique, relevant descriptive details, and well-structured event sequences.
* Perform a monologue for classmates.
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| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* What makes characters in historical fiction believable?
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| **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