**Unit Plan:** Courage in Life and in Literature

**Length of Unit:** 8 weeks

**Grade Level:** 7th

**Teacher:** Mrs. Stock

**Summary:** This unit delves more deeply into character analysis, focusing on determined and courageous people in both informational texts and literature. Students read, study, and discuss *Anne Frank: The Diary of a Young Girl*. Students choose another biography, such as *The Journal of Scott Pendleton Collins*, or a fictional work to explore how courage is projected through these works. Students see how and where these stories fit within informational texts on World War II. They also compare the ways in which Frank’s diary is similar to and different from the play version of her story. Students focus their reading on in-depth analyses of interactions among individuals, events, and ideas in a variety of texts, comparing the ways in which different authors shape similar stories. 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.7.5:** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  **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).  **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).  **RI.7.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **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.7.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  **L.7.6**: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Define *courage.* * Read and discuss fictional and informational texts about people, real and fictional, that face conflict. * Explain how knowing the historical context of a story may enhance your understanding of a story. * Analyze two accounts of the same event and describe important similarities and differences in the details they provide. * Explain how an author's style can help convey the theme of their stories, poems, or speeches. * Compare and contrast *Anne Frank: The Diary of a Young Girl* to dramatic interpretations for stage and screen. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How can reading about the courage of real people inform our understanding of determined literary characters? |
| **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