**Unit Plan:** Survival in the Wild

**Length of Unit:** 8 weeks

**Grade Level:** 7th

**Teacher:** Mrs. Stock

**Summary:** This units continues the close examination of characters and examines how setting plays a role in their development. Students read “The Song of Wandering Aengus” by William Butler Yeats and use it as a springboard for discussions of characters’ pursuits of the unknown. Students analyze the development of the theme of survival across various texts, evaluate nonfiction text structures, and present their analyses to their classmates. Students compare and contrast character experiences across novels, 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. This unit ends with a review of Yeat’s poem in order to see how this unit led to deeper understanding of the work. In addition, students are asked to write an informative/explanatory essay in response to the essential question.

|  |  |  |
| --- | --- | --- |
| **Stage 1 –Desired Results** | | |
| **Established Goals (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. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Analyze the development of characters and themes in texts about survival. * Discuss how the authors' use of literary techniques in narration, such flashback and point of view, engage the reader. * Write an argument about the importance of reading original versions of stories, such as *The Call of the Wild.* * Conduct research on authors who write about survival in the wild and present findings to the class. * Compare and contrast *The Call of the Wild*in written form to the film version. * Take comprehensible notes on important content, ideas, and details in texts (e.g., about character development). * Write a survival-in-the-wild story using figurative language and exploiting nuances in word meaning for effect. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * What similarities and differences exist among characters who survive in the wild? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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

|  |
| --- |
| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
|  |

UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe