**Unit Plan:** Literature Reflects Life: Making Sense of Our World

**Length of Unit:** 6 weeks

**Grade Level:** 7th

**Teacher:** Mrs. Stock

**Summary:** In this unit students conclude their year-long study of the human condition by examining how a variety of genres can address the human condition; fantasy, comedy, tragedy, the short story, and poetry. Although students read from a various genres, writing and class discussions focus on how literature can help us make sense of our world. In particular, students will examine “point of view,” analyzing how authors develop different points of view. The overall goal of this unit is for students to apply all the reading, writing, speaking, and listening strategies and skills they have learned up to this point in the year. The unit ends with an informative/explanatory essay in response to the essential question: Is literature always a reflection of life?

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| **Stage 1 –Desired Results** | | |
| **Iowa Core**  **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. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Describe how point of view is developed in a variety of genres—drama, short stories, and poetry. * Explain the basic characteristics of comedy and tragedy. * Compare novels with their theatrical and film versions. * Identify a common theme in different novels and advance an argument about that theme. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * Is literature always a reflection of life? |
| **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