

# Courage in Life and in Literature

**This third, eight-week unit of seventh grade delves more deeply into character analysis, focusing on determined and courageous people in both informational texts and literature.**

**Essential Questions: How can reading about the courage of real people inform our understanding of determined literary characters?**

Reading Standards for Literature	Resources, Materials , Activities
<p><b>Key Ideas and Details</b></p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>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).</p> <p>a. Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version.</p> <p>b. Analyze the effects of techniques unique to each medium.</p>	<p><i>The Diary of Anne Frank</i> (play)</p> <p><i>Anne Frank Remembered</i> (video)</p> <p>-Compare/contrast the play and video</p>
Reading Standards for Informational Text	

<p><b>Key Ideas and Details</b></p> <p>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).</p> <p>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.</p> <p>a. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>The Diary of Anne Frank</i></p> <ul style="list-style-type: none"> <li>-act out in class</li> <li>-reading comprehension questions</li> <li>-open response questions</li> </ul> <p>Anne Frank Remembered</p> <p>“Blood, Toil, Tears and Sweat” by Winston Churchill</p> <p>“Declaration of War on Japan” by Franklin D. Roosevelt</p> <ul style="list-style-type: none"> <li>-analyze and compare/contrast speeches</li> </ul>
<p><b>Writing Standards</b></p>	
<p><b>Text Types and Purposes</b></p> <p>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.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><i>The Diary of Anne Frank (play)</i></p> <p>Journal entries</p> <p>T-chart comparing the Secret Annex to our community</p> <p>Create a collage depicting Anne Frank’s life</p> <p>Expository Writing</p>

<b>Speaking and Listening Standards</b>	
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>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.</b></p>	<p>Class Word Map: determination</p> <p>T-chart</p>
<b>Language Standards</b>	
<p><b>Conventions of Standard English</b></p> <p><b>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.</b></p>	<p>Content Vocabulary</p> <p>Verbs</p> <ul style="list-style-type: none"><li>-agreement</li><li>-objects/complements</li></ul>

<p><b>Required Independent Reading Texts:</b> 12 RC points required</p> <p>Recommended Readings: <i>I Am David, Night, or Hiroshima</i></p>	<p>“War and the Pity of War” by Neil Philip</p> <p>Excerpts from <i>Night</i> and <i>Hiroshima</i></p>
<p><b>Authentic Assessments:</b></p>	