

<p><b>UNIT #2: Poetry</b>  Love and Choices  “The Highwayman” by Alfred Noyes  “Annabel Lee” by Edgar Allen Poe  “ Oh, Captain My Captain” by Walt Whitman  ”The Walrus and the Carpenter” by Lewis Carroll</p>	<p><b>TIMEFRAME:</b> October- November</p>
<p><b>BIG IDEA(S):</b>  <b>Reading and Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Paraphrasing</li> <li>● Symbolism</li> <li>● Actively participate in Socratic Seminars</li> <li>● Different forms of love</li> <li>● Root Words: gon, jemi, fug, liber, jud, urg</li> <li>● Themes</li> <li>● Make inferences supported with evidence in the form of both background knowledge and textual evidence</li> <li>● Creating student-generate multiple choice questions (VIC and LC)</li> <li>● Summarizing</li> <li>● Rhythm and meter</li> <li>● Imagery</li> </ul> <p><b>Writing and Grammar</b></p> <ul style="list-style-type: none"> <li>● PARCC Narrative Writing</li> <li>● Open-ended responses</li> <li>● Introduction to PARCC Literary Analysis (November)</li> <li>● Past participles (have, has) 521-522</li> <li>● Conjunctions (neither, nor, either, or) 485-486</li> <li>● Interjections/commas in sentences 487-488</li> <li>● Dialogue journals (biweekly)</li> <li>● Argument vs. Evidence Steps 3-4</li> <li>● Summarizing</li> </ul> <p><b>Test Prep</b></p> <ul style="list-style-type: none"> <li>● PARCC Narrative Writing</li> <li>● Open-ended responses</li> <li>● Introduction to PARCC Literary Analysis</li> <li>● Vocabulary in Context</li> <li>● Annotating Text</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b>  <b>Content-Based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is love?</li> <li>● Can love come in different forms? What are those forms? (romantic, patriotic, one-sided)</li> <li>● Can love turn into an obsession? At what point would that happen?</li> <li>● Why do people choose to follow the crowd? What are Carroll’s thoughts on this?</li> <li>● Can following the crowd be a good thing?</li> <li>● What is Carroll saying about the decisions people make when they are older and when they are younger?</li> </ul> <p><b>Skills-Based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is a Socratic Seminar?</li> <li>● How do Socratic Seminars prepare students for the real world?</li> <li>● What is a theme? How do you know what the theme of a book/story is?</li> <li>● What is poetry? Narrative Poetry?</li> <li>● What are the key elements of a poem?</li> <li>● How to rhythm and meter affect the tone of a poem?</li> <li>● What is the primary difference between an argument and evidence?</li> <li>● How do we structure a Narrative Writing Task?</li> </ul>

<ul style="list-style-type: none"> <li>• How to answer open-ended response questions</li> <li>• How to eliminate multiple-choice answers</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Socratic Seminar</li> <li>• Oratory Performance</li> </ul>	
<p><b>ENDURING UNDERSTANDINGS: Students will understand that...</b></p> <p><b>Content-Based Understandings</b></p> <ul style="list-style-type: none"> <li>• Love can come in many forms and be directed at things as well as people.</li> <li>• Love can be interpreted in different ways.</li> <li>• Choices that people make are often difficult and the journey after the choice is made can also be difficult.</li> <li>• Our personal lives affect our writing styles and content.</li> </ul> <p><b>Skills-Based Understandings:</b></p> <ul style="list-style-type: none"> <li>• Poetry is used to help writers express emotions through imagery, rhythm, meter, and sometimes rhyme.</li> <li>• Socratic Seminars are more structured than informal debates and have specific rules and expectations.</li> <li>• Narrative writing (and all writing) can only be come successfully with adequate planning and preparation.</li> <li>• Writing from a different character's point of view can help the reader better comprehend the story.</li> <li>• Summaries are written using only important information, NOT a list of facts.</li> <li>• Knowing the background or life story of a poet/author can help the reader understand the poems better.</li> <li>• Evidence is text-based.</li> <li>• Eye contact and voice volume are crucial parts of public speaking.</li> </ul>	
READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 Standards:</b></p> <ul style="list-style-type: none"> <li>• RL.CR.7.1</li> <li>• RL.CI.7.2</li> <li>• RL.IT.7.3</li> <li>• L.VI.7.4</li> <li>• RL.TS.7.4</li> <li>• RL.7.6.PP.7.5</li> <li>• RL.MF.7.6</li> <li>• RL.CR.7.1</li> <li>• RI.CI.7.2</li> <li>• L.VL.7.3</li> <li>• RI.TS.7.4</li> <li>• RI.MF.7.6</li> <li>• L.VL.7.3 A,B,C,D,E</li> <li>• L.VI.7.4</li> </ul>

- Students will review the definitions of literary terms “setting,” “plot,” “character,” “conflict,” “theme,” and “symbol.”
- Students will keep a running list of the roots of the week and the associated vocabulary words.
- Students will memorize and use vocabulary words from *Vocab Workshop*.
- Students will define vocabulary words in context in the four poems as they read the poems in class. (using context clues and/or dictionaries/glossaries.
- Students will define “poetry,” “imagery,” “lines,” and “stanzas” after viewing teacher-created Power Point.
- Students will read background knowledge on Walt Whitman, Lewis Carroll, Alfred Noyes, and Edgar Allen Poe.
- Students will annotate important information from “The Highwayman” using the “What’s Important” organizer.
- Students will paraphrase various stanzas throughout “Annabel Lee,” “Oh Captain! My Captain!” and “The Walrus and the Carpenter.”
- Students will match evidence to the argument it supports from mixed up statement taken from the CNN article.
- Students will identify what is needed in a narrative reading piece (SWBS). (See Writing)
- Students will identify the key elements of a story (e.g., characters, plot, setting, conflict, and point of view) by pulling elements from a given story and insert them into the Narrative Writing Pre-writing Organizer. Hook the reader’s attention by using “Say Something” dialogue.
- Students will listen to the audio version of “Annabel Lee.”
- Students will read and annotate a biography of Abraham Lincoln.
- Students will read three passages from *NJ Progress*: “Beowulf Slays the Dragon,” “The Nika revolt,” and “On the Oregon Trail, 1856.”

#### **Tier 1 Resources/Materials:**

- Poetry PowerPoint-teacher-created
- *Vocabulary Workshop*
- Glencoe 7<sup>th</sup> Grade *Literature* textbook (pages 60-69; 412-418)
- Copies of “Oh Captain! My Captain!” by Walt Whitman and “The Walrus and the Carpenter” by Lewis Carroll
- Dictionaries/Glossaries
- “What’s Important” organizer TLC  
<http://www.literacycookbook.com/download.php?did=76>
- Literacy Cookbook Blog regarding Argument vs. Evidence Steps  
<https://theliteracycookbook.wordpress.com/?s=argument>
- “Say Something” Sheet (teacher resource)
- Narrative Pre-Writing Organizer TLC, (NJASK)  
<https://www.literacycookbook.com/download.php?did=66>
- “Con Confederate battle flag in South Carolina...” by Ben Brumfield  
<http://www.cnn.com/2015/07/10/us/south-carolina-confederate-battle-flag-journey/index.html>
- Audio version of “Annabel Lee”
- Biography of Abraham Lincoln  
<http://www.biography.com/people/abraham-lincoln-9382540>
- *NJ Progress* Passages and Prompts  
[https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&programTOCID=1271&eventId=jLyYfN19xdLiJKRB&eventValidation=65ff5b4e664cc939a83b8845aceb0047\\_Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q\\_m0nhQrDoY1-9BTzH7Zo6VbJrH3](https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&programTOCID=1271&eventId=jLyYfN19xdLiJKRB&eventValidation=65ff5b4e664cc939a83b8845aceb0047_Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q_m0nhQrDoY1-9BTzH7Zo6VbJrH3)

<ul style="list-style-type: none"> <li>Students will read and annotate the directions for the “Poetry Explication Essay” which will be applied to the poem, “The Walrus and the Carpenter.”</li> <li>Students will view “The Walrus and the Carpenter” Disney cartoon and live drama and take notes.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Explication Essay Directions and Rubric TLC <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> <li>Videos of “The Walrus and the Carpenter” Disney cartoon and drama.</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>RL.CR.7.1</li> <li>RL.CI.7.2</li> <li>RL.IT.7.3</li> <li>L.VI.7.4</li> <li>RL.TS.7.4</li> <li>RL.PP.7.5</li> <li>RL.MF.7.6</li> <li>RL.CR.7.1</li> <li>RI.CI.7.2</li> <li>L.VL.7.3</li> <li>RI.TS.7.4</li> <li>RI.MF.7.6</li> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.VI.7.4 A,B,C,D</li> </ul>
<ul style="list-style-type: none"> <li>Students will hypothesize the part of speech and meaning of vocabulary words by using context clues on the vocab hypothesis sheet.</li> <li>Students will use vocabulary words from both short stories as well as synonyms to describe characters and setting.</li> <li>Students will figure out the meaning of unfamiliar words in the short stories.</li> <li>Students will use Greek roots to determine the meaning of unfamiliar words they come across in all subjects.</li> <li>Students will compose a list of synonyms and antonyms for <i>Vocab Workshop</i> words.</li> <li>Students will complete any imagery graphic organizer (page 413 in LA text) while they read “Annabel Lee.”</li> <li>Students will incorporate at least one example of figurative language within their narrative writing (from <i>NJ Progress</i>) such as a simile, metaphor, or alliteration. Students will read and annotate the poems keeping the</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>Vocab Hypothesis Organizer</li> <li>Glencoe 7<sup>th</sup> Grade <i>Literature</i> textbook (pages 60-69; 412-418)</li> <li>Copies of “Oh Captain! My Captain!” by Walt Whitman and “The Walrus and the Carpenter” by Lewis Carroll</li> <li><i>Vocabulary Workshop</i></li> <li>Text Dependent Questions for “The Highwayman”-teacher-created</li> <li>“Say Something” Sheet (teacher resource)</li> <li>Narrative writing pre-writing organizer <a href="http://www.literacycookbook.com/page.php?id=150">http://www.literacycookbook.com/page.php?id=150</a></li> <li>Audio version of “Annabel Lee”</li> <li><i>NJ Progress</i> Passages and Prompts <a href="https://www.sadlierconnect.com/teacher/viewResource.html?r">https://www.sadlierconnect.com/teacher/viewResource.html?r</a></li> </ul>

<p>narrators' strengths and weaknesses in mind to prepare to write a narrative.</p> <ul style="list-style-type: none"> <li>Students will read and annotate "The Oregon Trail, 1856" noting which point of view the text is written in. (<i>NJ Progress</i>)</li> <li>Students will discuss the correlations between the poets' lives and the content of their poems.</li> <li>Students will analyze the sound, rhythm, and meter of "Annabel Lee" as it is presented in the audio version. Students will answer multiple-choice questions from three <i>NJ Progress</i> texts: "Beowulf Slays the Dragon," "The Nika revolt," and "On the Oregon Trail, 1856."</li> <li>Students will complete a Venn diagram after viewing "The Walrus and the Carpenter" Disney cartoon and live drama. They will take notes on their reaction to each presentation of the poem.</li> </ul>	<p><a href="https://www.ck12.org/reading/annabel-lee/lesson/annabel-lee-reading-lesson-plan-1/lesson-plan/"><u>esourceID=26225&amp;programTOCId=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047__Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqglu0n8Q5UfCSv5xViHO43viipOzzl2bTy7eq6q_m0nhOrDoY1-9BTzH7Zo6VbJrH3</u></a></p> <ul style="list-style-type: none"> <li>Videos of "The Walrus and the Carpenter" Disney cartoon and drama.</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 Standards:</b></p> <ul style="list-style-type: none"> <li>RL.CR.7.1</li> <li>RL.CR.7.1</li> <li>RL.CI.7.2</li> <li>RL.IT.7.3</li> <li>L.VI.7.4</li> <li>RL.TS.7.4</li> <li>RL.PP.7.5</li> <li>RL.MF.7.6</li> <li>RL.CR.7.1</li> <li>RI.CI.7.2</li> <li>L.VL.7.3</li> <li>RI.TS.7.4</li> <li>RI.MF.7.6</li> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.VI.7.4 A,B,C,D</li> </ul>
<ul style="list-style-type: none"> <li>Students will compose five sentences using Vocabulary workshop words correctly. (Homework).</li> <li>Students will evaluate the above sentences from their peers. (Classwork)</li> </ul>	<p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>Glencoe 7<sup>th</sup> Grade <i>Literature</i> textbook (pages 60-69; 412-418)</li> <li>Copies of "Oh Captain! My Captain!" by Walt Whitman</li> </ul>

<ul style="list-style-type: none"> <li>• Students will assemble/edit their original five sentences with the corrections from their peers. (Homework)</li> <li>• Students will compose a one-two paragraph summary of “The Highwayman” based on their notes from the “What’s Important” organizer.(See Writing)             <ul style="list-style-type: none"> <li>• Students will use evidence to answer ten text-based questions on a teacher-created handout for “The Highwayman.”</li> <li>• Students will answer text-based questions about the four poems using their own arguments and evidence. (Short answer)</li> </ul> </li> <li>• Students will create their own multiple-choice questions based on “Annabel Lee.” (vocabulary and literal comprehension)             <ul style="list-style-type: none"> <li>• Students will incorporate suspenseful sentences that engage the reader and make them ask questions in their narrative pieces, especially introductory sentences and transition sentences.</li> <li>• Students will compare and contrast the written version of “Annabel Lee” to the audio version noting similarities and differences in sound, rhythm, and meter. This will be done through class discussions and a 1-2 paragraph written response for home practice.</li> <li>• Students will compare and contrast “Oh Captain! My Captain!” to the biography of Abraham Lincoln and decide how Walt Whitman used history to write the poem. This will be done through class discussions and a 1-2 paragraph written response for home practice.</li> </ul> </li> </ul>	<p>and “The Walrus and the Carpenter” by Lewis Carroll.</p> <ul style="list-style-type: none"> <li>• <i>Vocabulary Workshop</i></li> <li>• “What’s Important” organizer TLC  <a href="http://www.literacycookbook.com/download.php?did=76">http://www.literacycookbook.com/download.php?did=76</a></li> <li>• “How to Create Critical Reading Questions” from <a href="http://www.literacycookbook.com/download.php?did=58">http://www.literacycookbook.com/download.php?did=58</a></li> <li>• “Say Something” Sheet (teacher resource)</li> <li>• Narrative Pre-Writing Organizer TLC, (NJASK)  <a href="https://www.literacycookbook.com/download.php?did=66">https://www.literacycookbook.com/download.php?did=66</a></li> <li>• Audio version of “Annabel Lee”</li> <li>• Biography of Abraham Lincoln <a href="http://www.biography.com/people/abraham-lincoln-9382540">http://www.biography.com/people/abraham-lincoln-9382540</a></li> <li>• <i>NJ Progress</i> Passages and Prompts  <a href="https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzl2bTy7eq6q_m0nhQrDoY1-9BTzH7Zo6VbJrH3">https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzl2bTy7eq6q_m0nhQrDoY1-9BTzH7Zo6VbJrH3</a></li> <li>• Poetry Explication Essay Directions and Rubric TLC  <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> <li>• Videos of “The Walrus and the Carpenter” Disney cartoon and drama.</li> </ul>
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<ul style="list-style-type: none"> <li>• Students will compose a PARCC Narrative Writing Task. “Today, you will ”The Oregon Trail, 1856.” As you read, you will gather information to prepare for writing an original story. THEN: Reread “The Oregon Trail, 1856.” Writing in the voice of the narrator, expand on the fictional story by detailing something that happened on the journey. Use information in the story to create vivid details and moments. You might choose to encounter with another traveler, an evening in front of the campfire, or any other event or situation mentioned in the passage. Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</li> <li>• Students will compose an essay based on “The Walrus and the Carpenter” using the “Poetry Explication Essay” directions and rubric as a guide. (See Writing)</li> <li>• Students will compose a paragraph explaining which presentation of “The Walrus and the Carpenter” portrayed the poem more successfully.</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• <i>Vocab Workshop</i> test</li> <li>• Summary of “The Highwayman” based on their notes from the “What’s Important” organizer. 1-2 paragraphs (See Writing)</li> <li>• Comprehension/vocabulary tests on the four poems</li> <li>• Answer ten text-based questions on a teacher-created handout for “The Highwayman”</li> <li>• Answer text-based questions about the four poems using their own arguments and evidence (Short answer)</li> <li>• Original, student-generated multiple-choice questions.</li> <li>• Daily participation grades will also be used to assess comprehension.</li> <li>• Students will compare and contrast the written version of “Annabel Lee” to the audio version noting similarities and</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Computers to take test, type open-ended response and narrative writing.</li> </ul>

<p>differences in sound, rhythm, and meter. This will be done through class discussions and a 1-2 paragraph written response for home practice.</p> <ul style="list-style-type: none"> <li>Students will compare and contrast “Oh Captain! My Captain!” to the biography of Abraham Lincoln and decide how the Walt Whitman used history to write the poem. This will be done through class discussions and a 1-2 paragraph written response for home practice.</li> <li>PARCC Narrative Writing Task. “Today, you will read ”The Oregon Trail, 1856.” As you read, you will gather information to prepare for writing an original story....THEN: Reread “The Oregon Trail, 1856.” Writing in the voice of the narrator, expand on the fictional story by detailing something that happened on the journey. Use information in the story to create vivid details and moments. You might choose to encounter with another traveler, an evening in front of the campfire, or any other event or situation mentioned in the passage. Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</li> <li>“The Walrus and the Carpenter” Poetry Explication Essay.</li> <li>Paragraph explaining which presentation of “The Walrus and the Carpenter” portrayed the poem more successfully.</li> </ul>	
<b>WRITING and GRAMMAR</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.VI.7.4 A,B,C,D</li> <li>W.AW.7.1 A,B,C,D,E</li> <li>W.IW.7.2 A,B,C,D,E,F</li> <li>W.WP.7.4</li> </ul>
<ul style="list-style-type: none"> <li>Students will paraphrase literary analysis directions by turning them into questions.</li> <li>Students will list topics/issues that the text deals with.</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li><i>NJ Progress</i> book for various prompts to paraphrase</li> <li><i>PARCC practice test</i></li> </ul>



<ul style="list-style-type: none"> <li>Students will define “past participles” and tell what words are needed to create them.</li> <li>Students will define “Conjunctions” and list them (either, or, neither, nor).</li> <li>Students will define “interjections” and explain how to punctuate them.</li> <li>Students will identify what is needed in a narrative writing piece.</li> </ul>	<ul style="list-style-type: none"> <li>LA textbook pages 521-522, 485-486, 487-488</li> <li>“Say Something” Sheet (teacher resource)</li> <li>Narrative Pre-Writing Organizer TLC, (NJASK) <a href="https://www.literacycookbook.com/download.php?did=66">https://www.literacycookbook.com/download.php?did=66</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.VI.7.4 A,B,C,D</li> <li>W.AW.7.1 A,B,C,D,E</li> <li>W.IW.7.2 A,B,C,D,E,F</li> <li>W.WP.7.4</li> </ul>
<ul style="list-style-type: none"> <li>Students will develop questions based on the topics/issues that the text deals with. (<i>NJ Progress</i> book)</li> <li>Students will form past participles using the verb “have” and a main verb.</li> <li>Students will choose correct conjunctions to complete sentences provided by the grammar textbook.</li> <li>Students will correctly punctuate sentences with various interjections in them.</li> <li>Students will incorporate at least one example of figurative language within their narrative writing (from <i>NJ Progress</i>) such as a simile, metaphor, or alliteration.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li><i>NJ Progress</i> book for various prompts to paraphrase</li> <li><i>PARCC practice test</i></li> <li>LA textbook pages 521-522, 485-486, 487-488</li> <li>“Say Something” Sheet (teacher resource)</li> <li>Narrative Pre-Writing Organizer TLC, (NJASK) <a href="https://www.literacycookbook.com/download.php?did=66">https://www.literacycookbook.com/download.php?did=66</a></li> <li><i>NJ Progress</i> Passages and Prompts <a href="https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzl2bTy7eq6q_m0nhQrDoY1-9BTzH7Zo6VbJrH3">https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzl2bTy7eq6q_m0nhQrDoY1-9BTzH7Zo6VbJrH3</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.VI.7.4 A,B,C,D</li> <li>W.AW.7.1 A,B,C,D,E</li> <li>W.IW.7.2 A,B,C,D,E,F</li> </ul>

<p>The following 5 bullets will be practiced using the following prompt “Today you will read “Annabel Lee” and “Oh Captain! My Captain!”. After you read the poems you will write an essay analyzing the themes of the two texts.</p> <p>You have read “Annabel Lee” and “Oh Captain My Captain!” Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections. (5 paragraphs, timed literary analysis for PARCC practice.</p> <ul style="list-style-type: none"> <li>• Students will craft an arguable thesis statement that provides a blueprint for the argument that follows.</li> <li>• Students will develop supporting reasons for thesis statements.</li> <li>• Students will evaluate the strength of text-based claims on the basis of the evidence and analysis supporting each.</li> <li>• Students will critique the work of their peers and offer constructive feedback.</li> <li>• Students will critique their own work; revise and edit as needed with help from adults and peers.</li> <li>• Students will compose an essay answering the questions: “What does Carroll seem to believe about the choices we make?” Use evidence from “The Walrus and the Carpenter” to support your response.</li> <li>• Students will create statements that convey the author’s message about the text. (<i>NJ Progress</i> book)</li> <li>• Students will develop an introduction paragraph to their analysis prompt (from <i>NJ Progress</i> book) including their thesis statement.</li> <li>• Students will compose a timed Literary Analysis for PARCC prep: You have read “Annabel Lee” and “Oh Captain My Captain!” Think about the similarities and differences in how the</li> </ul>	<ul style="list-style-type: none"> <li>• W.WP.7.4</li> </ul> <p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• LA textbook pages 521-522, 485-486, 487-488</li> <li>• Photographs and illustrations for sentence inspiration, taken from old calendars. (Hilary Battes has them.)</li> <li>• “What’s Important” organizer TLC <a href="http://www.literacycookbook.com/download.php?did=76">http://www.literacycookbook.com/download.php?did=76</a></li> <li>• “Say Something” Sheet (teacher resource)</li> <li>• Narrative Pre-Writing Organizer TLC, (NJASK) <a href="https://www.literacycookbook.com/download.php?did=66">https://www.literacycookbook.com/download.php?did=66</a></li> <li>• <i>NJ Progress</i> Passages and Prompts <a href="https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q__m0nhQrDoY1-9BTzH7Zo6VbJrH3">https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q__m0nhQrDoY1-9BTzH7Zo6VbJrH3</a></li> <li>• Poetry Explication Essay Directions and Rubric TLC <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> <li>•</li> </ul>
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<p>two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections. (5 paragraphs)</p> <ul style="list-style-type: none"><li>• Students will compose 5-10 original sentences using past participles correctly.</li><li>• Students will evaluate their peers' use of conjunctions in 5-10 original student-created sentences.</li><li>• Students will create ten sentences using interjections in various locations within each sentence, using a picture as inspiration for the sentences.</li><li>• Students will compose a one-two paragraph summary of "The Highwayman" based on their notes from the "What's Important" organizer (See Reading)</li><li>• Students will complete the weekly Dialogue Journal by responding to a question about the text, asking an insightful question to their partner and responding to their partner's previous question. Use evidence to back up their answers. (One page in composition notebook) Example question: "What is patriotism and how is it shown in "Oh Captain! My Captain!" ?</li><li>• Students will compose a paragraph of evidence taken from one of the four poems to support arguments provided by the teacher.</li></ul>	
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<ul style="list-style-type: none"> <li>Students will compose a PARCC Narrative Writing Task. “Today, you will read “The Oregon Trail, 1856.” As you read, you will gather information to prepare for writing an original story...THEN: Reread “The Oregon Trail, 1856.” Writing in the voice of the narrator, expand on the fictional story by detailing something that happened on the journey. Use information in the story to create vivid details and moments. You might choose to encounter with another traveler, an evening in front of the campfire, or any other event or situation mentioned in the passage. Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Reading)</li> <li>Students will compose an essay based on “The Walrus and the Carpenter” using the “Poetry Explication Essay” directions and rubric as a guide. (See Reading)</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Summary of “The Highwayman” based on their notes from the “What’s Important” organizer.(See Reading)</li> <li>Complete the biweekly Dialogue Journal by responding to a weekly question about the text, asking an insightful question to their partner and responding to their partner’s previous question. (One page in composition notebook)</li> <li>Paragraph of evidence taken from one of the four poems to support arguments provided by the teacher.</li> <li>Timed Literary Analysis for PARCC prep: You have read “Annabel Lee” and “Oh Captain My Captain!” Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>Laptops for PARCC practice tests</li> </ul>

<p>developed. Be sure to include specific details from both selections. (5 paragraphs)</p> <ul style="list-style-type: none"> <li>● PARCC Narrative Writing Task. “Today, you will read ”The Oregon Trail, 1856.” As you read, you will gather information to prepare for writing an original story....THEN: Reread “The Oregon Trail, 1856.” Writing in the voice of the narrator, expand on the fictional story by detailing something that happened on the journey. Use information in the story to create vivid details and moments. You might choose to encounter with another traveler, an evening in front of the campfire, or any other event or situation mentioned in the passage. Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Reading)</li> <li>● “The Walrus and the Carpenter” Poetry Explication Essay. (See Reading)</li> <li>● Ten sentences using interjections in various locations within each sentence, using a picture as inspiration for the content of the sentences.</li> </ul>	
<b>TEST PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>● L.VL.7.3 A,B,C,D,E</li> <li>● L.VI.7.4 A,B,C,D</li> <li>● W.AW.7.1 A,B,C,D,E</li> <li>● W.IW.7.2 A,B,C,D,E,F</li> <li>● W.WP.7.4</li> </ul>
<ul style="list-style-type: none"> <li>● Students will paraphrase literary analysis directions by turning them into questions.</li> <li>● Students will list topics/issues that the text deals with. (<i>NJ Progress</i> book)</li> <li>● Students will practice typing various narrative stories based on their readings.</li> <li>● Students will identify what is needed in a narrative reading piece.</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>● “Say Something” Sheet (teacher resource)</li> <li>● Narrative Pre-Writing Organizer TLC, (NJASK) <a href="https://www.literacycookbook.com/download.php?did=66">https://www.literacycookbook.com/download.php?did=66</a></li> <li>● Glencoe 7<sup>th</sup> Grade <i>Literature</i> textbook</li> </ul>

<ul style="list-style-type: none"> <li>Students will identify the key elements of a narrative poem (e.g., characters, plot, setting, conflict, and point of view) by pulling elements from a “The Highwayman” and inserting them into the Narrative Writing Pre-writing Organizer.</li> <li>Students will hook the reader’s attention by using “Say Something” dialogue.</li> <li>Students will read three passages from <i>NJ Progress</i>: “Beowulf Slays the Dragon,” “The Nika revolt,” and “On the Oregon Trail, 1856.”</li> </ul>	<ul style="list-style-type: none"> <li><i>NJ Progress</i> Passages and Prompts  <a href="https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q__m0nhQrDoY1-9BTzH7Zo6VbJrH3">https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q__m0nhQrDoY1-9BTzH7Zo6VbJrH3</a> </li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.VI.7.4 A,B,C,D</li> <li>W.AW.7.1 A,B,C,D,E</li> <li>W.IW.7.2 A,B,C,D,E,F</li> <li>W.WP.7.4</li> </ul>
<ul style="list-style-type: none"> <li>Students will develop questions based on the topics/issues that the text deals with. (<i>NJ Progress</i> book)</li> <li>Students will “show, don’t tell” what a character is feeling based on prior knowledge of the character, using the Character Analysis worksheets as a guide.</li> <li>Students will incorporate at least one example of figurative language within their narrative writing (from <i>NJ Progress</i>) such as a simile, metaphor, or alliteration. Students will apply knowledge of narrative writing to successfully create and type their own stories.</li> <li>Students will answer multiple choice questions from three <i>NJ Progress</i> texts: “Beowulf Slays the Dragon,” “The Nika revolt,” and “On the Oregon Trail, 1856.”</li> <li>Students will read and annotate “The Oregon Trail, 1856” noting which point of view the text is written in. (<i>NJ Progress</i>)</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>STEAL Poster</li> <li>STEAL organizer for character analysis</li> <li>“Say Something” Sheet (teacher resource)</li> <li>Narrative Pre-Writing Organizer TLC, (NJASK)  <a href="https://www.literacycookbook.com/download.php?did=66">https://www.literacycookbook.com/download.php?did=66</a> </li> <li><i>NJ Progress</i> Passages and Prompts  <a href="https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q__m0nhQrDoY1-9BTzH7Zo6VbJrH3">https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q__m0nhQrDoY1-9BTzH7Zo6VbJrH3</a> </li> </ul>

<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• L.VL.7.3 A,B,C,D,E</li> <li>• L.VI.7.4 A,B,C,D</li> <li>• W.AW.7.1 A,B,C,D,E</li> <li>• W.IW.7.2 A,B,C,D,E,F</li> <li>• W.WP.7.4</li> </ul>
<ul style="list-style-type: none"> <li>• Students will create statements that convey the author's message about the text. (<i>NJ Progress</i> book)</li> <li>• Students will develop an introduction paragraph to their analysis prompt (from <i>NJ Progress</i> book) including their thesis statement.</li> <li>• Students will compose a timed Literary Analysis for PARCC prep: You have read "Annabel Lee" and "Oh Captain My Captain!" Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections. (5 paragraphs)</li> <li>• Students will create more than one draft of their narrative pieces. The students will evaluate how to revise and edit to make their writing better. This applies to all narrative writing.</li> <li>• Students will use teacher feedback to create strong narrative pieces.</li> <li>• Students will invent an alternative solution for the highwayman's problem using the character's strength. Compose an alternate ending for "The Highwayman." (1-2 pages, typed, double-spaced)</li> <li>• Students will rewrite a section of "Oh Captain! My Captain! From Abraham Lincoln's point of view. (1-2 pages, typed, double-spaced)</li> <li>• Students will write two stanzas of poetry from the point of view of Annabel Lee, responding to the poem Edgar Allen Poe wrote to her.</li> <li>• Students will evaluate the meaning of figurative language as used in the text.</li> <li>• Students will use figurative language in their own writing.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• "Say Something" Sheet (teacher resource)</li> <li>• Narrative Pre-Writing Organizer TLC, (NJASK) <a href="https://www.literacycookbook.com/download.php?did=66">https://www.literacycookbook.com/download.php?did=66</a></li> <li>• Glencoe 7<sup>th</sup> Grade <i>Literature</i> textbook (pages 60-69)</li> <li>• <i>NJ Progress</i> Passages and Prompts <a href="https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q_m0nhQrDoY1-9BTzH7Zo6VbJrH3">https://www.sadlierconnect.com/teacher/viewResource.html?resourceID=26225&amp;programTOCID=1271&amp;eventId=jLyYfN19xdLiJKRB&amp;eventValidation=65ff5b4e664cc939a83b8845aceb0047_.Zv4b2LHmcc0svY2ifBDNXWYkKzCtYqqlu0n8Q5UfCSv5xViHO43viipOzzI2bTy7eq6q_m0nhQrDoY1-9BTzH7Zo6VbJrH3</a></li> </ul>

<ul style="list-style-type: none"> <li>Students will compose a PARCC Narrative Writing Task. “Today, you will read ”The Oregon Trail, 1856.” As you read, you will gather information to prepare for writing an original story....THEN: Reread “The Oregon Trail, 1856.” Writing in the voice of the narrator, expand on the fictional story by detailing something that happened on the journey. Use information in the story to create vivid details and moments. You might choose to encounter with another traveler, an evening in front of the campfire, or any other event or situation mentioned in the passage. Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Timed, literary analysis essay. You have read “Annabel Lee” and “Oh Captain My Captain!” Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections. (5 paragraphs)</li> <li>Alternative solution for the highwayman’s problem using the character’s strength. Compose an alternate ending for “The Highwayman.” (1-2 pages, typed, double-spaced)</li> <li>Rewritten section of “Oh Captain! My Captain! From Abraham Lincoln’s point of view. (1-2 pages, typed, double-spaced)</li> <li>Two stanzas of poetry from the point of view of Annabel Lee, responding to the poem Edgar Allen Poe wrote to her.</li> <li>PARCC Narrative Writing Task. “Today, you will read ”The Oregon Trail,1856.” As you read, you will gather information to prepare for</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>Practice typing open-ended and narrative responses.</li> </ul>



<p>writing an original story....THEN: Reread “The Oregon Trail, 1856.” Writing in the voice of the narrator, expand on the fictional story by detailing something that happened on the journey. Use information in the story to create vivid details and moments. You might choose to encounter with another traveler, an evening in front of the campfire, or any other event or situation mentioned in the passage. Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</p>	
<b>SPEAKING/ LISTENING</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• L.KL.7.2 A,B,C</li> <li>• L.VL.7.3 A,B,C,D,E</li> </ul>
<ul style="list-style-type: none"> <li>• Students will go over the rules and expectations of a Socratic Seminar, using the rubric as a guide.</li> <li>• Students will brainstorm and prepare notes (answer open-ended questions, or identify literary devices from a specific text) for discussion in the center of the circle. “Why do people make different decisions based upon their age? Use evidence from “The Walrus and the Carpenter” to support your response.”</li> <li>• Students will take notes on the discussion, or complete an Observation Checklist.</li> <li>• Students will listen to the opinions of others and possibly change their own opinion.</li> <li>• Prepare for group discussions by reading materials and reflecting on their own time.</li> <li>• Prepare for group discussions with questions for their peers written out.</li> <li>• Students will memorize two stanzas from either “Oh Captain! My Captain!” or “The Walrus and the Carpenter.”</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Copies of “Oh Captain! My Captain!” by Walt Whitman and “The Walrus and the Carpenter” by Lewis Carroll.</li> <li>• Rubric for Oratory performance- teacher-created</li> <li>• Socratic Seminar handouts TLC <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> </ul>

<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• L.KL.7.2 A,B,C</li> <li>• L.VL.7.3 A,B,C,D,E</li> </ul>
<ul style="list-style-type: none"> <li>• Students will analyze peer evidence and arguments and respond to the discussion topics. Students will cite textual evidence to support their claims and opinions. “Why do people make different decisions based upon their age? Use evidence from “The Walrus and the Carpenter” to support your response.”</li> <li>• Students will use current vocabulary words from <i>Vocabulary Workshop</i> during class discussions.</li> <li>• Students will perform two memorized stanzas from either “Oh Captain! My Captain!” or “The Walrus and the Carpenter.”</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Copies of “Oh Captain! My Captain!” by Walt Whitman and “The Walrus and the Carpenter” by Lewis Carroll.</li> <li>• Rubric for Oratory performance- teacher-created</li> <li>• Socratic Seminar handouts TLC <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• L.KL.7.2 A,B,C</li> <li>• L.VL.7.3 A,B,C,D,E</li> </ul>
<ul style="list-style-type: none"> <li>• Students will participate in a Socratic seminar. “Do we choose the groups that we belong to? Which ones can we choose, and why?”</li> <li>• Students will evaluate evidence from peers to generate new ideas.</li> <li>• Students will create original arguments using the original discussion topics.</li> <li>• Observers will provide constructive feedback to their peers on how they performed in the Socratic Seminar.</li> <li>• Students will pose original questions for the class to answer.</li> <li>• Students will evaluate the strength of the arguments made by their peers, based on the evidence presented.</li> <li>• Students will construct original arguments to answer the discussion questions.</li> <li>• Students will evaluate the oratory performance of their peers using a rubric. (during the oratory performance and after, using the video of the performance)</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Copies of “Oh Captain! My Captain!” by Walt Whitman and “The Walrus and the Carpenter” by Lewis Carroll.</li> <li>• Rubric for Oratory performance- teacher-created</li> <li>• Socratic Seminar handouts TLC <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> </ul>

<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Oratory Performance- memorize two stanzas from either “Oh Captain! My Captain!” or “The Walrus and the Carpenter.”</li> <li>Participation during the Socratic Seminar</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Video camera to record oratory performances.</li> </ul>
<b>ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):</b>	

New Jersey Legislative Statutes and Administrative Code  
(place an “X” before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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