Big Idea / Unit Goal
- The goal for this unit is to explore and analyze the theme of Overcoming Adversity/Coming of Age across literary and informational texts with an in-depth focus on GSE priority standards.

Length of Unit
- 45 Days

Unit Essential Question(s):
- How does the structure of a text contribute to the overall understanding of the major themes and ideas?
- How can I determine two or more central ideas in a text and analyze their development over the course of the text?
- How can I effectively communicate my understanding and analysis of major themes and ideas found in various types of text?

Priority Standards:
- RL4, RL5
- RI2, RI3, RI5, RI6, RI8, RI9
- W2, W3

Support Standards:
- RL1
- RI1, RI4
- W7, W8, W9
- L1, L2, L3

Reading Focus: Informational

Text Resources:
Extended Text:
- Red Scarf Girl

Short Texts (Mixture of Literary and Informational thematically connected texts)
- “Long Walk to Freedom” – Nonfiction – pg. 524
- “Unforgettable Journey” – Nonfiction – pg. 33
- “Virtual Sticks and Stones” - Informational - pg. 447
- “Debate on “Bullying” pg. 453
- “NBA’s Jeremy Lin Rejected the Bullies, Dared to Be Different” from Newsela
- “That October” by D.H. Figueredo, pgs. 272-279
- “The Highwayman” by Alfred Noyes, pg. 671
- Malala Yousafzai’s Courage Article
- “Taliban Guns Down Girl Who Spoke” Article
- “Peace Prize Awarded to Malala” Newsela Article (950L)
- “Peace Prize Awarded to Malala” Newsela Article (670L)

Writing Focus: Informative/Explanatory

Primary Writing Tasks (at least 3 of these should be in the unit focus)
- After reading the texts provided for the unit, reflect on the material and provide a written response to the following question: What are the consequences of treating select groups of people as less than human?  Cite textual evidence to support your answers.
- After researching the informational articles provided, write an essay in which you discuss the various ethnic groups that have experienced oppression.  Cite evidence from the articles to support your answers.
- Short constructed response: Review the notes you took while reading the selections, “Virtual Sticks and Stones” and “Debate on Bullying.”  Briefly explain which argument against bullying you found to be most effective.  Cite evidence to support your answer.
- At the end of the novel, Ji-li makes her final statement about her thoughts on Chairman Mao’s Cultural Revolution when she says, “Our leader had taken advantage of our trust and loyalty to manipulate the whole country. This is the most frightening lesson of the Cultural Revolution: Without a sound legal system, a small group or even a single person can take control of an entire country” (266). Explain how Ji-li’s attitude toward communism and Chairman Mao changes throughout the course of the text using three key scenes.
- Students will write an informational essay based on a given prompt (Optimist
Additional Materials:
- Resources for teaching Native American Poetry
- Malala Yousafzai Article Discussion Questions
- Malala Yousafzai Quotation Activity
- Misplaced Modifier Handout: *Red Scarf Girl*
- Resources for Teaching Literature Circles for *Red Scarf Girl*
- *Red Scarf Girl* Literature Circle 3 Chinese Propaganda Art Activity PowerPoint
- Analyzing Chinese Art Related to *Red Scarf Girl*
- “Women’s Roles In China” Article
- How to Start Writing Your Informational Essay/Speech PowerPoint
- “Using Cadence to Make Your Speech” Article
- Additional Resources for Informational Speech

### Lessons for Unit 3 (all lessons are hyperlinked below)

- **ELA7.3:** Focus on determining and analyzing central idea development, writing informative essays, conducting short research projects, using sources, drawing evidence from sources, and demonstrating command of standard English (RI2, W2, W7, W8, W9, L1, L2)
- **ELA7.3.1:** Focus on analyzing interactions in a text, analyzing structure, and writing narratives (RI3, RI5, W3)
- **ELA7.3.2:** Focus on analyzing interactions in a text, analyzing structure, determining and analyzing author's point of view or purpose, determining meanings and impact of words and phrases, and tracing and evaluating arguments. (RI3, RI5, RI6, RI4, RI8)
- **ELA7.3.3:** Focus on determining and analyzing central idea development, analyzing interactions in a text, determining and analyzing author's point of view or purpose, and tracing and evaluating author's arguments and claims. Support standards include focus on citing evidence, determining meanings and impact of words and phrases, determining effects of structure, writing informative/explanatory texts, and eliminating wordiness (RI2, RI3, RI6, RI8, RI1, RI4, RI5, W2, L3)
- **ELA7.3.4:** Focus on analyzing how structure contributes to meaning, writing narratives and determining meanings and impact of words and phrases (RL5, W3, RL4)
- **ELA7.3.5:** Focus on determining and analyzing impact of word meanings and devices of sound, analyzing how structure contributes to meaning, citing textual evidence, writing informative/explanatory texts, and writing narratives (RL4, RL5, RL1, W2, W3)
- **ELA7.3.6:** Focus on analyzing structure and comparing and contrasting different accounts (RI5, RI9)
- **ELA7.3.7:** Focus on determining and analyzing central ideas and determining and analyzing meaning and impact of words and phrases (RI12, RI4)

### Georgia Standards of Excellence (GSE) (High Priority marked as HP)

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Vocabulary</th>
<th>Lessons</th>
</tr>
</thead>
</table>
| How do I cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite
Textual evidence
Explicitly
Inferences | **ELA7.3.5** | **ELA7.3.5** | **ELA7.3.5** |

- **ELAGSE7RL1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<p>| ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | How can I determine the meaning of words and phrases as they are used in a text? How do I determine the meaning and purpose of figurative and connotative language in a text? How do I analyze the impact of rhymes and other repetitions of sounds on a specific section of a poem? (a story? a drama?) | Figurative language | Connotative language | Denotative language | Repetition | Alliteration | Verse/stanza | ELA7.3.4 | ELA7.3.5 |
|---|---|---|---|---|---|---|---|---|
| ELAGSE7RL5: Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | How does a drama’s form or structure contribute to its meaning? How does a poem’s form or structure contribute to its meaning? | Form | Structure | Soliloquy | Sonnet | Lyric | Narrative | ELA7.3.4 | ELA7.3.5 |
| ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | How do I cite textual evidence to support my analysis of what the text says explicitly? | Cite | Textual evidence | Explicitly | Inferences | ELA7.3.3 |
| ELAGSE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | How do I determine two or more central ideas in a text? How do I analyze the development of one or more central ideas over the course of a text? How do I provide an objective summary of the text? | Central ideas | Analyze | Development | Objective summary | ELA7.3.3 | ELA7.3.7 | ELA7.3 |
| ELAGSE7RI3: 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). | How do I analyze interactions between individuals, events and ideas in a text? | Analyze | Interactions | Subjective | Objective | ELA7.3.1 | ELA7.3.2 | ELA7.3.3 |
| ELAGSE7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | How do I determine the meanings of words and phrases in a text? How do I determine the meaning of figurative, connotative and technical words and phrases in a text? How do I analyze the impact of specific word choice on meaning and tone? | Figurative | Connotative | Technical | Analyze | Impact | Tone | ELA7.3.2 | ELA7.3.3 | ELA7.3.7 |
| ELAGSE7RI5: 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. | How do I analyze the structure an author uses to organize a text? How do the major sections of a text contribute to the whole and to the development of the ideas? | Analyze | Structure | Organization | Text sections | ELA7.3.1 | ELA7.3.2 | ELA7.3.3 | ELA7.3.6 |
| ELAGSE7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | How do I determine an author’s point of view or purpose? How does an author distinguish his or her position from that of others? | Point of view | Objective point of view | Subjective point of view | Purpose | Analyze | Distinguish | Position | ELA7.3.2 | ELA7.3.3 |
| ELAGSE7RI8: Trace and evaluate the | How do I trace and evaluate an author’s | Trace | Trace | ELA7.3.2 |</p>
<table>
<thead>
<tr>
<th>TCSS</th>
<th>Evaluate Argument Claims Assessing Reasoning Sound Evidence Relevant Sufficient Support Fact Opinion Objective Subjective</th>
<th>ELA7.3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</td>
<td>argument? How can I determine the soundness of the author’s reasoning and whether the evidence is enough to support the author’s claims?</td>
<td>ELA7.3.3</td>
</tr>
<tr>
<td><strong>ELAGSE7R9:</strong> 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.</td>
<td>How do different authors treat the same topic and how do their points of comparison and contrast shape my understanding of the facts?</td>
<td>ELA7.3.6</td>
</tr>
</tbody>
</table>
| **ELAGSE7W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | How do I write effective informative/explanatory texts to thoroughly examine a topic and convey my ideas? | ELA7.3.3
ELA7.3.5 |
| 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. | Informative Explanatory Organization Analysis Introduction Organization • definition • classification • comparison/contrast • cause/effect Concepts Relevant facts Concrete details Quotations Transitions Clarify Cohesion Precise language Domain-specific vocabulary Formal style Concluding statement Conclusion | ELA7.3.3
ELA7.3.5 |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | |
| c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | | |
| TCSS | ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  
  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  
  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | How do I use narrative techniques, descriptive details, and well-structured event sequences to write narratives? | Narrative  
Narrative techniques  
Descriptive details  
Event sequence  
Context  
Narrator  
Characters  
Dialogue  
Pacing  
Description  
Reflection  
Transitions  
Sensory language  
Conclusion | ELSA7.3.1  
ELSA7.3.4  
ELSA7.3.5 |
| --- | --- | --- | --- | --- |
| ELAGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | How do I answer my questions through research and generate additional research questions? How do I focus my research questions? | Research  
Research questions | ELSA7.3 |
| ELAGSE7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | How do I gather information, assess credibility of sources, and quote or paraphrase information while avoiding plagiarism and following a standard format for citation? | Print sources  
Digital sources  
Credibility  
Accuracy  
Quote  
Paraphrase  
Plagiarism  
Citation | ELSA7.3 |
| ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 7 Reading standards | How do I draw evidence from literary or informational texts to support my analysis, reflection, and research? | Evidence  
Analysis  
Reflection  
Research | ELSA7.3 |
to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### ELA7.3

**ELAGSE7L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

<table>
<thead>
<tr>
<th>How do I demonstrate command of standard English grammar and usage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do phrases and clauses function in sentences? How can I best express the relationship between ideas through using various types of sentences? How can I recognize and correct misplaced and dangling modifiers in writing?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard English Grammar and Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrases</td>
</tr>
<tr>
<td>Clauses</td>
</tr>
<tr>
<td>• independent</td>
</tr>
<tr>
<td>• dependent</td>
</tr>
<tr>
<td>o relative (adjective); may be essential or nonessential</td>
</tr>
<tr>
<td>o noun</td>
</tr>
<tr>
<td>o adverbial</td>
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</tbody>
</table>

**ELA7.3.3**

**ELA7.3**

**ELAGSE7L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- Spell correctly.

<table>
<thead>
<tr>
<th>How can I demonstrate command of standard English capitalization, punctuation, and spelling?</th>
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</thead>
<tbody>
<tr>
<td>How do I use a comma to separate coordinate adjectives?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard English Capitalization, Punctuation, and Spelling</th>
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</thead>
<tbody>
<tr>
<td>Capitalization</td>
</tr>
<tr>
<td>Punctuation</td>
</tr>
<tr>
<td>Comma</td>
</tr>
<tr>
<td>Coordinate adjectives</td>
</tr>
</tbody>
</table>

**ELA7.3**

**ELAGSE7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

<table>
<thead>
<tr>
<th>How do I choose language that expresses my ideas precisely and concisely?</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precise</td>
</tr>
<tr>
<td>Concise</td>
</tr>
<tr>
<td>Wordiness</td>
</tr>
<tr>
<td>Redundancy</td>
</tr>
</tbody>
</table>

**ELA7.3.3**
Lessons for 7th ELA Unit 3

The following pages are the lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high-priority standards and incorporate unit texts and resources.
TCSS
ELA7.3

Although this lesson is listed first, it is not intended to be taught first. The concepts and articles should be interspersed throughout the unit so that students are exposed to all standards by the time of the Unit Common Assessment.

<table>
<thead>
<tr>
<th>Goal:</th>
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</thead>
<tbody>
<tr>
<td>By the end of this lesson, students will be able to:</td>
</tr>
<tr>
<td>• Analyze the emphasis and interpretation of facts in each author’s writing.</td>
</tr>
<tr>
<td>• Analyze relevant content to support a topic or idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support Standards</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<tbody>
<tr>
<td>ELAGSE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
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<tr>
<td>ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<td>• ELAGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
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<tr>
<td>• ELAGSE7W6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>• ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</td>
</tr>
<tr>
<td>b. Apply grade 7 Reading standards to literary nonfiction (e.g. &quot;Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims&quot;).</td>
</tr>
<tr>
<td>• ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>a. Explain the function of phrases and clauses in general and their function in specific sentences.</td>
</tr>
<tr>
<td>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
</tr>
<tr>
<td>c. Place phrases and and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</td>
</tr>
<tr>
<td>• ELAGSE7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</td>
</tr>
<tr>
<td>b. Spell correctly.</td>
</tr>
</tbody>
</table>

Pre-requisite:
## TCSS

Determine a central idea and supporting details.

### Resources for Instruction
- Mao Ze Dung and the Cultural Revolution
- Irish vs. British
- Child Labor Around the World
- British dominance of India – Imperialism
- Trail of Tears
- Apartheid
- Clauses PowerPoint
- Comma Handout

### Time Allocated
- 5 days

### EQ
- How can I determine two or more central ideas in a text and analyze their development over the course of the text?
- How can I provide an objective summary of the text?

### Activator/Connection/Warm Up
- What are some different groups that you know of who have been oppressed? What typically causes one group to oppress another?

### Instructional Delivery

1. **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
   - Students will spend at least 2 days researching informational articles (teacher will provide) dealing with the oppression of various ethnic groups. They will then write an informative essay discussing the various ethnic groups that have experienced oppression. Cite evidence from the articles to support your answers. Provide instruction as your students need it on writing informative essays.

2. **Guided Instruction/ Differentiated Instruction (We Do)**
   - Optional Mini Lessons:
     - Review procedures for MLA citations of evidence.
     - Review the process of note-taking and outlining.
     - Review the 5 stages of the writing process.
     - Review dependent and independent clauses with PowerPoint
     - Review comma rules

3. **Independent Practice (You Do)**

### Summarizer/Closure/Evaluation of Lesson
- Students will complete a 3-2-1 to summarize their learning. List 3 ways that people groups were oppressed over the centuries (ex. Financial, physical, religious). List two causes of oppression (ex. Imperialism, trade needs, greed). List one long-term effect of oppression that these group are still dealing with today (ex. Generational poverty, social isolation/exclusion, equal access to full rights and benefits as a citizen).
**Goal:**

By the end of this lesson, students will be able to:
- Know how ideas or individuals influence events and vice versa.
- Analyze how individuals cause changes in ideas and events and how events and ideas change individuals.

**Priority Standards:**
- **Support Standards**
  - ELAGSE7RI3 – Analyze the interactions between individuals, events and ideas in a text, eg., how ideas influence individuals or events or how individuals influence ideas and events.
  - ELAGSE7RI5 – 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.

**Supporting Standards:**
- **ELAGSE7W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Resources for Instruction**
“An Unforgettable Journey” – pg. 32-39

**Time Allocated**
3 days

**EQ**

How can I analyze the interactions between individuals, events and ideas in a text?

How can I analyze the types of structures an author uses to organize a text?

**Activator/Connection/Warm Up**

Introduce unit themes with a discussion question: Have you ever had a situation where you had a really big problem you had to overcome? Discussion.

**Instructional Delivery**

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  - Read “Unforgettable Journey.” Using a timeline, have students analyze the main events and how the interactions between events influence other individuals, events and ideas.

- **Guided Instruction/ Differentiated Instruction (We Do)**

  Writing Task:
  - After students have read the selection, have them examine its autobiographical aspects in more depth by considering how the story might be different if it were told by Xiong’s father.
  - Have students consider how an adult’s perspective on this story might differ from a child’s perspective and ask students what unique emotions Xiong’s father might have experienced.
  - Have students answer these questions by citing textual evidence and making inferences about Xiong’s father. Then have students work in groups to review the text and identify aspects that both Xiong and her father might tell similarly as well as those aspects that they might view differently.
  - Finally, have students work independently to rewrite a portion of the story from the father’s perspective.

- **Independent Practice (You Do)**

**Summarizer/Closure/Evaluation of Lesson**

Have students share a portion of their writing and discuss how it relates to Standard ELAGSE7RI3.
# TCSS

## ELA7.3.2

**Goal:**

By the end of this lesson, students will be able to:

- Know how ideas or individuals influence events.
- Use context clues to determine meanings of words and phrases.

### Priority Standards:

- **Support Standards**
  - ELAGSE7RI3 – Analyze the interactions between individuals, events and ideas in a text, eg., how ideas influence individuals or events or how individuals influence ideas and events.
  - ELAGSE7RI5 – 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.
  - ELAGSE7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- **Pre-requisite Learning**

### Support Standards:

- ELAGSE7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- ELAGSE7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

### Pre-requisite:

Analyze presentation of individuals, events or ideas. Determine the meaning of figurative, connotative and technical words or phrases in a text.

### Resources for Instruction

- “Long Walk to Freedom”
- Fact and Opinion Chart – pg. 528 of teacher’s guide.
- South African Apartheid Video Clip

### Time Allocated

2 days

### EQ

How do ideas influence individuals or events, or vice versa?

### Activator/Connection/Warm Up

Show South African Apartheid Video Clip summarizing the main ideas and events involved in South Africa’s Apartheid. What institution in our nation’s past was similar to South African Apartheid?

**Journal Prompt:**

Is there any belief you hold so strongly that you would fight for it? Go against your government for it? Break laws for it? Go to jail for it? Explain your answer.

### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**

  Ask students to distinguish between fact and opinion. A fact is a statement that can be proved true while an opinion is a personal feeling or belief that can be supported, but cannot be proved true or false. Introduce (or review with) students to the words subjective and objective. Explain that when authors write from a subjective point of view, they convey their own thoughts, feelings, opinions, and judgments. Personal essays and autobiographies are often written with a subjective point of view. An objective point of view tends to be unbiased and presents the facts and figures rather than the author’s feelings. This does not mean that there are no facts and figures in a mostly subjective account; however, it is important for students to recognize the difference between the facts (objective) and opinions...
<table>
<thead>
<tr>
<th>Guided Instruction/ Differentiated Instruction (We Do)</th>
<th>(subjective).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher guides students in reading “Long Walk to Freedom,” an autobiography by Nelson Mandela. Class discussion as the text is read. Collaborative pairs discuss and answer the following questions, then share their responses with the class. Review concept of text structures, pointing out that this is a cause/effect structure. Have students record the major events in the text using a cause/effect graphic organizer.</td>
<td></td>
</tr>
<tr>
<td>- What is Mandela saying about humanity?</td>
<td></td>
</tr>
<tr>
<td>- How could Mandela hold such a belief after everything he faced?</td>
<td></td>
</tr>
<tr>
<td>- Select a paragraph for the students to analyze. How does this paragraph indicate that this selection is an autobiography and not a biography?</td>
<td></td>
</tr>
<tr>
<td>- In the last sentence on pg. 529, Mandela writes of his hunger for freedom. What does this metaphor imply about Mandela’s view of freedom?</td>
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</tbody>
</table>

*Possible differentiation: Some students may benefit from extra practice distinguishing fact from opinion. Use a formative assessment to determine which students need this and have them complete the Fact/Opinion chart as an additional activity.*

<table>
<thead>
<tr>
<th>Independent Practice (You Do)</th>
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</thead>
<tbody>
<tr>
<td>Summarizer/Closure/Evaluation of Lesson</td>
<td>Using your notes on the texts “An Unforgettable Journey” by Maijue Xiong and “A Long Walk to Freedom” by Nelson Mandela, write a constructed response using RACE that meets the requirements of the 2 point constructed response rubric.</td>
</tr>
<tr>
<td></td>
<td>Prompt: Compare and contrast “The Long Walk to Freedom” with “An Unforgettable Journey.” How are the struggles each individual faces similar and different? Use details from BOTH texts to support your answer. 2 point CR</td>
</tr>
</tbody>
</table>
*** SUGGESTION: INTRODUCE THE NOVEL, *RED SCARF GIRL*. COMPLETE ACTIVATOR, READ APPROXIMATELY 5-10 PAGES AND COMPLETE THE FIRST JOURNAL PROMPT. FROM THIS POINT ON, THE NOVEL SHOULD BE READ WITH JOURNALING SIMULTANEOUSLY WITH OTHER SCHEDULED CLASS ACTIVITIES UNTIL IT IS FINISHED. THE CULMINATING ACTIVITY ACCOMPANYING THE NOVEL LESSON PLAN SHOULD BE DONE AT THE END OF THE UNIT, AFTER ALL SELECTIONS HAVE BEEN READ. RESEARCH SHOULD BE INCORPORATED TO ALLOW STUDENTS TO UNDERSTAND THE HISTORICAL CONTEXT OF THIS MEMOIR. ADDITIONAL RESOURCES WILL BE ADDED.***

| Goal: | By the end of this lesson, students will be able to:  
|       | • Know how central ideas are developed over the whole text.  
|       | • Know how events influence individuals or ideas.  
|       | • Analyze relevant content to support a topic or idea. |

| Priority Standards: | Priority Standards:  
|• Support Standards \ |• ELAGSE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  
|• Pre-requisite Learning |• ELAGSE7RI3: 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).  
| |• ELAGSE7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  
| |• ELAGSE7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |

| Support Standards: | Support Standards:  
|• ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
| |• ELAGSE7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  
| |• ELAGSE7RI5: 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.  
| |• ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
| |• ELAGSE7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
| |  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* |

| Pre-requisite: | Organize ideas, new information and prior knowledge to clearly explain the topic. Determine a central idea and supporting details. |

| Resources for Instruction | *Red Scarf Girl* – Ji Li Jiang  
| | Cultural Revolution in China Video clip  
| | *Red Scarf Girl* Teacher’s Guide  
| | *Red Scarf Girl* Author Interview  
<p>| | <em>Red Scarf Girl</em> Discussion Questions |</p>
<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>25 days – This novel is intended to be read a portion at a time but not to take 25 entire consecutive class periods. Other learning/lesson plans should be executed simultaneously.</th>
</tr>
</thead>
</table>
| **EQ**         | How can I determine two or more central ideas in a text?  
How can I analyze the development of ideas over the course of the text?  
How do I write informative text to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content? |
| Activator/Connection/Warm Up | Introduce an Advance Organizer to cover main points of the novel. Read Day #1 from the journal prompt links (see supplemental materials). |
| **Instructional Delivery** | Teacher will introduce the novel with a video clip about the Cultural Revolution in China. Provide background to this memoir. The story takes place in Shanghai, China, during the onset of Chairman Mao Zedong’s Cultural Revolution. By 1949, Mao established a Communist state by defeating the former ruling party, the Nationalists. This story begins in 1966 when Ji-Li Jiang is 12 and covers events from the next two years. At this point in China’s history, Mao has just imposed the Cultural Revolution; the purpose of this movement was to cut the people’s ties to pre-Communist China. To lead this revolution, he enlisted help—mostly high school and college students who became known as the Red Guards—to implement new rules and to eliminate everything that suggests a bourgeois or capitalist lifestyle. These students were targeted because they had grown up during the Communist state, so most had very little understanding of China’s pre-Communist past. Therefore, they were very aggressive about enforcing the rules. They frequently terrorized people they felt were not good Communists, and those under suspicion often lost their positions. Some were sent to work camps, thrown in jail, or even killed for their beliefs.  
Discussion Question: What would you do, how would you feel if all of a sudden your entire way of life, everything you knew, changed and you were forced to embrace a new way of life?  
Journaling: Students will read the novel over a 25-day period, reading approximately 15-20 pages a day and answering a journal prompt. (see supplemental materials Days #1-4 for sample prompt items). |

**Red Scarf Girl** Journal Prompts  
**EQ:** How do I draw evidence from literary or informational texts to support analysis and reflection?  
**Journal Prompt #1:** Today you will, after reading at least the first 25
Journal Prompt #2: After having read Chapter 1, answer the following:
1. What is Ji-Li’s response when she is asked to try out for the Liberation Army?
2. Why doesn’t her father allow her to audition?
3. How does Ji-li feel about the Communist Party and its beloved leader, Mao Ze-dong?

Journal Prompt #3: Read from the bottom of page 48- the middle of page 50.
1. Describe what Ji-Li is dealing with in this scene, and the feelings and emotions she experiences.
2. How would you deal with this situation if you were in her shoes?
3. In what ways are dai-zi-bao similar to cyber bullying?

Journal Prompt #4: Read and consider the quote below, as well as the person who said it.
“Today he uses sweet words and honeyed talk to those whom he entices; tomorrow he puts them to death for fabricated crimes.” -Lin Liguo, son of Lin Bial, Mao’s defense minister and one-time ally
1. What do you think this quote means?
2. Why do you think someone who used to be Mao’s ally (supporter) would say this?

Journal Prompt #5: Reflecting on the importance of ridding China of the Four Olds, Ji-li asserts, “Though we were not facing real guns or real tanks, this battle would be even harder, because our enemies, the rotten ideas and customs we were so used to, were inside ourselves.” Do you strongly agree, agree, disagree, or strongly disagree with Ji-li’s statement? How do we combat an enemy that is “inside ourselves”? Have you ever successfully stopped a way of thinking or a habit? If so, what did you need to do to make this change possible?

Journal Prompt #6: In the chapter “Writing Da-Zi-Bao,” students complain about the lack of fairness in the education system. What are some of their arguments? Do you agree or disagree with these ideas? If you were to design a school that is fair to all students, what would it be like?

Journal Prompt #7: When Ji-li is placed in a group of students who are given the task of humiliating her aunt, Ji-li says, “I had no choice but to go.” Do you agree with her assessment of the situation? What range of options, if any, was available to her? What might have been the consequences of making a different choice? Identify a time when you felt like you had “no choice.” Looking back at this situation, do you still feel as if you had “no choice”? Why or why not?

Journal Prompt #8: After Ji-li reads the da-zi-bao written about her, she cries, “It’s all lies”. How would someone know if the information on a da-zi-bao is true or false? How do you know if what you read is true or false?
Journal Prompt #9: Compare Ji-li’s reaction during three “revolutionary” moments in this section:

1) Observing the crowd tear down signs that represented the Four Olds (21-25)

2) Watching the crowd tear a man’s pants and destroy his shoes (30-33)

3) Joining with her peers in the humiliation of Aunt Xi-wen (44-48)

How does she feel during each of these moments? If all of these examples represent ways to support Mao and the revolution, how might you explain Ji-li’s different emotional reactions to these events?

Refer to the Teacher’s Guide for ideas for discussion questions as you read the novel. Throughout the reading, look for opportunities to build the following reading skills and strategies:

- **Evaluate Fact and Opinion:** Have students compile several of the sayings from the da-zi-bao, the propaganda posters criticizing the educational system. Lead a discussion to determine whether these sayings are composed mainly of fact or opinion. Cite other instances in both world and U.S. history when propaganda has been used toward political ends.

- **Make Judgments and Decisions:** Have students identify some of the most trying decisions Ji-li must make and discuss their outcomes. How are her decisions complicated by the pressure to become an “educable” child according to Communist standards and to break with her “black” family? How are Ji-li’s decisions influenced by the Communist propaganda? Ask volunteers how they would have made these same choices and what their decisions would have been.

- **Understand Cause and Effect:** Frequently, Ji-li is shocked by the fervor with which people are interrogated and humiliated for seemingly simple things like clothing they wear, family photographs, even using nicknames—anything that remotely represents the Four Olds. What motivates the student inspectors, the Red Guards, and other citizens to interrogate people this way? Read Ji-li’s epilogue as you discuss this question.

- **Recognize Points of View:** Ask students to consider the differences in how various characters feel throughout the Cultural Revolution, and have them write a paragraph from the perspective of one of the following characters:
  - Ji-li’s father
  - her brother, Ji-yong
  - Ji-li’s friend from junior high school, Chang Hong
  - Ji-li’s grandmother

**Independent Writing Assignment:**

- At the end of the novel, Ji-li makes her final statement about her thoughts on Chairman Mao’s Cultural Revolution when she says, “Our leader had taken advantage of our trust and loyalty to manipulate the whole country. This is the most frightening lesson of the Cultural Revolution: Without a sound legal system, a small group or even a single person can take control of an entire country” (266). Explain how Ji-li’s attitude toward communism and Chairman Mao changes throughout the course of the text using three key scenes.
| Summarizer/Closure/Evaluation of Lesson | Unit 3 Summarizing Activity: Culminating Activity: This should be completed at the end of the unit, after the entire novel and other unit materials have been read and activities completed. After reading the texts provided for the unit, students should reflect on their learning and provide a written response to the following questions: What are the consequences of treating select groups of people as less than human? Cite evidence to support your answers. |
**Goal:**

By the end of this lesson, students will be able to:
- Determine how rhymes and alliterations impact verses or stanzas of a poem.
- Know that poetry is a type of literature in which words are chosen and arranged to create a certain effect.
- Determine how to establish the context for a narrative and from what point of view the story will be written.

**Priority Standards:**
- Support Standards
- Pre-requisite Learning

**Priority Standards:**
- **ELAGSE7RL5:** Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- **ELAGSE7W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Support Standards:**
- **ELAGSE7RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Pre-requisite:** Explain how the overall structure of a text relates to the theme, setting or plot. Explain how the author’s use of connotative meanings conveys the author’s stance/tone within a text.

**Resources for Instruction**
- Resources for teaching Native American Poetry
- Native American Video clip
- Birthright – Born to Poetry – A Collection of Montana Indian Poetry

**Time Allocated**
3-5 days

**EQ**

How can I determine the meaning of words and phrases used in a text, including figurative and connotative meanings?

How do I analyze the impact of rhymes and other repetitions of sounds in a specific verse or stanza of a poem?

**Activator/Connection/Warm Up**

Show short Native American Video clip to explain a brief history of the Native American struggle and the Indian Removal Act of 1830.

**Instructional Delivery**

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  - Have students pair up in groups of three and read the following poems:
    - “Our Blood Remembers”
    - “Encampment of Power”
    - “My Reservation”
    - “And the Heavens Cried”
  - Students will read and analyze the poetry and answer open-ended questions. Questions are available with each poem. Have students analyze the structure of each poem, rhythm, rhyme scheme and figurative language as well connotative meaning.

- **Guided Instruction/ Differentiated Instruction (We Do)**

- **Independent Practice (You Do)**

Narrative Writing Prompt: Retell one of the Native American poems from the point of view of the European settlers (using prose).

Additional poems may be found in the Birthright – Born to Poetry – A Collection of Montana Indian Poetry resource.

**Summarizer/Closure/Evaluation**

What common element do you notice in each of the four poems? What
| TCSS of Lesson | emotion did they evoke? How did it make you feel when you read them? |
Goal: By the end of this lesson, students will be able to:
- Determine how rhymes and alliterations impact verses or stanzas of a poem.
- Know that poetry is a type of literature in which words are chosen and arranged to create a certain effect.
- Determine how to establish the context for a narrative and from what point of view the story will be written.

Priority Standards:
- **Support Standards**
- **Pre-requisite Learning**

**Priority Standards:**
- **ELAGSE7RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **ELAGSE7RL5:** Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**Support Standards:**
- **ELAGSE7RL1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE7W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **ELAGSE7W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Pre-requisite:** Explain how the overall structure of a text relates to the theme, setting or plot. Explain how the author’s use of connotative meanings conveys the author’s stance/tone within a text.

**Resources for Instruction**
- “The Highwayman,” pg. 671
- “The Highwayman” video clip
- “The Highwayman” Practice
- “The Highwayman” Questions

**Time Allocated**
2-3 days

**EQ**
How can I determine the meaning of words and phrases used in a text, including figurative and connotative meanings?

How do I analyze the impact of rhymes and other repetitions of sounds in a specific verse or stanza of a poem?

**Activator/Connection/Warm Up**
View “The Highwayman” video clip
TCSS

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<thead>
<tr>
<th>Instructional Delivery</th>
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<tr>
<td>- <strong>Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)</strong></td>
<td>Remind students that they have discussed narratives before and review that the purpose of narrative writing is to tell a story. Explain that this poem is a narrative poem and ask them to consider the story that is told through verse. Use appropriate reading strategies to read and analyze “The Highwayman” (whole group, small group, partners, individual). Have students complete the “The Highwayman” Practice and “The Highwayman” Questions. You may want to use the video clip as either an activator or as a summarizer. Choose writing depending on students’ needs:</td>
</tr>
<tr>
<td>- <strong>Guided Instruction/ Differentiated Instruction (We Do)</strong></td>
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<tr>
<td>- <strong>Independent Practice (You Do)</strong></td>
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<tr>
<td>Summarizer/Closure/Evaluation of Lesson</td>
<td>Teacher will evaluate student writing on the poem.</td>
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</tbody>
</table>
### Goal:

By the end of this lesson, students will be able to:

- Know that two or more authors shape their interpretation of key information by emphasizing and interpreting facts in different ways.
- Determine the text structure an author uses to organize a text.

### Priority Standards:

<table>
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<th>Support Standards</th>
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<tr>
<td>Pre-requisite Learning</td>
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### Priority Standards:

- **ELAGSE7RI5**: 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.
- **ELAGSE7RI9**: 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.

### Pre-Requisite:

Students must recognize differing viewpoints.

### Resources for Instruction

- “Virtual Sticks and Stones” - Informational - pg. 447
- “Debate on ‘Bullying’” pg. 453
- “NBA’s Jeremy Lin Rejected the Bullies, Dared to Be Different” from Newsela
- “Gabby Douglas Partners with anti-Bullying Group” from Newsela

### Time Allocated

2 days

### EQ

How can I analyze how two or more authors writing about the same topic emphasize different evidence or advance different interpretations of facts?

### Activator/Connection/Warm Up

How do you feel about bullying? What types of bullying do you know exist? Have you or someone you know experienced any form of bullying? Group discussion.

### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  - Students read and take notes on the articles, Virtual Sticks and Stones and Debate on ‘Bullying’. Guide students to determining that these are problem/solution structures. Have students determine the problems/solutions presented in the articles. Recap argumentative techniques from Unit 2. Have students identify specific techniques as they read.

- **Guided Instruction/Differentiated Instruction (We Do)**
  - How do you feel about bullying? Has the way you felt about bullying prior to reading the articles changed based on your analysis of the text? Group discussion.

- **Independent Practice (You Do)**
  - Additional connections: Read “NBA’s Jeremy Lin Rejected the Bullies, Dared to Be Different” from Newsela and/or “Gabby Douglas Partners with anti-Bullying Group” from Newsela. Draw connections between the articles on bullying and this article. Additionally, you may want to assign the following CR: What text structure or text structures help organize this article (e.g. narrative, compare/contrast, cause and effect, claim and supports...)? Give examples from the text to support your answer. Alternatively, you can have students answer with partners or discuss in small groups.

### Lesson CR:

Short constructed response: Review the notes you took while reading the selections. Briefly explain which argument against bullying you found to be most effective. Cite evidence to support your answer.

OR:
<table>
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<tr>
<th>TCSS</th>
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<tr>
<td>The article “Debate on Bullying” states that “Bullies usually target people they consider to be different from themselves, based on such things as appearance, status, behavior, or religion. Bullying often leads to other forms of prejudice, including racism and gender bias” (454). Explain how this idea is demonstrated in <em>Red Scarf Girl</em>. (e.g. you could use the scene from chapter 3 in which the crowd singles out the man with the tight pants and pointed shoes).</td>
</tr>
<tr>
<td>Summarizer/Closure/Evaluation of Lesson</td>
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<tr>
<td>Teacher will evaluate the CR using a 2 point rubric</td>
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## TCSS
### ELA7.3.7: Includes Tiered Resources

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<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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<tbody>
<tr>
<td></td>
<td>• analyze the development of multiple themes throughout a literary text</td>
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<td></td>
<td>• identify implicit and explicit clues in literary text</td>
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<td></td>
<td>• identify textual evidence that will support a claim or stance</td>
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<tr>
<th>Priority Standards:</th>
<th>Priority Standards</th>
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<tbody>
<tr>
<td>• Support Standards</td>
<td>ELAGSERI2: Determine two or more central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
<td>Support Standards:</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE7RI4: Determine the meaning of the words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
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<thead>
<tr>
<th>Pre-requisite Learning:</th>
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<tbody>
<tr>
<td>Draw conclusions about what a text is saying explicitly and implicitly</td>
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<td>Analyze relevant content, organize ideas, new information and prior knowledge to clearly explain the topic</td>
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<tr>
<th>Resources for Instruction</th>
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<tbody>
<tr>
<td>Malala Yousafzai Article Discussion Questions</td>
</tr>
<tr>
<td>Malala Yousafzai Quotation Activity</td>
</tr>
<tr>
<td>&quot;Malala Yousafzai’s Courage&quot; Article</td>
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<tr>
<td>&quot;Taliban Guns Down Girl Who Spoke&quot; Article</td>
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<tr>
<td>&quot;Peace Prize Awarded to Malala&quot; Newsela Article (950L)</td>
</tr>
<tr>
<td>&quot;Peace Prize Awarded to Malala&quot; Newsela Article (670L)</td>
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<tr>
<td>Malala Yousafzai Address United Nations Video Clip</td>
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<tr>
<th>Time Allocated</th>
<th>2 days</th>
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<table>
<thead>
<tr>
<th>EQ</th>
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<tbody>
<tr>
<td>How can I clearly express my ideas verbally or in writing?</td>
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<tr>
<td>How do I determine a theme or central idea of a text and analyze its development over the course of the text and provide an objective summary of the text?</td>
</tr>
<tr>
<td>How do I cite textual evidence to support my analysis of the text?</td>
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<tr>
<th>Activator/Connection/Warm Up</th>
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<tr>
<td>Students will answer the following journal prompts:</td>
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<tr>
<td>1) Why do people risk their lives for a cause?</td>
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<tr>
<td>2) Would you risk your life for a cause?</td>
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<tr>
<th>Instructional Delivery</th>
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<tr>
<td>Teacher will introduce Malala Yousafzai to the class using the follow short biography:</td>
</tr>
</tbody>
</table>

| • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) |

| • Guided Instruction/ Differentiated Instruction (We Do) |

| • Independent Practice (You Do) |

| Ask students: Has anyone heard of Malala Yousafzai? Explain that Malala Yousafzai is a Pakistani 17-year-old girl who won the Nobel Prize for Peace in October 2014. Malala is the youngest person to ever be awarded the prize. In 2012, when Malala was fourteen years old, she was shot in the head while she was on a bus filled with schoolchildren. She was singled out because she had been speaking out about schooling for girls worldwide as well as in her country of Pakistan, where girls do not have as many educational options and opportunities as boys. When she was 11 years old, the Taliban (an extremist group who believes girls should not go to school or have independence) took over her town of Mingora and for several |
months, her school was closed. She started writing a blog under a pseudonym detailing her life under Taliban occupation, their attempts to take control of the Swat Valley, and her views on promoting education for girls in the valley. Malala wants to be a doctor and wants to make sure all girls (as well as boys) can realize their dreams through education. Pakistan has the second highest number of children out of school (8.3 million in 2012) and the Pakistan Ministry of Education reports that their overall literacy rate is 46% and only 26% of girls are literate. Malala survived the attack and since then, has published a book about her life, gave a speech at the United Nations, was awarded Pakistan's National Youth Peace Prize and has now won the Nobel Peace Prize. A foundation called the Malala Fund has been established to help empower girls in four specific countries—Pakistan, Nigeria, Jordan and Kenya.

Students will be placed in differentiated groups according to their reading level (Lexile). Students will then participate in a Malala Quotation activity.

Students will read and discuss one of three differentiated articles on Malala Yousafzai. Their groups will then present their articles to the class.

- **Level Three:** “Taliban Guns Down Girl Who Spoke” New York Times Article
- **Level Two:** “Malala Yousafzai's Courage” New York Times Article
- **Level One:** “Peace Prize Awarded to Malala” Newsela Article (950L—6th grade level) or “Peace Prize Awarded to Malala” Newsela Article (670L—4th grade level) (NOTE: Use the article most appropriate for your Level One group)

Individually, students will respond to the following 2-point constructed response prompt:

- Using Malala as an example, explain what can happen to other people as the result of one person’s actions. Use evidence from one of the three articles to support your answer.

**Summarizer/Closure/Evaluation of Lesson**

Students can watch the following video clip of Malala speaking about the importance of education:

Engage students in large group discussion by asking some or all of the following questions:

- How did you feel while you watched the speech?
- What is the main message in Malala’s speech to the United Nations?
- Malala says, “They thought the bullet would silence us, but they failed.” What does she mean by this?
- Who is Malala speaking for?
- What does Malala believe about people’s rights?
- Why does she mention Martin Luther King, Jr. and Nelson Mandela?
- Why does she believe so strongly in non-violence?
| TCSS | What other parts of the world does Malala speak about and why?  
What is she asking the world leaders to do?  
How did the United Nations respond to her speech?  
What do you think of Malala? |