

STAGE 1 – DESIRED RESULTS

Grade 7 Special Needs Students

Unit Title: Huck Finn: Text comprehension, Close reading, Evidence to support claims, Reader's point of view

Established Goals:

Learners will read *The Adventures of Huckleberry Finn* and continue their work on comprehending literature, gaining greater depth into characters and how different perspectives affect the reader's impressions of those characters. There will be particular focus on students being able to demonstrate that understanding through appropriate responses to writing prompts and higher level questions, including evidence from the text to support those responses.

Texts used are adapted reading appropriate to reading levels: *Great Illustrated Classics: The Adventures of Huckleberry Finn* *The Adventures of Huckleberry Finn (A Dalmatian Press Children's Classic)* Previous reading: *Illustrated Classics: Tom Sawyer*

Understandings: *Students will understand that...*

Learners will understand that:

- background knowledge supports understanding of a text
- the world we live in is reflected in literature
- effective writing is logical, coherent, and expressive
- audience and purpose impact a writer's style

Essential Questions:

- Why can point of view affect my connection to characters?
- Why does what I know help me understand a text?
- In what ways does literature reflect the time period in which it was written?
- What makes writing coherent, logical, and expressive?
- Why do writers tailor their writing for specific purposes and audiences?
- To what extent does a likeable hero influence a classic adventure story?

Common Core Standards

7.R.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

7.R.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

7.R.6. Analyze how author develops and contrasts points of view of different characters or narrators in a text

7.R.9. 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

7.W.1. Write arguments to support claims with clear reasons and relevant evidence

- Introduce claim(s), acknowledge alternate claims, organize reasons and evidence logically
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from and supports the argument presented

7.W.3. 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

7.W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions to further research and investigation

Assessment

Performance Tasks:

Learners will create a presentation through a modality of their choosing (poster, essay, model, powerpoint, etc) on research they have conducted. They will present their projects orally to the class.

Students will give an oral presentation of two entries from perspective journals that particularly reflect the perspective of a different character

Other Evidence:

Final copy of perspective journal, in which students chronicle major events from the story from another character’s perspective.

Final essay that analyzes how their impressions of the two main characters (Tom Sawyer and Huck Finn) change from the beginning of The Adventures of Tom Sawyer (read previously) to the end of Huckleberry Finn –and what causes this change in opinion (events within the text, the author’s descriptions of the two characters, etc.)

STAGE 3 – LEARNING PLAN

Learning Activities

1. Learners will answer both literal and inferential questions to passages, citing evidence from the text to support their responses. (7.R.1.)
2. Learners will use context clues to determine the meaning of words within the text, and then use these vocabulary words accurately in their writing. (7.R.4)
3. Learners will analyze how their impressions of the two main characters (Tom Sawyer and Huck Finn) change from the beginning of Tom Sawyer to the end of Huckleberry Finn –and what causes this change in opinion (events within the text, the author’s descriptions of the two characters, etc) (7.R.6, 7.W.1.)
4. Learners will conduct a mini—research project on a chosen topic relevant to the setting of Huckleberry Finn, to help further their understandings of how the author uses history to develop the story (7.R.9, 7.W.7.)
5. Learners will keep a journal, from the perspective of another character (other than Huck Finn) throughout the course of the book. In this journal, students will give an account of the events from another perspective, as well as what they perceive the chosen character’s perspective on the events would be. (7.W.3)

Active learning strategies

Think, pair, share

Teacher-led discussions

Collaborative partner work to complete graphic organizers (and, in some cases, write essays)

Research (independent and/or collaborative)

Differentiation

For the lower level group, the journal would be done as a group (or in pairs) – we would all choose a character to focus on together, and discuss what that character might think of the events as they unfold before the students write.

Research projects would be adjusted in length, difficulty, and elements/resources required for the various ability levels.

Inferential questions would be discussed as a group before answering independently versus completed completely independently.

For vocabulary, different worksheets would be provided – one with merely the word and page number, the other with the word, and the sentence containing the word, as well as the sentence before and following the vocabulary word.

“Re-Teach” when non-mastery

Student will be directed to the page that contains the answer to the question posed

The question and student’s ideas will be discussed together

If student continues to struggle, piece of evidence might be offered, and student would need to explain how that evidence supports his/her response.

Assist student in completing a structured graphic organizer to ensure that all necessary elements (topic, conclusion, reasons, supporting details from the text or other sources) are included.

Assist student in proof reading the writing, modeling how to find and mark elements, transitions, etc. and then model or use guided instruction on how to edit work so that all elements, etc. are included in the final product.

Resources:

Great Illustrated Classics: The Adventures of Huckleberry Finn
The Adventures of Huckleberry Finn (A Dalmatian Press Children’s Classic)

[Previous reading: Illustrated Classics: Tom Sawyer](#)

Supplemental Nonfiction Resources:

<http://www.pbs.org/wgbh/aia/home.html>

<http://xroads.virginia.edu/~HYPER/wpa/wpahome.html>

References:

gravesha.wikispaces.com/file/view/Character+Journal+Rubric.doc

[Atlas Rubicon](#)

<http://fawleygrade6.wikispaces.com/Adventures+of+Tom+Sawyer>

<http://www.easthampton.k12.ma.us/adminoffice.cfm?subpage=825206>

<http://blogs.equasd.net/ccss/2012/01/12/ccss-aligned-rubrics-k-12/>