

## STAGE 1 – DESIRED RESULTS

### Grade 7

**Unit Title:** So Far from the Bamboo Grove, perspectives in the language and experiences of war in literature.

**Established Goals:** Students will read fictional literature So Far from the Bamboo Grove and practice for the mastery of skills in comprehending literature, author’s purpose and perspective, and the development of characters over time.

#### Understandings:

- The style of writing in a book is connected to audience and purpose.
- We can use literature to understand the world around us.
- We can use informational text to gain a deeper understanding of literary text through comprehension of setting and historical context.

#### Essential Questions:

- Why do people write about war and experiences during war?
- Does the perspective of a child ever really change from one historical era to the next?
- Why would someone write about war with young people as the intended audience?
- How do people’s experiences in war change them and their perspective?

## COMMON CORE STANDARDS

CCSS-ELA-Literacy.RI.7.1/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS-ELA- Literacy.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS-ELA-Literacy.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS-ELA-Literacy.W.7.3: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

## STAGE 2 – ASSESSMENT EVIDENCE CCSS-ELA-Literacy.RI.7.1

#### Performance Tasks:

- I. Students work in small groups for a previewing activity.
- II. Students work in teams to create and present Haikus in poster or multimedia presentation format, incorporating a theme or events from the book with a mind toward multiculturalism in using a writing method originated in the native country of the book’s author (rubric guided).
- III. Write an essay based on a question central to the book and the development and changes in the main character over time (rubric guided).

#### Other Evidence:

Active Reading Journal: *[Independent and Small Group]*  
Students use active reading strategies to answer guided reading questions and develop their own observations, questions, and predictions. Guided questions should identify text evidence for the written essay. Questions will be answered and developed by the student independently and shared to compare and contrast with peers in a small group setting.

Haiku Project: Multiple Haikus created and presented in multimedia format.

Essay: Analyze the development and changes of the main character in the book.

### STAGE 3 – LEARNING PLAN

#### Summary of Learning Activities

Previewing: (RI.7.1) [*Small Groups 3-4*] Students have an organizer with questions connected to the events, context, and history of the period in which the events in the book take place. Read and answer questions making predictions and activate prior knowledge on the context and time period of the book. Next, read a) informational article about the time period and related events and b) an article with biographical information about the author. Afterward, return to the questions and find text evidence from article to support and confirm their original answers or to correct original answers. Students will engage each other in sharing prior knowledge and in determining text evidence.

Haiku Multimedia Presentation: (W.7.3) [*Partners*] Students will collaborate and write two to four Haikus which have a basis in the theme or events contained in the book. Multimedia project for presentation to the class: teams may opt to create a poster, a book, or an electronic project. Focus will be on incorporating the theme or event/s in the book and using devices such as figurative language and enhancing their written work with graphics in a self-directed way which encourages creativity. Rubric guided.

Essay: (W.7.4, RL.7.1, RL.7.2) [*Independent and Partners*] Students will answer a writing prompt related to the development of the main character in the text. What changes do we see in the main character (author) of the book? Students will use essay writing conventions to develop a five paragraph essay using text evidence and support in their writing. Essays in various stages will undergo peer review and editing. Editing peer essays may help students see and understand strengths and weaknesses in their own writing. Following peer edits, students will make final edits and submit. Rubric guided.

#### Differentiation

- Consideration to team and group design for in-class work and project work for varied abilities within groupings and emphasize peer teaching.
- Struggling writers may benefit from a graphic organizer for brainstorming and organizing ideas and evidence for the essay.
- Advanced readers can respond to questions of greater complexity related to analyzing the development of other characters in the book.

#### Re-teaching Interventions

- Assist student in completing the graphic organizer for use in editing essay.
- In addition to peer review prior to final draft of essay, teacher provides editing with feedback.
- Provide student with page numbers of some examples of text evidence and model identification, use, and support of evidence.

See Rubrics on Haiku writing and informative writing below

## Multimedia Project : MULTIMEDIA HIAKU PROJECT

Student Name: \_\_\_\_\_

CATEGORY	4 EXCELLENT WORK	3 VERY GOOD	2 ACCEPTABLE	1 NEEDS IMPROVEMENT
HAIKU STRUCTURE	3 haikus with no errors in syllable structure and.	2-3 haikus with few errors in syllable structure.	1-2 haikus with 1 or more errors in syllable structure.	1 haiku (or more) which contain multiple errors in syllable structure.
HAIKU CONTENT	All haikus are connected to the theme or events of the book in a clear and meaningful way.	The haikus are generally connected to the theme or events of the book in a generally clear and meaningful way.	Some of the haikus are connected to a theme or events in the book but some are not	Haikus are not connected to a theme or events in the book.
PRESENTATION	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
GRAPHICS AND CREATIVITY	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
GRAMMAR-SPELLING-PUNCTUATON	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four or more misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar and sentence structure errors which make it difficult to understand.

**So far from the Bamboo Grove Essay**

Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>4 EXCELLENT WORK</b>	<b>3 VERY GOOD</b>	<b>2 ACCEPTABLE</b>	<b>1 NEEDS IMPROVEMENT</b>
<b>Opening paragraph/Topic Sentence</b>	Response to the prompt is clear, complete, and accurate.	Response is mostly clear, complete, and accurate.	Response is partially correct. It may not be complete or fully accurate.	Response does not address the prompt accurately or is not complete.
<b>Text Evidence</b>	3 pieces of text evidence are used. Text evidence is accurate and relevant to the topic sentence. Formatted in three body paragraphs.	3 pieces of text evidence are used but may not be entirely accurate and relevant to topic sentence. Formatted relatively well in three body paragraphs.	1-2 pieces of text evidence are used, or 3 pieces of evidence which do not support the topic sentence. Not fully formatted in three distinct body paragraphs.	Did not provide text evidence that is related to or supporting the topic sentence. No distinct body paragraphs.
<b>Support</b>	Supporting statements clearly and thoroughly explains how the text evidence relates to answer.	Supporting statements clearly explain how the text evidence relates to your answer.	Supporting statements may have errors in explaining how the text evidence relates to answer.	No supporting statements or the supporting statements do not explain how the text evidence relates to the topic or your answer.
<b>Transitions</b>	Good transitions between all paragraphs.	Some use of transitions between paragraphs.	Little use of transitions between paragraphs.	No transitions are used between paragraphs.
<b>Conclusion</b>	Concluding statement effectively and thoroughly refers to the topic sentence and summarizes the information provided.	Concluding statement refers to the topic sentence and summarizes the information provided.	Concluding statement either does not refer to the topic sentence or does not summarize the information provided.	No concluding statement or concluding statement does not refer to the topic sentence and does not summarize the information.
<b>Writing Conventions (GSP)</b>	Good sentence structure, spelling and use of punctuation with few errors. Errors do not interfere with communication of ideas in the essay.	Generally good sentence structure, spelling, punctuation with several errors. Errors do not seriously interfere with communication of ideas	Difficulties with sentence structure, spelling and use of punctuation with multiple errors. The errors interfere with the communication of ideas in the essay.	Many errors in sentence structure, grammar, and punctuation and the errors seriously interfere with the communication of ideas in the essay.