

ELA/HISTORY BLOCK- 7TH GRADE
YEAR AT A GLANCE
2017-2018

UNIT ONE: (four weeks) - *Seedfolks* (Interactive Read Aloud) **Community**

Big Idea: Students will learn/study the intricacies of community relationships and the interdependencies that exist across people and their environments.

Essential Questions: How does one person impact a community? How do I impact my community? How does my community impact me?

READING WORKSHOP	WRITING WORKSHOP	LANGUAGE WORKSHOP	HISTORICAL CONCEPTS
<p>IRA: <i>Seedfolks</i></p> <p>Guided Reading Text: <i>Planting Seeds</i></p> <p>Guided Reading Objectives: <i>inference, analyzing, prediction</i></p> <p>Supporting Texts:</p> <ul style="list-style-type: none"> • <i>A More Perfect Union</i> • <i>Saints, Snakes, and Pirates</i> • <i>Life Under Nazis</i> • <i>Coastal Drilling of Sunny California</i> 	<p>I am Poem: Introduction of self through poetry.</p> <p>Personal Narrative: Written introduction of self through the lens of the cultural bag.</p> <p>Fictional Narrative: Add the fourteenth chapter as a fictional character coming to the garden.</p> <p>Harris Burdick Mystery Writing</p>	<p>Literary Devices:</p> <ul style="list-style-type: none"> • Hyperbole • Onomatopoeia • Simile • Metaphor • Personification • Omniscient • Idiom • Oxymoron • Flashback • Alliteration • Protagonist • Antagonist • 3rd person • 1st person • Irony • Character • Plot • Conflict • Setting • Theme • Rising Action • Falling Action • Climax • Exposition • Resolution • Inference <p>Story Plot Line Identification:</p> <ul style="list-style-type: none"> • Exposition • Rising Action • Climax 	<p>Review:</p> <p>Colonialism</p> <p>Road to the Revolution</p> <p>American Revolution</p> <p>Constitution and New America</p> <p>Supporting Texts:</p> <ul style="list-style-type: none"> • Primary Documents from NewsELA

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| | | <ul style="list-style-type: none">• Falling Action• Resolution | |
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Public speaking:

- Cultural bags
- Song lyric connection

UNIT TWO- (Nine Weeks) **The Hobbit** -(Interactive Read Aloud)-**Choices and Consequences**

Big Idea: Students will learn/study how choices - and the impact of those choices - create both intended and unintended consequences within families, communities, marginalized peoples, and collective society.

Essential Questions: Do the ripple effects from choices rendered have long-lasting consequences for various stakeholder groups? If so, and upon realization of these consequences, how have societies worked to make reparations for mistakes and/or over-zealous decisions?

READING WORKSHOP	WRITING WORKSHOP	LANGUAGE WORKSHOP	HISTORICAL CONCEPTS
<p>IRA-The Hobbit</p> <p>Guided Reading: <i>Summarizing and Making Connections</i></p> <p>Book Chats: <i>Outside Book Report</i></p> <p>Supporting Texts:</p> <ul style="list-style-type: none"> • <i>Myth, Fairy Tales, and Children: A Brief History of Fantasy</i> • <i>Who Was Tolkien?</i> • <i>J.R.R. Tolkien Biography</i> • <i>Getting to Know Fantasy Fiction</i> 	<p>Argument Writing: Students will use Google Classroom as a venue for creating Power Paragraphs, utilizing claims, evidence, and rationales to support a thesis.</p> <p>In addition, students will choose an argument writing topic in preparation for a full-length argument essay.</p>	<p>Public Speaking-Town Hall meeting of Westward Expansion characters</p> <p>Language Workshop-Types of Sentences, Subject/Predicate, Run-on/Fragments, paragraphing, transitions, spoken language</p>	<p>Louisiana Purchase War of 1812 Trail of Tears Oregon Trail-Trails West Texas Annexation Mexican American War Discovery of Gold (California and South Dakota) Battles with Native Americans</p> <p>**Interactive Google Drive-Manifest Destiny</p> <p>Supporting Texts:</p> <ul style="list-style-type: none"> • <i>American from Washington to Madison</i> • <i>The Great West, 1869</i> • <i>American INdians and the Transcontinental Railroad</i> • <i>Transcontinental</i>

			<p><i>Railroads: Compressing Time and Space</i></p> <ul style="list-style-type: none">• <i>Dear America: Westward Expansion</i>• <i>Wagons West</i>• <i>Journals from the Trail of Tears</i>• <i>Mapping the West: The Journey of Lewis and Clark</i>• <i>Voices of the Alamo</i>
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UNIT THREE- The Christmas Carol (4 weeks) - Personal Transformations

Big Idea: Thus far, students have been inundated with concepts related to American society. This brief unit will focus on life in Europe through the lens of Charles Dickens. Further, this unit will deviate from from standard literary works to address poets/poetry throughout the 19th century.

Essential Questions: How does European society mirror American society? Does 19th century poetry emulate the morals and societal norms of its time?

READING WORKSHOP	WRITING WORKSHOP	LANGUAGE WORKSHOP	HISTORICAL CONCEPTS
Guided Reading: Poems by Emerson, Thoreau, Dickinson, Walt Whitman, Poe Short Stories: The Gift of the Magi The Little Match Girl		Poetry-Types of Poems Stanzas Creative Writing	

UNIT FOUR- Across Five Aprils (9 Weeks) - Civil War

Big Idea: The Civil War is a cornerstone piece of American history. As such, students will learn/discover the primary causes of the war, major battles and their roles within the greater conflict, the outcome of the war, and the era of Reconstruction. Within the context of Reconstruction, students will consider how a newly integrated nation chooses to heal old wounds and start anew.

Essential Questions: Did the Civil War have to occur in order to successfully end slavery? Was the military of the North truly stronger than the military of the South? Or, did the North have resources available that gave Lincoln the advantage? Did Reconstruction successfully fulfill its intended outcomes?

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<p><i>Guided Reading: Readworks and DBQ's</i></p> <p><i>Close Reads</i></p> <p><i>Book Chats-Outside Book Report</i></p>	<p>WW-Narrative Writing: Journal Writing-Pen Pals</p> <p>Argumentative Writing-Justifications of Civil War Decisions</p>	<p>LW-Paragraphing Transitions</p>	<p>Causes of the Civil War</p> <p>American Civil War</p> <p>Reconstruction</p> <p>**Interactive Google Drive-Civil War</p> <p>Supporting Texts:</p> <ul style="list-style-type: none"> • <i>The American Civil War</i> • <i>Wesley Harris: an Account of the Escaping Slavery</i> • <i>An Account from the Slave Trade:Love Story of Jeffrey and Dorcas</i> • <i>The Two Harriets:Heroines of the Civil War</i> • <i>Slavery, the Civil War, and Reconstruction: The Gettysburg Address</i> • <i>Slavery, the Civil War, and Reconstruction:The Emancipation Proclamation</i> • <i>Fredrick Douglass:From Slavery to Freedom</i> • <i>On Hallowed Ground (Construction on old Civil War battlefields)</i>
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UNIT Five- Wizard of Oz (9 Weeks) Change: Populism

Big Idea: Students will learn/discover how authors use symbolism to describe 19th/20th century economic issues concerning industrialization, relief from the gold standard, immigration, agrarian society, and the pendulum of power in a transitional society.

Essential Questions: Does *The Wizard of Oz* accurately portray the complexities of American society in the 19th/20th centuries? How does immigration change the landscape of industrialization? How did the onset of the labor movement and unionization (Wagner Act) of the late 19th century impact the plight of the industrialized workforce?

READING WORKSHOP	WRITING WORKSHOP	LANGUAGE WORKSHOP	HISTORICAL CONCEPTS
<p><i>Guided Reading: The Journal of Otto Peltonen</i></p> <p><i>Close reads</i></p> <p><i>Book Chats-Outside Book Report</i></p>	<p>Informative Writing: Expository essay on historically significant topic.</p>	<p>LW-Thesis Points of View Symbolism of characters in the real world</p> <p>WW-Compare and Contrast</p>	<p>Immigration</p> <p>Industrialization</p> <p>Unionizations</p> <p>Monopolies/Barons</p> <p>Currency-gold-silver-p aper</p> <p>Supporting Texts:</p> <ul style="list-style-type: none"> • <i>People who built America: Ford</i> • <i>People who built America: Carnegie</i> • <i>People who built America: Vanderbilt</i> • <i>People who built America: Morgan</i> • <i>Jane Addams</i> • <i>Irish Immigrants</i> • <i>Anti-Corporate Cartoons</i>

