



# Identity & Transformation I

## Overcoming Obstacles

Collaboration

### Unite Açıklaması/Unit Description

*This module is broken down into three units all of which deal with the issues of identity, transformation, and survival which can be found in the central text 'Rabbit Proof fence'.*

In the first unit, students will explore the question: "How do culture, time, and place influence the development of identity?" Through a study of the development of characters in the novel Rabbit Proof Fence, students will immerse themselves in the experiences of the Aboriginal people of Australia during the 1930s.

In the first unit, students will read the novel, discovering the differing perspectives of the novel's main characters and considering the different perspectives of the Aboriginals and the white man. Students will then explore informational texts that describe the cultures of the Aboriginals. Students will identify textual evidence that supports the differing perspectives of the novel's characters, and do routine writing tasks to analyze and explain that evidence. (This will lay the foundation for a rich performance task in Unit 3 in which students synthesize their understanding of character point of view in a two-voice poem.) Throughout this unit, students build their ability to read closely and to analyze textual evidence in writing. This unit also introduces important discussion protocols that help students collaborate effectively during discussions. For the Mid-Unit and End of Unit Assessments in Unit 1, students will demonstrate their abilities to gather textual evidence that highlights the different perspectives from their readings.

In the second unit, students are introduced to the concept of theme in a novel. As they complete Rabbit Proof Fence, students will continue to collect textual evidence to answer the question "How do individuals survive in challenging environments?" In addition, students will be reading informational texts that provide more information about the context of the novel. Close reading of the selected informational text and novel will prepare students for the mid-unit assessment and the two-part end of unit assessment. For the mid-unit assessment, students will analyze how the author of Rabbit Proof Fence both used and elaborated on historical facts. Part 1 of the end of unit assessment (which takes place over two lessons) is the first draft of a literary analysis essay requiring textual support to discuss the topic of survival in the Australian Outback. Part 2 of the end of unit assessment is the final draft of the student essay.

The third and final unit is the culmination of the study of Doris Pilkington Garimara's (daughter of Molly one of the protagonists in Rabbit Proof Fence) novel and informational texts about Australia in Units 1 and 2. Students will be pulling textual evidence from the novel and informational texts to create a two-voice poem. The poem will feature the voices of the main characters in the novel. The mid- and end of unit assessments will prepare students for the Final Performance Task by having them look at the author's craft using juxtaposition to illustrate the character's personalities and organize their thoughts before beginning work on their poems. In preparation for creating their poems, students will also examine models of two-voice poems. Once the poems are written, they will be shared with an audience of their classmates or others beyond their classroom. Teachers will assess the finished poems using a rubric adapted from the NYS Grade 6–8 Expository Writing Evaluation Rubric.

### Stage 1: Desired Results / 1. Aşama - Hedeflenen Sonuçlar

### Kazanımlar/Standards

NY: CCLS:English Language Arts 6-12

NY: 7th Grade

Reading: Literature

**Key Ideas and Details**

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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

## **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- 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.

### **Craft and Structure**

#### **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- 4. 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.

#### **6. Assess how point of view or purpose shapes the content and style of a text.**

- 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- 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.

### **Range of Reading and Level of Text Complexity**

#### **10. Read and comprehend complex literary and informational texts independently and proficiently.**

- 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Responding to Literature**

#### **11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.**

- 11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

## **Reading: Informational Text**

### **Key Ideas and Details**

#### **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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

#### **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- 2. 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.

### **Craft and Structure**

#### **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- 4. 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.

#### **6. Assess how point of view or purpose shapes the content and style of a text.**

- 6. 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.

### **Range of Reading and Level of Text Complexity**

#### **10. Read and comprehend complex literary and informational texts independently and proficiently.**

- 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Writing**

#### **2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 2a. 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.
- 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 2e. Establish and maintain a formal style.
- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### **3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 3a. 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.
- 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

#### **4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### **8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- 8. 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.

#### **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9a. 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”).
- 9b. 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”).

### **Range of Writing**

#### **10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking & Listening**

### **Comprehension and Collaboration**

#### **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

#### **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### **Presentation of Knowledge and Ideas**

#### **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## **Language**

### **Conventions of Standard English**

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

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1a. Explain the function of phrases and clauses in general and their function in specific sentences.
- 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

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

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- 2b. Spell correctly.

## Vocabulary Acquisition and Use

### 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### 5. Demonstrate understanding of word relationships and nuances in word meanings.

- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



GR7 NY Standards for ELLs

## Kalıcı Anlama/Enduring Understandings

- Individual survival in challenging environments requires both physical and emotional resources.
- Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.
- The role of social, political, and cultural interactions, personal experiences and environment supports the development of identity
- The culture of a society is the product of beliefs, customs, traditions and government of that society.

## Temel Sorular/Essential Questions

- How do individuals survive in challenging environments?
- How do culture, time, and place influence the development of identity?
- How does reading different texts about the same topic build our understanding?
- How do writers use narrative techniques to convey characters' perspectives?

## Bilgi/Knowledge

- Cultural knowledge about Australia
- Discrimination and racism (Aborigenes vs White Men)
- Present day examples such as the Syrian refugee crisis in Turkey and Europe
- Comparing and contrasting different cultures sharing the same land (Venn diagram - Maths)
- Plot (Freytag's Pyramid)
- Antagonist vs Protagonist(s)
- Character traits and tranformation throughout the novel
- Points of view
- Empathy (Life Skills Program)
- Mnemonics
- "Stolen Generations"

## Beceriler/Skills

- Write a pros and cons essay (refugee crisis)
- Being in the shoes of others (characters in the book)
- Dictionary and thesaurus skills
- Proper use of transitions and other connecting words / phrases
- Recognizing types of conflict
- Mnemonics as a way of remembering the elements of a story (SPACCRCFR)
- Preparing an online interactive poster on Glogster about refugees and asylum seekers
- Sequencing the story
- Inferring the character from quotes

## Stage 2: Assessment Evidence / 2. Aşama - Ölçme Değerlendirme Kanıtları

## Değerlendirmeler/Assessments

**Mid-Unit 1: Identifying Perspective and Formative/İzleme: Reading: Comprehension/Anlama**

**End of Unit 1: Identifying Perspective and Using Evidence from Informational Texts about Aboriginal Formative/İzleme: Written: Writing Task/Yazma Etkinliđi**

**Mid-Unit 2 Assessment: Comparing “Rabbit Proof Fence” and Essay/Article TBC Formative/İzleme: Reading: Comprehension/Anlama**

**End of Unit 2 Assessment, Part 1: On-Demand Draft Writing about the Theme of Survival Formative/İzleme: Written: Essay/Kompozisyon**

**End of Unit 2 Assessment, Part 2: Final Draft Writing about the Theme of Survival Formative/İzleme: Written: Essay/Kompozisyon**

**Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in Rabbit Proof Fence Formative/İzleme: Reading: Comprehension/Anlama**

**End of Unit 3 Assessment: Using Strong Evidence Formative/İzleme: Written: Writing Task/Yazma Etkinliđi**

**Final Performance Task: Research-based Two-Voice Poem Summative/Başarı düzeyi belirleme: Written: Writing Task/Yazma Etkinliđi**

 GR7 Mod 1 Assessment.pdf

 GR7 Mod 1 Performance.pdf

 Exam 1 of 6 Grade 7 2015 2016.docx

 Exam 2 of 6 Grade 7 2015 2016.docx

 Exam 2 of 6 Grade 7 2015 2016 Listening for 7th grade.docx

 Exam\_1\_of\_6\_Grade\_7\_2016\_2017 V2.0 CHECKED.docx

## Stage 3: Learning Plan / 3. Aşama – Öğrenme Planı

### Öğrenme Aktiviteleri/Learning Activities

### Differentiated Instruction

[Differentiated Instruction-Concept Map](#)

[Farklılaştırılmış Öğretim - Kavram Haritası](#)

 Grade 7 Week 1.docx

 IDP 1 Handout.docx

 Grade 7 Week 2.docx

### Kaynaklar/Resources

Doris Pilkington Garimara Rabbit Proof Fence Oxford Bookworms (Stage 3) ISBN 978-0-19-479144-1

Britannica Online Encyclopedia Student Edition

Achieve 3000 nonfiction articles on the topics addressed within the module

 Week 1 | Notice | Wonder.pdf

 Week 2 VOCABULARY HANDOUT.pdf

 Week 3 VOCABULARY HANDOUT .pdf

 Week 3 All About the Main Character.pdf

 W3 2016 G7 Weekly Plan FINAL.docx

 W4 2016 G7 Weekly Plan FINAL.docx

 W5 2016 G7 Weekly Plan FINAL.docx

 W6 G7 Weekly Plan.docx

 W7 G7 Weekly Plan.docx

 W8 G7 Weekly Plan.docx

 W9 G7 Weekly Plan.docx

 W10 G7 Weekly Plan.docx

 W11 G7 Weekly Plan.docx

## Üniteyi Gözden Geçirme/Unit Review Process