EXPEDITIONARY LEARNING

Grade 7: Module 2B:
Overview

In this module, students explore the concept of personal identity formation and transformation in both historical and modern-day societies. The module begins with an overview of what "identity" means and how it can mean different things to different people. In Unit 1, students read first-person narratives that focus on various social identifiers—from race to gender to socioeconomic status—as they begin to frame their understanding of what identity means. Students read informational text, identifying central ideas, analyzing how an author develops his or her claims, and identifying how the sections of the text interact to form those ideas. Unit 1 builds students' background knowledge in preparation for Unit 2, during which students closely read *Pygmalion* by George Bernard Shaw and further explore the identity transformation of the play's main character, Eliza Doolittle. This unit centers on standard RL.7.3, which focuses on how plot, character, and setting interact in literature. As an end of unit assessment, students write an argumentative essay about Eliza's changes internally and externally as she undergoes the experiment of recreating herself under Higgins' tutelage. In Unit 3, students analyze the impact of gender roles and stereotypes in personal identity

development as influenced by the media and advertising. As students read and discuss both literary and informational texts, they strengthen their ability to discuss specific passages from a text with a partner, write extended text-based argumentative and informational pieces, and conduct a short research project. Unit 3 focuses on the research standards W.7.7 and W.7.8 through an investigation of how media and advertising perpetuate stereotypes about gender and affect individuals' sense of self. As a final performance task, students create an advertisement analysis of a current print ad and modify it by making a "counter ad" that does not rely on gender-specific stereotypes and instead offers a new vision of what men and women can be. At the end of the module, students will have a better understanding of how society tries to define individuals and how individuals try to define themselves.

Guiding Questions and Big Ideas

- *Identity is a multifaceted concept with several different components.*
- *People's sense of identity can change over time.*
- *Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole.*
- *Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.*
- **How do individuals define themselves?**
- **When people change their external appearance, do they necessarily change on the inside too?**
- **How are ideas about gender communicated in today's society?**
- **How can I be a savvy consumer of media and create a strong sense of self despite media messages about my gender?**

Performance Task

Advertisement Analysis and "Counter-Ad"

Building on their focus on identity formation and gender roles in Unit 1, students will research the use and impact of gender stereotypes in advertisements. They will write a formal advertisement analysis and create a "counter ad" in which they modify the original ad to reveal the text, subtext, bias, and persuasive techniques used to perpetuate gender stereotypes. First, students individually complete a researcher's notebook in which they track their questions and take notes. Next, as their End of Unit 3 Assessment, they write a synthesis of their research findings. Finally, for the performance task, students deconstruct the portrayal of gender stereotypes in a print advertisement. On their own, they write an analysis of the advertisement that draws on their research. Then, with a partner, they work to create a counter ad. Then they will publish this new advertisement in a printed or electronic format selected by the teacher and provide a well-written paragraph to explain the choices they made in designing their counter ad. This task centers on NYSP12 ELA CCLS W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6.

Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

Relevant Content Standards

- 7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

  – Students will examine efforts of women to acquire more rights, including Sojourner Truth, Elizabeth Cady Stanton, and Susan B. Anthony.

- Gathering, Using, and Interpreting Evidence: Define and frame questions about events and the world in which we live and use evidence to answer these questions.

CSS Standards: Reading—Literature	Long-Term Learning Targets
• RL.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	• I can cite several pieces of text-based evidence to support an analysis of literary text.
• RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	• I can analyze the interaction of literary elements of a story or drama.
• RL.7.10. 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.	• I can read grade-level literary texts proficiently and independently. • I can read above-grade-level texts with scaffolding and support.
• RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.	• I can interpret and make connections between literature and other texts, ideas, or perspectives.
• RL.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	• I can cite several pieces of text-based evidence to support an analysis of literary text.
• RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	• I can analyze the interaction of literary elements of a story or drama.

CCS Standards: Reading—Informational Text	Long-Term Learning Targets
• RI.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	• I can cite several pieces of text-based evidence to support an analysis of informational text.
• RI.7.2. 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.	• I can determine a theme or the central ideas of informational text. • I can analyze the development of a theme or central idea throughout the text. • I can objectively summarize informational text.
• RI.7.3. 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).	• I can analyze the interactions between individuals, events, and ideas in a text.
• RI.7.5. 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.	• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas).
• RI.7.10. 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.	• I can read grade-level informational texts proficiently and independently. • I can read above-grade-level texts with scaffolding and support.

CCS Standards: Writing	Long-Term Learning Targets
• W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	• I can write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
d. Establish and maintain a formal style.	
e. Provide a concluding statement or section that follows from and supports the argument presented.	
• W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.
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.	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	

CCS Standards: Writing	Long-Term Learning Targets
• W.7.4. 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.)	• I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
• W.7.5. 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.	• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.
• W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	• I can use technology to produce and publish a piece of writing with links to cited sources. • I can use technology to collaborate with others while producing a piece of writing, linking to cited sources.
• W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	• I can conduct short research projects to answer a question. • I can use several sources in my research. • I can generate additional questions for further research.
• W.7.8. 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.	• I can gather relevant information from a variety of sources. • I can use search terms effectively. • I can evaluate the credibility and accuracy of each source. • I can quote or paraphrase others' work while avoiding plagiarism. • I can use a standard format for citation.

CCS Standards: Writing	Long-Term Learning Targets

• W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 	
  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").
 	
  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").
	• I can select evidence from literary or informational texts to support analysis, reflection, and research.

• W.7.10. 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.	• I can adjust my writing practices for different time frames, tasks, purposes, and audiences.

CCS Standards: Speaking & Listening	Long-Term Learning Targets
• SL.7.1. 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. a. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. • I can express my own ideas clearly during discussions. • I can build on others' ideas during discussions.
• SL.7.2. 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.	• I can analyze the main ideas and supporting details presented in different media and formats. • I can explain how ideas clarify a topic, text, or issue.

CSS Standards: Language	Long-Term Learning Targets
• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　a. Explain the function of phrases and clauses in general and their function in specific sentences. 　b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 　c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	• I can use correct grammar and usage when writing or speaking.
• L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　a. Use a comma to separate coordinate adjectives (e.g., "It was a fascinating, enjoyable movie" but not "He wore an old[,] green shirt"). 　b. Spell correctly.	• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.
• L.7.3. 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.	• I can express ideas with precision.

CSS Standards: Language	Long-Term Learning Targets
• L.7.4. 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. 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. d. 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).	• I can use a variety of strategies to determine the meaning of unknown words or phrases.
• L.7.6. 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.	• I can accurately use seventh-grade academic vocabulary to express my ideas. • I can use resources to build my vocabulary.

Texts
1. George Bernard Shaw, *Pygmalion* (Clayton, DE: Prestwick House, 2005), ISBN: 978-1-58049-399-4.
2. Karen English, *Nadia's Hands* (Honesdale, PA: Boyds Mills, 1999), ISBN: 978-1590787847. (Teacher copy only.)
3. Linda Perlstein, *Not Much, Just Chillin: The Hidden Lives of Middle Schoolers* (New York: Farrar, Straus and Giroux, 2003), ISBN: 978-0-374-20882-0. (Excerpts provided in supporting materials of lesson.)
4. Erika Packard, "Team Players," in *Monitor* (Vol. 37, Issue 8), September 2006.
5. Cindy Morand, "The Border," in *Red: Teenage Girls of America Write on What Fires Up Their Lives Today* (New York: Penguin/Plume, 2008).
6. Grace Lin, "Why Couldn't Snow White Be Chinese?" as found at http://www.gracelin.com/media/press/press_snowwhiteessay.pdf.
7. Diane Gonzales Bertrand, "My Own True Name," in *Chocolate for a Teen's Spirit: Inspiring Stories for Young Women About Hope, Strength, and Wisdom* (New York: Simon & Schuster, 2002).
8. Denise Winterman, "Teen Slang: What's, like, so wrong with like?" in *BBC News Magazine*, September 2010.
9. Julianne Micoleta, "Generation Z Teens Stereotyped as 'Lazy and Unaware,'" Huffington Post, March 2012.
10. Reniqua Allen, "Is Money Affecting Your Social Status?" in *Teen Vogue*, http://www.teenvogue.com/advice/friendship-advice/2011-12/how-money-affects-friendships-social-standing/?intro.
11. Lynda Nead, "Women and Urban Life in Victorian Britain," Nov. 4, 2004, as found at http://www.bbc.co.uk/history/.
12. Research texts: See Unit 3 overview for texts that the whole class reads related to the Unit 3 short research project, as well as the Unit 3, Lesson 8 supporting materials.

Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Reading Closely and Citing Evidence: Stories of Personal Identity Formation			
Weeks 1–2	• Launch independent reading (see Launching Independent Reading in Grades 6–8: Sample Plan—stand alone document on EngageNY.org) • Launching the module	• I can self-select text based on personal preferences. (RL.7.11a) • I can determine a theme or the central ideas of an informational text. (RI.7.2)	
	• Analyzing the development of claims and use of evidence in first-person narratives • Using evidence and paraphrasing text	• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • I can determine a theme or the central ideas of an informational text. (RI.7.2) • I can analyze the development of a theme or central idea throughout the text. (RI.7.2) • I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)	Mid-Unit 1 Assessment: Evidence, Ideas, and Interactions: "Why Couldn't Snow White Be Chinese?" (RI.7.1, RI.7.2, and RI.7.3)
	• Analyzing the structure of informational texts	• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • I can determine a theme or the central ideas of an informational text. (RI.7.2) • I can analyze the development of a theme or central idea throughout the text. (RI.7.2) • I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) • I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)	End of Unit 1 Assessment: Claims, Interactions, and Text Structure: "Is Money Affecting Your Social Status?" (RI.7.1, RI.7.2, RI.7.3, and RI.7.5)

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Reading Drama and Writing to Learn: Identity Transformation in _Pygmalion_			
Weeks 3–4	• Analyzing setting, character, and plot in _Pygmalion_ • Evaluating Eliza's changes internally and externally	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	• Mid-Unit 2 Assessment: Using Evidence, Theme, and Inference to Analyze an Unseen Passage in _Pygmalion_ (RL.7.1, RI.7.3, and L.7.4)
Weeks 5–6	• Planning _Pygmalion_ argument essay • Writing and revising _Pygmalion_ argument essay • Discussing end of book	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) • With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) • I can use correct grammar and usage when writing or speaking. (L.7.1) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL7.1)	• End of Unit 2 Assessment: Argument Essay: Eliza's Changes (RL.7.1, RL.7.3, W.7.1, W.7.9a; W.7.5, L.7.1, and L.7.2)

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Analyzing Gender Roles in Advertising			
Weeks 7–8	• Reintroducing concept of gender in identity formation • Researching use of gender stereotypes in advertising and media	• I can conduct short research projects to answer a question. (W.7.7) • I can use several sources in my research. (W.7.7) • I can generate additional questions for further research. (W.7.7) • I can gather relevant information from a variety of sources. (W.7.8) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) • I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)	• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and W.7.8)
	• Culminating Research Project: Analyzing advertisements and creating a counter ad	• I can conduct short research projects to answer a question. (W.7.7) • I can use several sources in my research. (W.7.7) • I can generate additional questions for further research. (W.7.7) • I can gather relevant information from a variety of sources. (W.7.8) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) • I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) • I can express ideas with precision. (L.7.3) • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)	• End of Unit 3 Assessment: Writing a Research Synthesis (W.7.7 and W 7.8) • Final Performance Task: Advertisement Analysis and Counter Ad (W.7.2 a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6)

Organizing Students' Papers

Throughout the module, students work with note-catchers, Reader's Notes, and other handouts that hold their thinking. Students must be able to use these over multiple days. Consider what organizational structures in your class might help your students keep track of these papers.

Media and Special Materials

- Whenever possible, students with language processing issues may benefit from audio versions of text. In Unit 1, nonfiction articles are used in which there are no audio recordings; instead, consider using screen readers if you have access to that technology. A variety of free versions are available online.

- In Unit 2, students may benefit from hearing the accents, dialect, and intonation of the characters from *Pygmalion* from an audio recording performance of the play. See Unit 2 Teaching Notes for possible resources for audio versions.

- In Unit 3, there are potential video clips that can be used to extend students' understanding of gender stereotypes in media. These are offered as extensions in case you are unable to access the necessary technology or media.

- As students' final performance task during Unit 3, they will create a "counter ad." Ideally, they will publish their work in an electronic format, but they could publish in print. The choice is up to you and depends on the resources available at your school. This unit will go more smoothly if you choose the format of this project before you begin Unit 3 and use a model (using the text and resources provided with Unit 3) in that format. See the stand-alone Performance Task document on EngageNY.org for more details about possible formats.

Computers

In most of Unit 3 (research and publishing a final project), it would be helpful to provide students with computer access. Consider the facilities in your school and think about how you can make that possible. Alternatives are provided for schools and teachers without access to this technology, but the work in Unit 3 is designed to address the technology standard (W.7.6).

Close Reading

This module introduces a new Close Reading Guide (for teacher reference), which you will find as a supporting material in many lessons that involve close reading. This guide was developed to streamline the detailed lesson agenda and provide a "cheat sheet" for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding. Teachers' Editions of Reader's Notes are also available for every lesson with potential answers you can use as a guide to help you support your students.

Independent Reading

This module introduces a more robust independent reading structure at the start of Unit 1 and carries independent reading as a consistent structure throughout the module, with the most emphasis in Units 1 and 3. Consider scheduling a week between Module 1 and this module to launch independent reading. Alternatively, you could lengthen the time for Unit 1 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org, **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Units 1 and 3 include time to maintain and assess the independent reading routine (calendared into the lessons). You may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students' needs.