



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 1: Overview



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Unit 1: Building Background Knowledge: What is Identity and how is it Formed?

In this unit, students explore the concept of personal identity as a backdrop for reading the play *Pygmalion* in Unit 2. Unit 1 begins with a mystery text about an individual's struggle with her own identity and introduces students to key concepts in identity formation. Students consider the question, "In what ways can individuals define themselves?" as they distinguish between internal and external identifiers. Students read informational texts such as first-person narratives and conduct close reading using text-dependent questions and Reader's Notes to

conduct close reading using text-dependent questions and Reader's Notes to support the development of their skills such as citing evidence from text, making inferences, summarizing central ideas, and analyzing interactions within a text. This prepares them for both the mid-unit assessment and end of unit assessment. Both assessments require students to read a previously unseen informational text and then make inferences and claims based on the evidence provided in the text.

Guiding Questions And Big Ideas

- *Individuals define themselves in myriad of ways, including both internal and external characteristics.*
- *Identity can develop and change over time.*
- **How do individuals define themselves?**
- **How can struggling with your identity help you to strengthen your sense of self?**
- **How can reading different texts about the same topic build our understanding of a complex idea?**



Mid-Unit 1 Assessment	<p>Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, RI.7.2, and RI.7.3. For this assessment, students will cite several pieces of evidence in Grace Lin’s essay “Why Couldn’t Snow White Be Chinese?” and use it to identify central ideas and to analyze the text. This assessment also features an opportunity for students to practice paraphrasing information in a short-response, using a structured format they practice throughout the unit.</p>
End of Unit 1 Assessment	<p>Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?”</p> <p>This assessment focuses on NYSP12 ELA CCLS RI.7.1, 7.2, RI.7.3, and RI.7.5. For this assessment, students will read and analyze the article “Is Money Affecting Your Social Status?” and identify the central ideas, claims, and structure of the text. This assessment asks students to summarize information they’ve read in a short paragraph, select the best piece of evidence to support a claim, and analyze the relationship between different paragraphs. This assessment tests all the informational text reading standards that are covered in the unit, serving as a culminating assessment.</p>

Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about identity formation and transformation. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Unifying Themes (pages 6–7)

- Theme 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity; personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Theme 5: Development and Transformation of Social Structures: Role of social class, systems of stratification, social groups, and institutions; role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture; social and political inequalities.



Central Texts

1. English, Karen, and Jonathan Weiner. *Nadia's Hands*. Honesdale, PA: Boyds Mills, 1999.
2. Perlstein, Linda. *Not Much, Just Chillin: The Hidden Lives of Middle Schoolers*. New York: Farrar, Straus and Giroux, 2003.
3. Erika Packard, "Team Players," *Monitor*, September 2006, Vol 37, No. 8.
4. Cindy Morand, "The Border," *Red: Teenage Girls of America Write on What Fires Up Their Lives Today*, Penguin/Plume, 2007.
5. Grace Lin, "Why Couldn't Snow White Be Chinese?" http://www.gracelin.com/media/press/press_snowwhiteessay.pdf
6. Diane Gonzales Bertrand, "My Own True Name," *Chocolate for a Teen's Spirit: Inspiring Stories For Young Women About Hope, Strength, and Wisdom*, Simon & Schuster, 2002.
7. Denise Winterman, "Teen Slang: What's, like, so wrong with like?" *BBC News Magazine*, September 2010.
8. Julianne Micoleta, "Generation Z Teens Stereotyped As 'Lazy And Unaware,'" *Huffington Post*, March, 2012.
9. Reniqua Allen, "Is Money Affecting Your Social Status?" *Teen Vogue*, <http://www.teenvogue.com/advice/friendship-advice/2011-12/how-money-affects-friendships-social-standing/?intro>.



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Launching the Module: Identity and Transformation: Then and Now	<ul style="list-style-type: none"> I can determine the central idea of a text. (RI.7.2) 	<ul style="list-style-type: none"> I can make inferences about the central idea of <i>Nadia's Hands</i>. I can build a working definition of identity. 	<ul style="list-style-type: none"> Identity journals External Identity mind map Internal Identity mind map Reader's Notes 	<ul style="list-style-type: none"> Identity anchor chart
Lesson 2	Defining Key Terms: Gender and Internal Identity	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can determine the central ideas in informational text. (RI.7.2) I can analyze the interaction between individuals, events, and ideas in a text. (RI.7.3) 	<ul style="list-style-type: none"> I can cite specific evidence from "Team Players" to support an analysis of the text. I can determine the central ideas in "Team Players". I can analyze the interaction between individuals, events, and ideas in "Team Players." 	<ul style="list-style-type: none"> Reader's Notes: <i>Not Much, Just Chillin'</i>, pages 105–106 (from homework) Identity anchor chart Reader's Notes: "Team Players" 	<ul style="list-style-type: none"> Identity anchor chart
Lesson 3	Analyzing the Central Ideas, Part 1: "The Border"	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can determine the central ideas in informational text. (RI.7.2) I can analyze the interaction between individuals, events, and ideas in a text. (RI.7.3) 	<ul style="list-style-type: none"> I can use quotations from "The Border" to support an analysis of the text. I can trace the development of the central idea of "The Border." I can analyze the interaction between individuals, events, and ideas in "The Border." 	<ul style="list-style-type: none"> Reader's Notes: "Team Players" (from homework) Text-Dependent Questions: "The Border" Reader's Notes: "The Border" Identity anchor chart Student identity mind maps 	<ul style="list-style-type: none"> Identity anchor chart Back-to-Back and Face-to-Face protocol
Lesson 4	Analyzing the Central Ideas, Part 2: "The Border"	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can express ideas with precision. (W.7.4) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) 	<ul style="list-style-type: none"> I can use quotes successfully to support an analysis of the central ideas of "The Border." I can write with precision about "The Border" using the "quote sandwich". By engaging in a discussion with my partner, I can analyze "The Border" to deepen my understanding of its central idea. 	<ul style="list-style-type: none"> Identity anchor chart Reader's Notes: "The Border" (from homework) Short Response Graphic Organizer: "The Border" 	<ul style="list-style-type: none"> Identity anchor chart Discussion Appointment protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit 1 Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can objectively summarize a piece of text. (RI.7.2) I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) 	<ul style="list-style-type: none"> I can objectively summarize “Why Couldn’t Snow White Be Chinese?” I can identify the supporting evidence for an analysis of “Why Couldn’t Snow White Be Chinese?” I can analyze the interaction between an individual and events and ideas in “Why Couldn’t Snow White Be Chinese?” 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment 	
Lesson 6	Drawing Inferences: “My Own True Name”	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can determine the central ideas in informational text. (RI.7.2) I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) 	<ul style="list-style-type: none"> I can make and share accurate inferences about “My Own True Name” in discussion with my peers. I can determine the central idea of “My Own True Name.” 	<ul style="list-style-type: none"> Reader’s Notes Text-dependent questions 	<ul style="list-style-type: none"> Identity anchor chart
Lesson 7	Analyzing Text Structure: “Teen Slang: What’s, Like, So Wrong with Like?”	<ul style="list-style-type: none"> I can determine the central ideas of an informational text. (RI.7.2) I can analyze the development of a central idea throughout the text. (RI.7.2) 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) 	<ul style="list-style-type: none"> I can analyze the organization of “Teen Slang: What’s, Like, So Wrong with Like?” to determine the author’s claims and evidence. I can analyze how the claims and evidence of “Teen Slang: What’s, Like, So Wrong with Like?” relate to one another. 	<ul style="list-style-type: none"> Reader’s Notes: “My Own True Name” (from homework) Text-Dependent Questions: “Teen Slang: What’s, Like, So Wrong with Like?” “Teen Slang: What’s, Like, So Wrong with Like?” Structure anchor chart 	<ul style="list-style-type: none"> “Teen Slang: What’s, Like, So Wrong with Like?” Structure anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Analyzing Text Structure: “Generation Z Stereotyped...”	<ul style="list-style-type: none"> I can determine the central ideas of an informational text. (RI.7.2) I can analyze the development of a central idea throughout the text. (RI.7.2) 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) 	<ul style="list-style-type: none"> I can analyze the organization of “Generation Z Stereotyped ...” to determine its central ideas and evidence. I can analyze the central ideas and evidence of “Generation Z Stereotyped ...” and how they relate to one another. 	<ul style="list-style-type: none"> Forming Evidence-Based Claims Graphic Organizer: “Teen Slang: What’s, Like, So Wrong with Like?” (from homework) 	<ul style="list-style-type: none"> “Generation Z Stereotyped...” anchor chart Identity anchor chart
Lesson 9	End of Unit Assessment: Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”	<ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) 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) 	<ul style="list-style-type: none"> I can cite evidence to support analysis of “Is Money Affecting Your Social Status?” I can analyze interactions between individuals, events, and ideas in “Is Money Affecting Your Social Status?” I can analyze how paragraphs of “Is Money Affecting Your Social Status?” contribute to the development of the ideas in the text. 	<ul style="list-style-type: none"> End of Unit 1 Assessment 	
Lesson 10	Independent Reading Celebration and Read-aloud of the Myth of Pygmalion	<ul style="list-style-type: none"> I can self-select text based on personal preferences. (RL.7.11a) 	<ul style="list-style-type: none"> I can celebrate my accomplishments in independent reading for this unit. 	<ul style="list-style-type: none"> Independent Reading sharing 	<ul style="list-style-type: none"> Identity anchor chart



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a guest speaker from an organization that works with class or social justice issues.
- Invite a guest speaker with a psychology background to speak about identity formation and transformation.
- Invite an author of a memoir or personal narrative about identity to come and speak to the class or be interviewed by the class.

Optional: Extensions

- Watch the musical *My Fair Lady* and compare the filmed version to the play, particularly paying attention to the different endings.
- Conduct a more in-depth study of class in England and in America. Use the PBS documentary *People Like Us* to support your study.



Preparation and Materials

This unit includes several routines: Independent Reading and Reader's Notes.

1. Independent Reading

This unit assumes that you have launched an independent reading program with your students. Homework in this module often includes independent reading, and the Unit 1 and Unit 3 plans include time in class to check in on independent reading. Consider scheduling a week between the previous module and this one 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 $\frac{1}{2}$ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Various options are outlined in the **Launching Independent Reading in Grades 6-8: Sample Plan**; consider what will best meet the needs of your students and establish that routine in this unit.

2. Reader's Notes

Students will read a variety of informational texts in this Unit and record their thinking daily in Reader's Notes. Reader's Notes are organized by lesson and correspond to the reading selection each day. They include sections for practicing the following key skills: identifying word meanings from the reading, reading for gist, making inferences, and pulling evidence from the text to support analysis.

- Consider copying and stapling the Reader's Notes for the entire unit into one bundle which you distribute to your students. This will require less time spent on passing out papers and will require more responsibility from students to store their packets safely. You will be prompted in specific lessons to check and collect the Reader's Notes so you can ensure all your students are filling them out correctly. The teacher's edition of the Reader's Notes includes definitions for all vocabulary words in the Reader's Dictionary as well as sample responses to the questions.