

Quarter 1 Urban Setting

Start day: 1

Meetings: 46 days

Skills and Concepts

- Compare and contrast story characters, plots, themes and settings from works about urban America.
- Distinguish between explicit and implicit ways of describing the effect of setting on characters, plots, and themes.
- Analyze the ways in which the structure of a work affects how the setting is conveyed.
- Analyze different accounts of the same events.
- Compare poetry and prose about urban settings.
- Write a scene of a short story that explores the effect of an urban setting.
- Research urban settings and apply information to author's craft.
- Define the related words and identify their parts of speech (e.g., urban, urbanization, suburban; city, citify; metropolitan, metropolis)

Unit Summary

Students explore characters and plots, but this unit takes a unique approach to examining how setting, directly or indirectly, affects these story elements. Students work on citing textual evidence that reveals the setting, analyze the effect of the setting on individuals and events, and create their own urban setting.

This unit ends with an informative/explanatory essay in response to the essential question. "What does the urban setting contribute to these stories?"

Essential Questions

How does the urban setting contribute to the stories read in this unit?

Other question to think about and take notes on:

- How would this story be different if it were set in a rural or suburban setting?

- What specific elements of the urban setting does the author incorporate into the literature and how does this impact different parts of the story (theme, characters, plot, etc.)?
- What makes fictional literature with an urban setting realistic?

Content

Name	Description	Type
essential question and questions to think about.docx	essential question and questions to think about.docx	label.contentType.docx
unit 1 essential q banner.pub	unit 1 essential q banner.pub	label.contentType.file

Learning Progressions

Cluster	Before	During	After
Reading	<p>RL.7.1 Cite several pieces of textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.6: Determine an author's point of view or purpose in a</p>	<p>RL.8.1 Cite several pieces of textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.6: Determine an author's point of view or purpose in a text and</p>	<p>RL.9.1 Cite strong and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.6: Determine an author's point of view or purpose in a text and analyze how</p>

	text and analyze how the author distinguishes his or her position from that of others.	analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	the author uses rhetoric to advance that point of view or purpose.
Writing	W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.9.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	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	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing	SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Speaking/Listening	<p>their own clearly.</p> <p>SL.7.1(a): Come to discussions prepared, having read or researched material under study; explicitly drawn on that preparations by referring to evidence on the topic, text, to probe and reflect on ideas under discussion.</p> <p>SL.7.1 (b): Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as need.</p>	<p>their own clearly.</p> <p>SL.8.1(a): Come to discussions prepared, having read or researched material under study; explicitly drawn on that preparations by referring to evidence on the topic, text, to probe and reflect on ideas under discussion.</p> <p>SL.8.1 (b): Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as need.</p>	<p>SL.9.1(a): Come to discussions prepared, having read or researched material under study; explicitly drawn on that preparations by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9.1 (b): Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>
		<p>L.8.4: Determine or clarify the meaning of</p>	<p>L.9.4: Determine</p>

Language	<p>L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p>unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.4 (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 phrases.</p>	<p>or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9.4 (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 phrases.</p>
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Academic Vocabulary Tier II

ghetto

prejudice

diversity

ethnicity

socioeconomic

metropolitan

urbanization

urban vs rural and suburban

Other terms:

Authenticity (end of unit common task)

Realism (The Outsiders article essay)

The Outsiders Vocabulary (see attached vocabulary in My Resources)

Content

Name	Description	Type
outsiders Vocabulary per Chapter.docx	outsiders Vocabulary per Chapter.docx	label.contentType.docx
collins vocab blank.xlsx	collins vocab blank.xlsx	label.contentType.xlsx
Urban Setting Vocabulary.docx	Urban Setting Vocabulary.docx	label.contentType.docx

Domain Specific Vocabulary

setting

exposition

theme

characters (characterization, traits)

narrative

point of view

plot sequence

conflict

summary

paraphrase

explicit textual evidence vs implicit textual evidence

audience

literal vs figurative language

credible sources

parenthetical citation

Content

Name	Description	Type
Urban Setting Vocabulary.docx	Urban Setting Vocabulary.docx	label.contentType.docx

Literary Texts

Unit Novel

The Outsiders (S.E. Hinton) 30 copies per cluster

Other Novels

The Skin I'm In (Sharon Flake) 30 copies per cluster

Monster (Walter Dean Myers) 30 copies per cluster

Short Stories

The Treasure of Lemon Brown (Walter Dean Myers) 7th grade Prentice Hall

The Umbrella Man and Other Stories (Roald Dahl)

Bag in the Wind (Ted Koozer)

Poetry

Stone Bench in an Empty Park (Paul Janeczko)

The Rose that Grew from Concrete (Tupac Shakur)

Locomotion

Drama

Westside Story (30 copies)

Videos:

Stand and Deliver

The Outsiders

The Freedom Writers

West Side Story

Informational Texts

The Great Fire (Jim Murphy)

The Building of Manhattan (Donald Mackay) 30 copies per cluster

Excerpt from *The Freedom Writers Diary* by The Freedom Writers with Erin Gruwell

Excerpt from *Bad Boy: A Memoir* by Walter Dean Myers

"The Urban Experience in Recent Young Adult Literature" (Article from The Alan Review)

Suggested Interims - Benchmarks

Teen Curfew On Demand (Mid Unit)

"The Urban Experience in Recent Young Adult Literature" and *The Outsiders* essay (after reading *The Outsiders*)

The Outsiders Album Project (after reading *The Outsiders*)

End of Unit Common Task (near end of unit)

Answer essential question (end of unit)

The Outsiders end of unit test

The Outsiders vocabulary test

The Outsiders reading checks

Content

Name	Description	Type
Copy of Baseline.docx	Copy of Baseline.docx	label.contentType.googleDoc
Copy of California Folk.pdf	Copy of California Folk.pdf	label.contentType.googleDoc
Copy of Narrative of Fredrick Douglas Pg1.pdf	Copy of Narrative of Fredrick Douglas Pg1.pdf	label.contentType.googleDoc
Copy of Narrative of Fredrick Douglas Pg2.pdf	Copy of Narrative of Fredrick Douglas Pg2.pdf	label.contentType.googleDoc
Copy of Story of My Life.pdf	Copy of Story of My Life.pdf	label.contentType.googleDoc
Copy of The Great Fire Q1.docx	Copy of The Great Fire Q1.docx	label.contentType.googleDoc
article essay organizer.docx	article essay organizer.docx	label.contentType.docx
article urban youth literature assignment and questions.docx	article urban youth literature assignment and questions.docx	label.contentType.docx
Article Urban Youth literature.pdf	Article Urban Youth literature.pdf	label.contentType.pdf
essential question post unit analysis.docx	essential question post unit analysis.docx	label.contentType.docx

teen curfew close read.docx	teen curfew close read.docx	label.contentType.docx
The Outsiders Test.docx	The Outsiders Test.docx	label.contentType.docx

End of Unit Common Task

Research and Letter to a publisher (See attached documents for assignment, scaffolding, rubrics, etc.)

Act as if you were an author researching for your own novel. Choose an element of an urban setting (subway, skyscraper, dilapidated building, park, etc.) and research it. In an essay explain how your research will influence the novel that you are writing?

Questions to think about:

What specific details would be included and utilized in your novel?

How would you incorporate these details into your plot?

Where in the novel would you include the information gained from your research?

How would your reader benefit from the incorporation of these details?

- Create a fictional plot with an urban setting using a plot mountain organizer.
- Figure out which parts of the urban setting you would need to research for your novel.
- Find a number of informational text on that element of the urban setting.
- Read/gather information/research for your novel.
- Create a works cited page.
- Write the essay – use quotes directly from these texts

Content

Name	Description	Type
Assignment Sheet.docx	Assignment Sheet.docx	label.contentType.docx
Checklist for letter to publisher end of unit common task.docx	Checklist for letter to publisher end of unit common task.docx	label.contentType.docx
including quotes and works cited.docx	including quotes and works cited.docx	label.contentType.docx
Letter Template Outline.docx	Letter Template Outline.docx	label.contentType.docx

Letter to the Publisher Description.docx	Letter to the Publisher Description.docx	label.contentType.docx
Plot Diagram.docx	Plot Diagram.docx	label.contentType.docx
Sources Sheet.docx	Sources Sheet.docx	label.contentType.docx

Learning Plan Instructional Strategies

1. Introductory Activity Option 1

Students will write a first-person narrative in their journal about an experience in an urban setting. Students should focus on painting a picture of the urban setting. What do they see, hear, smell and feel? Students will share their narratives in small groups and work together to complete a **Top Hat Organizer** comparing the elements in their narratives. Class discussion should revolve around descriptions of an urban setting in order to provide a context for the literature studied in the unit.

2. Introduction Activity Option 2: Urban Statement Activity

The teacher will place blank papers with the following headings around the room:

According to *Alphabet City*, cities are . . .

According to *City by Numbers*, cities are . . .

What happens in urban settings?

What do urban settings feel/smell/sounds like?

What do urban settings look like?

People in urban settings . . .

Students will then travel to each paper and write statements about urban settings under each category. The teacher will pick some of the statements about urban settings that the students came up with and put them into the **support/refute organizer from the Core Six book** and give them to students to complete with multiple text used throughout the unit.

3. Annotating/Summary/Paraphrase Activity

Students will read and annotate the excerpt from *Bad Boy* by Walter Dean Myers. The teacher will review rules for annotating prior to reading the text. After students read the text they should find the main idea of each paragraph and write a summary (see lesson #3). Students will use this text to continue filling in the **support/refute organizer**.

4. The Outsiders

Students will read *The Outsiders* in and outside of class.

- **Literary Graphic Organizer**

As you read one of the novels and/or short stories from this unit, take notes in your journal or on a spreadsheet about the story characters, plot, theme, and setting. As you take notes about these categories, think about how the setting affects the story. Be sure to note page numbers with relevant information that is explicitly stated or implied, so you can cite the text during class discussion.

- Who is/are the major character(s)?
- What is the problem faced by the character(s)? How does he/she/they resolve the problem?
- What is/are the theme(s) of the novel? (i.e. good vs. evil, overcoming challenges, etc.)
- What is the effect of the setting(s) on the characters?
- Is the effect of the setting stated or implied?
- What unique words and phrases does the author use to describe the setting(s)?

5. Class Discussion

Compare and contrast settings, characters, plots, and themes of the various fictional texts read. Can you make any generalizations about the effect the urban setting has on these stories? What are they? After class discussion, create a Top Hat in your journal or with an outline template that outlines the similarities and differences among the settings, characters, plots, and/or themes.

6. Class Discussion

It has been said that places have a character of their own. How is setting used as a “character”? Write your thoughts in your journal and share with a partner prior to class discussion. Be sure to cite specific information from the texts. You may also post responses to this prompt on a class blog in order to get feedback from others outside of your classroom.

7. Close Reads

Teachers choose excerpts from informational texts about New York City/ Chicago, etc. Additionally, text are presented in exemplar format and students will practice close read strategies such as annotating and determining meaning in context.

8. Informational/expository writing

Read at least three different informational texts about New York City, from books about the events of September 11, 2001, or Ellis Island, to Manhattan architecture or the New York art world. Analyze how different texts make connections or distinctions among individual, ideas, or events. Explain your findings in a well-developed essay. Cite at least three examples from each text to illustrate how their approaches to the topic are similar or different. Use a mixture of paraphrasing and direct quotations. Share ideas with a partner and revise your ideas, if desired.8.

9. Media Appreciation/Class Discussion

Compare and contrast the poem “Chicago” by Carl Sandburg and *The Great Fire* by Jim Murphy. These works are set in the same city. How is the urban setting portrayed in each? How does the structure of each contribute to its meaning? Write your thoughts in your journal and share with a partner prior to class discussion.

10. Narrative Writing

While reading the short stories in this unit, explore your own style of writing. Compare and contrast the following aspects of the stories: Which author orients the reader to a story in a manner that is similar to your own? What sensory details do author use that you like to use too? How does the author incorporate setting as an integral part of the story? Also, what new vocabulary words can you incorporate into your story? Write your own scene from a short story plot you have created that effectively explores the effect of an urban setting on the characters and plot.

Core Shifts to be Incorporated

Shift 1: Balancing Informational & Literary Text

Shift 3: Staircase of Complexity

Shift 4: Text-based Answers

Shift 5: Writing from Sources

Shift 6: Academic Vocabulary

Differentiation for Struggling Learners

Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students. Template provides language supports, language objectives, and WIDA language standards.
- **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
- **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms
- **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.
- **Review and assessment:** frequently give students feedback on their output, spot check students' comprehension throughout the lesson.

Content

Name	Description	Type
WIDA Lesson Plan Share Space	WIDA Lesson Plan Share Space	label.contentType.weblink

Differentiation for Extension

Common Misconceptions

Urban setting, metropolitan, suburban, rural setting?

Urban settings are all violent and dangerous.

Difference between paraphrase and summary

The belief that setting has no impact on character or plot.

How is the plot shaped (or determined, influenced by, or moved along) by the setting?

Distinguish between author's craft & author's tone.

Compare, Contrast.

Is the effect of the setting stated or implied, affect.

Distinguish between implicit textual evidence, explicit textual evidence.

Instructional Resources

The Core Six: Essential Strategies for Achieving Excellence with the Common Core

Suggested and Required Text

Required

The Outsiders (F)

Excerpt from *Bad Boy (NF)*

The Treasure of Lemon Brown (F)

Excerpt from *The Freedom Writers Diary (NF)*

Excerpt from *The House on Mango Street* (F)

Article: *The Urban Experience in Recent Young Adult Novels* (NF)