

## Quarter 3 Characters with Character

**Start day:** 97

**Meetings:** 46 days

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### Skills and Concepts

- I can compare & contrast story characters, plots, themes, & settings from stories about the middle ages.
- I can conduct research on a role in medieval society (knight, female, apprentice, lord), and decide if the historical fiction texts read in class accurately portrayed those roles.
- I can read fiction and nonfiction texts about the same topic and compare and contrast.
- I can work as part of a group to analyze a novel and develop a presentation discussing the evolution of a theme throughout.

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### Unit Summary

Students begin to develop or build on their knowledge of the medieval time period, first taught to them in social studies. Students will read a historical fiction novel set in the Middle Ages. While the historical time period is secondary to the focus on characterization and theme, historical accuracies and creative license are considered. Students discuss how elements of a story interact, practice citing textual evidence, and formalize a process for determining word meanings. In book groups students will discuss literary elements such as character and theme, and discuss how the author portrays the different roles in society. Students will take notes on different roles in medieval society to use in their end of unit common task where they will write an informational report analyzing the accuracy of historical information in historical fiction texts.

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### Essential Questions

**Does historical fiction accurately portray historical events?**

- **What does a reader of historical need to understand about the genre?**
- **How does an author of historical fiction make the genre believable? What techniques does he or she use?**
- **What makes historical fiction believable?**

### Content

Name	Description	Type
Essential questions.docx	Essential questions.docx	label.contentType.docx

## Learning Progressions

Cluster	Before	During	After
Reading	<p>RL7.1 Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inference drawn from the text.</p> <p>RL7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><b>RL8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn from the text.</p> <p><b>RL8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>RL9.1 Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn from the text.</p> <p>RL9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
	<p>W7.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>W8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>W9.1 Write</p>

## Writing

W7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	<b>W8.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W7.4 Produce clear and coherent writing in the development, organization, and style are appropriate to task, purpose, and audience.	<b>W8.4</b> Produce clear and coherent writing in the development, organization, and style are appropriate to task, purpose, and audience.	W9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for	<b>W8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused	W9.4 Produce clear and coherent writing in the development, organization, and style are appropriate to task, purpose, and audience.  W9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve

	<p>further research and investigation.</p> <p>W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W7.10 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.</p>	<p>questions that allow for multiple avenues or exploration.</p> <p><b>W8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>W8.10</b> 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.</p>	<p>a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W9.10 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.</p>
	<p>SL7.1: Engage effectively in a range of collaborative discussions (one-on-one,</p>	<p><b>SL8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>SL9.1: Initiate and participate effectively in a range of</p>

Speaking/Listening	<p>in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p>	<p>teacher-led) with diverse partners on grade 8 topics, text, and issues, building on others' ideas and expressing their own clearly.</p>	<p>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
	<p>SL7.4 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.</p>	<p><b>SL8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL9.4 Present information findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
	<p>SL7.6: Adapt speech to a variety of context and tasks, demonstrating</p>	<p><b>SL8.6:</b> Adapt speech to a variety of context and tasks, demonstrating</p>	<p>SL9.6: Adapt speech to a variety of context and tasks, demonstrating command of formal English when indication or</p>

	command of formal English when indication or appropriate.	command of formal English when indication or appropriate.	appropriate.
Language	<p><b>L7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>L8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>L9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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## Academic Vocabulary Tier II

medieval

feudalism

knight

lord

manor

apprentice

historical accuracy

chivalry

morals

code

historical fiction

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## Domain Specific Vocabulary

characterization

theme

"creative license"

focus statement

summary

cite

textual evidence

## Content

Name	Description	Type
collins vocab blank.xlsx	collins vocab blank.xlsx	label.contentType.xlsx

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**Literary Texts**
**Stories**

*Good Masters! Sweet Ladies! Voices from a Medieval Village* (Laura Amy Schlitz)(TEACHER)

*Sir Launcelot Du Lake* **from** *Le Morte D'arthur* by Sir Thomas Mallory

*A Medieval Romance* (Mark Twain)

**Individual Literary Discussion Text (ILDT)**

*Adam of the Road* (Elizabeth Janet Gray)

*The Midwife's Apprentice* (Karen Cushman)

*Crispin: the Cross of Lead* (Avi)

***Catherine Called Birdie* (Karen Cushman) (online text)**

**Videos**

Life in the Middle Ages (library)

multiple videos in the library

## Content

Name	Description	Type
The Tale of Sir Launcelot du Lake.pdf	The Tale of Sir Launcelot du Lake.pdf	label.contentType.pdf
Piers The Plowman poem.docx	Piers The Plowman poem.docx	label.contentType.docx

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## Informational Texts

### Nonfiction

*Outrageous Women of the Middle Ages* (Vickie Leon)

Excerpts from *A Distant Mirror* (Barbara Tuchman)

- Youth and Chivalry part 1
- Youth and Chivalry part 2

### Content

Name	Description	Type
from a distant mirror youth and chivalry.docx	from a distant mirror youth and chivalry.docx	label.contentType.docx
a distant mirror and launcelot.docx	a distant mirror and launcelot.docx	label.contentType.docx

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## Suggested Interims - Benchmarks

Novel theme presentation

On Demand

End of Unit Common Task

### Content

Name	Description	Type

catherine called birdy culminating project - Google Drive.pdf	catherine called birdy culminating project - Google Drive.pdf	label.contentType.pdf
end of unit common task organizer.docx	end of unit common task organizer.docx	label.contentType.docx
end of unit common task.docx	end of unit common task.docx	label.contentType.docx
final essay.doc	final essay.doc	label.contentType.doc
Theme Presentation Rubric for CCB.docx	Theme Presentation Rubric for CCB.docx	label.contentType.docx
Theme Presentations for Catherine.docx	Theme Presentations for Catherine.docx	label.contentType.docx
Writing organization for EUCT Q3.pptx	Writing organization for EUCT Q3.pptx	label.contentType.pptx

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## End of Unit Common Task

Choose a position in the medieval social structure (king, lord, knight, peasant) that was represented in your Individual Literacy Discussion Text (ILDT) and research that position in medieval society. Determine whether or not the character in your book was accurately portrayed according to the research you conducted. Write a multi-paragraph response using examples from your ILDT and your research to support your claim. Include at least one way that the character was inaccurately portrayed.

## Content

Name	Description	Type
end of unit common task organizer.docx	end of unit common task organizer.docx	label.contentType.docx
end of unit common task.docx	end of unit common task.docx	label.contentType.docx
Writing organization for EUCT Q3.pptx	Writing organization for EUCT Q3.pptx	label.contentType.pptx

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## Learning Plan Instructional Strategies

### Blue books or Composition notebooks

As you read fiction texts/novels in and out of class that take place in Middle Ages, take notes in your journal about how the characters are affected by the time period in which they lived. Be sure to make notes of page numbers with relevant information or mark your text during class discussion.

- Where was that person's place in the feudal system?
- What was his or her economic status?
- Where did the character live, and why?
- What did the character's parents do, and what does this mean for the character?
- What was that character's context? What was happening in the world?
- What was a typical day like for this person?

Small group and class discussions will take place using these notes.

### **Writing (Argument)**

While reading your Individual Literary Discussion Text (ILD) think about where the character gets his/her courage. First write a response to this question in your journal: "Are characters born brave, or is courage developed by facing fears?" Then compose 3 body paragraphs (no introduction or conclusion) that includes three clear reasons for your answer, and relevant evidence cited from the text read.

### **Writing (Argument)**

While reading your Individual Literary Discussion Text (ILD) think about how the character becomes a memorable character. Think about the techniques that author uses to develop this memorable character. Then compose 3 body paragraphs (no introduction or conclusion) in response to the following question: "Do good characterization techniques help convey the theme of the story?"

### **Dramatization/Fluency**

Choose a monologue or dialogue from *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz that has a strong character. Memorize and /or recite the monologue, or work with a classmate to present the dialogue as a dramatic reading and record it using a video camera so you can evaluate your performance.

### **Medieval Fiction Book Group**

Using one of the class sets (Catherine, Called Birdy (Class Set and Online version) or The Book of the Lion), conduct book groups that meet periodically after reading a previously determined number of pages. The groups should rotate roles, share and discuss notes for the end of unit common task, and discuss themes. The book meetings will end at the culmination of the book with a presentation on theme. Another way to conduct book groups and save time is to assign chapters to groups and have each group present information on their chapter. See attachments for more info.

### **Close Read: A Distant Mirror by Barbara Tuchman**

Use close reading protocol to read two excerpts from A Distant Mirror.

### **End of Unit Common Task: Research and Literary Argument Writing**

Choose a position in the medieval social structure (king, lord, knight, peasant) that was represented in the fiction literature read throughout the unit and research that position in medieval society. Determine whether or not the character in your book was accurately portrayed according to the research you conducted. Write a multi-paragraph response using examples from the fiction texts and your research to support your claim. Include at least one way that the character was inaccurately portrayed.

## Content

Name	Description	Type
Theme Presentation Rubric for CCB.docx	Theme Presentation Rubric for CCB.docx	label.contentType.docx
Theme Presentations for Catherine.docx	Theme Presentations for Catherine.docx	label.contentType.docx
Word Wizard.docx	Word Wizard.docx	label.contentType.docx
Catherine-Called-Birdy lesson plans and chapter questions.pdf	Catherine-Called-Birdy lesson plans and chapter questions.pdf	label.contentType.pdf
catherine essay questions.docx	catherine essay questions.docx	label.contentType.docx
discussion director.docx	discussion director.docx	label.contentType.docx
Group Member Sheet 2.docx	Group Member Sheet 2.docx	label.contentType.docx
group sheet lit circle groups - Google Drive (2).pdf	group sheet lit circle groups - Google Drive (2).pdf	label.contentType.pdf
Groups template2.xlsx	Groups template2.xlsx	label.contentType.xlsx
Illustrator.docx	Illustrator.docx	label.contentType.docx
Individual Evaluation Form for Literature Circles.docx	Individual Evaluation Form for Literature Circles.docx	label.contentType.docx
Literary Luminary.docx	Literary Luminary.docx	label.contentType.docx
Peer Evaluation Form for Literature Circles.docx	Peer Evaluation Form for Literature Circles.docx	label.contentType.docx
Researcher.docx	Researcher.docx	label.contentType.docx
Summarizer.docx	Summarizer.docx	label.contentType.docx

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## Core Shifts to be Incorporated

Shift 1: Balancing Informational & Literary Text

Shift 3: Staircase of Complexity

Shift 4: Text-based Questions

Shift 5: Writing from Sources

Shift 6: Academic Vocabulary

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## Differentiation for Struggling Learners

### End of Unit Common Task Differentiation

Students may write a shorter paper with fewer resources. If appropriate, students may write an informational piece as opposed to an argument.

### Book Groups

Students may be assigned certain roles that are appropriate for their learning style.

Students may read abbreviated or summarized material.

### Notes:

Provide students with organizers instead of a notebook

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## 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

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## Differentiation for Extension

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### Common Misconceptions

What is Historical Fiction?

Historical fiction always has accurate historical information.

What is bias? How does a reader evaluate whether biases, errors, or misconceptions occur in either fiction or nonfiction text(s).

How can a reader determine if an author accurately described a particular historical period or event.

What is an argument?

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## Instructional Resources

### Content

Name	Description	Type
analysis of a model paper with rubric.doc	analysis of a model paper with rubric.doc	label.contentType.doc
Hero Unit.pdf	Hero Unit.pdf	label.contentType.pdf
intro 2 reading text.doc	intro 2 reading text.doc	label.contentType.doc
intro 3 research.doc	intro 3 research.doc	label.contentType.doc
intro 4 close read.doc	intro 4 close read.doc	label.contentType.doc

intro 5 summary and research.doc	intro 5 summary and research.doc	label.contentType.doc
intro to medieval england.doc	intro to medieval england.doc	label.contentType.doc
writing body paragraphs.doc	writing body paragraphs.doc	label.contentType.doc
writing intro and conclusion.doc	writing intro and conclusion.doc	label.contentType.doc
Writing organization for EUCT Q3.pptx	Writing organization for EUCT Q3.pptx	label.contentType.pptx

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**Suggested and Required Text**