

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 7 / The Men, the Myths, the Legends

Course Code: ELA

COURSE INTRODUCTION:

In seventh grade, students continue reading texts from numerous angles and for a variety of purposes. Through a wide and deep reading of literature and literary nonfiction, students read increasingly complex texts that extend across genres, cultures, and centuries in order to gain insights into the human condition. These texts serve as models for students' own thinking and writing. Students follow a process to write in a variety of genres, including responses to literature, reflective essays, stories, and short research projects. In addition, they create multimedia presentations and develop their skills of argumentation. They participate in class discussion, practice reading literature expressively, and deliver presentations. They demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. By the end of seventh grade, students are ready to begin studying complex aspects of literature.

UNIT DESCRIPTION:

The Men, the Myths, the Legends

Students will read, discuss, and analyze various myths, legends, and folk tales with a focus on plot. They will determine the characteristics that classify each type of story. Students will also explore questions about heroes past and present, real and fictitious. This unit culminates with each student utilizing the writing process to create a myth, legend, or fable.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found

at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model->

SUGGESTED UNIT TIMELINE: 3-4 weeks

CLASS PERIOD (min.): 45-50 minutes

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<p>Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>						
ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. What classifies a story as a myth, legend, or folk tale? 2. Does culture reflect myth or does myth impact culture? 3. What characteristics define a hero? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. Read, compare, and contrast myths, legends, and folk tales from a variety of countries and cultures</p>	<p>R.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.</p> <p>R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>R.1.H.7.b R.1.H.7.f R.1.H.7.g R.2.C.7.b</p>	<p>1.5 1.8</p>	<p>RL.7.1 RL.7.3</p>		<p>2</p>
<p>2. Use the writing process to compose a myth, legend, or folk tale exhibiting the form's essential characteristics through use of the writing process.</p>	<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.5 Develop and strengthen writing</p>	<p>W.3.A.7.a W.2.A.7.a W.2.A.7.b W.2.C.7.a W.2.C.7.b W.2.D.7.a W.2.D.7.b</p>	<p>2.1 2.2</p>	<p>W.7.3.a W.7.3.b W.7.3.c W.7.3.d W.7.3.e</p> <p>W.7.5</p>		<p>4</p>

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	as needed by planning, revising, editing, rewriting, or trying a new approach	W.1.A.7.a W.1.A.7.b W.1.A.7.c W.1.A.7.d W.1.A.7.e				
3. Prepare for class discussions by taking notes on distinguishing elements of texts read.	W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	W.3.A.7.a	2.3	W.7.9.a		2
4. Analyze heroism and define what classifies someone as such in both past and present.	W.1 Write arguments to support claims with clear reasons and relevant evidence.	I.1.B.7.c	2.7	W.7.6 W.7.1.a W.7.1.b		3
5. Investigate the impact myths, legends, and folk tales had on the people and their culture.	R.3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters of plot)	R.2.C.7.c	1.6 1.8 3.5	RL.7.3		
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) Formative Assessments <ul style="list-style-type: none"> • Plot diagrams for a variety of myths, fables, and folk tales read during this unit • Journal based on characteristics specific to each type of story • Classroom blog based on the topic “Heroism”. • Prewriting plot diagram, planning sheet, and rough draft Summative Assessments						

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<ul style="list-style-type: none"> • narrative essay • cause/effect graphic organizer (cultural affects of myths) • *additional suggestive activity – electronic presentation campaigning for Top Hero (based on classroom blog) <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
<p>Obj. # 1</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p>Introduce myths, folk tales, fables, and legends with powerpoint presentation (attached)</p> <p>Model the use of plot diagram based on a story read in class previously. For guided practice, teacher will discuss one of the first stories read during this unit and have students fill out plot diagram (as a class). Use 'theme' box to list attributes of story that cause it to be classified as myth, folktale, fable, or legend (based on attributes explained in powerpoint).</p> <p>Provide a variety of myths, legends, and folk tales to be read together and independently.</p>
<p>Obj. # 1</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do):</p> <p>Students will read a variety of fables, myths, folk tales, and legends</p> <p>Students will complete plot diagrams for stories as they read</p> <p>Students will use plot diagrams as reference to journal about stories. Stories will be evaluated for their distinguishing characteristics (based on plot)</p>
<p>Obj. # 2</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p>Teacher will focus lessons on plot development and will reference the various plot diagrams of the stories read in class. Attached powerpoint can be used to present/review plot.</p> <p>Teacher will provide plot diagram graphic organizers and guide students prewriting.</p>

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	<p>Teacher will review the steps of the writing process and provide students with timely feedback at various stages of that process in order to guide writing.</p> <p>Teacher will access the website http://teacher.scholastic.com/writewit/index.htm to use “Writing with Writers”. This site gives step by step writing tips for myths and folktales. Teachers can also have students submit writing to be published through this site.</p>
<p>Obj # 2</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do):</p> <p>Students will create plot diagrams for various stories read in class.</p> <p>Students will use the same plot diagram (attached) to create an outline for original myth/folktale writing.</p> <p>Students will follow the steps in the writing process while writing original myth/folktale</p> <p>Students will access http://teacher.scholastic.com/writewit/index.htm and use “Writing with Writers”. Students will choose to write either a myth or folktale and follow the step by step guide to writing through this site.</p>
<p>Obj# 3 4</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods):</p> <p>Teacher will facilitate classroom discussion board, blog, or wiki based on the essential question “What defines a hero?” Teacher should remain impartial during discussion but should comment on and question student responses to drive deeper thinking.</p>
<p>Obj # 3 4</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do):</p> <p>Students will address a variety of questions through classroom discussion board, blog, or wiki</p> <ul style="list-style-type: none"> • Do heroes have to be moral role models? • Is killing someone who is bad heroic? • Can a person who has committed murder become a hero? • Are heroes of myths, legends, and folk tales held to the same standard as those we classify as heroes in present day? <p>*optional activity to have students create a presentation campaigning for a character who should be voted “Top Hero” based on</p>

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	characteristics that define a hero.
Obj # 5	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) Think aloud to review cause/effect based on past stories and model using cause and effect organizer. Guided practice - Share myths from around the world (available in powerpoint at http://religions.mrdonn.org/powerpoints/myths.html). Fill out cause and effect graphic organizers together as a class while reading. Focus discussion on how the myth may have impacted the culture beliefs/behaviors Which is cause? Which is effect? Independent practice – Assign reading of another myth accessed at the same site and have students complete cause and effect graphic organizer. Discuss with similar focus as guided practice. Ask students to answer open-ended constructed response question “Based on the cause and effect graphic organizer completed for a myth, explain if myths cause particular behaviors/beliefs in a culture or if particular behaviors/beliefs were the cause of the myth?” (attached)
Obj # 5	INSTRUCTIONAL ACTIVITIES: (What Students Do): Review past read stories and contribute to cause and effect organizer Read various myths from around the world and complete cause and effect organizer based on behaviors/beliefs of culture. Answer open-ended construct response question based on cause and effect of myths. (attached)

UNIT RESOURCES: (include internet addresses for linking)

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American Tall Tales (Mary Pope Osborne and Michael McCurdy)
Favorite Folktales from Around the World (Jane Yolen)
Golden Tales: Myths, Legends, and Folktales from Latin America (Lulu Delacre)
Heroes, Gods and Monsters of the Greek Myths (Bernard Evslin)
Just So Stories (Rudyard Kipling)
Roman Myths (Geraldine McCaughrean and Emma Chichester Clark)
The Firebird and Other Russian Fairy Tales (Arthur Ransome)
The Lightning Thief: Percy Jackson and the Olympians: Book 1 (Rick Riordan)
Aztec, Inca, and Maya (DK Eyewitness Books) (Elizabeth Baquedano and Barry Clarke)
First Americans: Story of Where They Came From and Who They Became (Anthony F. Aveni and S.D. Nelson)
Golden Tales: Myths, Legends, and Folktales from Latin America (Lulu Delacre) (Note: This title also includes folktales.)
Greeks Internet Linked (Illustrated World History) (Susan Peach, Anne Millard, and Ian Jackson)
mans: Internet Linked (Illustrated World History) (Anthony Marks)
The Hero Schliemann: The Dreamer Who Dug For Troy (Laura Amy Schlitz and Robert Byrd)
The Usborne Internet-Linked Encyclopedia of World History (Jane Bingham)
You Wouldn't Want to be a Roman Soldier! Barbarians You'd Rather Not Meet (You Wouldn't Want To...Series) (David Stewart and David Antram)
You Wouldn't Want to be a Slave in Ancient Greece! A Life You'd Rather Not Have (You Wouldn't Want To...Series) (Fiona MacDonald, David Salariya, and David Antram)
You Wouldn't Want to Be a Viking Explorer! Voyages You'd Rather Not Make (You Wouldn't Want To...Series) (Andrew Langley, David Salariya, and David Antram)
You Wouldn't Want to Live in Pompeii! A Volcanic Eruption You'd Rather Avoid (You Wouldn't Want To...Series) (John Malam, David Salariya, and David Antram)
http://teacher.scholastic.com/writewit/mff/myths_brainstorming.htm
<http://teacher.scholastic.com/writewit/mff/index.htm>
<http://www.mythweb.com/heroes/heroes.html>
http://teacher.scholastic.com/writewit/mff/folktaleshop_index.htm

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