

Amanda Elzy High School

Name Cassandra Jones	Name of Unit Clara Barton: Battlefield Nurse and from The Diary of Clara Barton	Date July 25, 2012	Grade Level Seventh Grade, Reading
<p>Unit Overview: Students read, study, and discuss <i>Clara Barton: Battlefield Nurse</i> and from <i>The Diary of Clara Barton</i>. Students choose another biography, such as <i>Montreal Signs Negro Shortstop</i>, or another fictional work to walk into the life of such well-known people. Students see how and where these books fit within informational texts. Students focus on their reading on in-depth analyses of interactions among individuals, events, and ideas in a variety of texts, comparing the ways in which different authors shape similar stories of different people's lives. This unit ends with an informative/explanatory essay in response to the essential question.</p>			
<p style="text-align: center;">Objective</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p> <p>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.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under</p>	<p style="text-align: center;">Procedures</p> <p>Reading Task: First, the students will be handed a KWL graphic organizer to fill in before reading. Some of the things that will be listed in the chart will have to be about nurses and battlefields since I am assuming that the students won't know anything about Clara Barton. We will then read Clara Barton: Battlefield Nurse.</p> <p>Vocabulary Task: Students will complete the target word in the context graphic organizer to identify the word in text, word parts, what's recognized about the word, what the word part means, what do the "I recognize" means, and list other words with these parts. Students will now own their words and can identify definition by analysis.</p>	<p style="text-align: center;">Materials</p> <p>Literary Texts: The Help by Kathryn Stockett</p> <p>Bossy Pants by Tina Fey</p> <p>Informational Texts: Claudette Colvin: Twice Toward Justice by Phillip M. Hoose</p> <p>The Magic School Bus Inside the Human Body by Joanna Cole</p>	<p style="text-align: center;">Evaluation</p> <p>Teacher made test</p> <p>Oral response</p> <p>Follow-up questions</p>

<p>study.</p> <p>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</p>	<p>Discussion Task: Students will elaborate on the before and after life of Clara Barton using the “Snowballing” strategy. Students begin this activity by responding to questions or issues as individuals. They then create progressively larger conversational groups by doubling the size of their group every few minutes until by the end of the activity everyone is reconvened in the large group.</p> <p>Writing Task: Students will write an autobiography with emphasis on the experiences that have occurred in the last two years of their lives.</p>		
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- 1). Identify the domain 2). Align the standards 3). Address diversity 4). Infuse technology