

School: Georgia O’Keeffe					
Master Course: Reading	Grade/Level: 7th	Content Area(s): Reading; Language Arts; Social Studies	Unit/Concept: Contemporary World Cultures in Southwest Asia	Month(s): April	Duration: 4-5 weeks

Desired Results

<p>Enduring Understandings</p> <p><i>(What is the Big Idea?)</i></p> <p><i>The students will understand that:</i></p>	<p>Essential Questions</p> <p><i>(What provocative questions foster inquiry, understanding, and transfer of learning?)</i></p>
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<p>1. Political turmoil (in Afghanistan and SW Asia) is a result of its strategic geographic location Religious movements and political ideologies in the past and present have resulted in conflict throughout the region</p> <p>2. Societies’ children are caught in the midst of political upheaval</p> <p>3. Abuse of power directly impacts basic human rights</p> <p>4. The people of the region are members of many different ethnic groups with differing traditions and political views</p> <p>5 The lifestyles of the people of the region differ from those of the US</p> <p>6. Realistic fiction represents real life situations in narrative form</p>	<p>1. How does a country’s geographic location in the world affect its vulnerability for groups and leaders vying for political control?</p> <p>2. What circumstances and experiences shape the choices people make for their future?</p> <p>3. What conditions allow leaders to abuse their power?</p> <p>4. Who are the various groups of people of the region and where do they live?</p> <p>5. How are their ways different from each other? From our way of living?</p> <p>6. In what ways, based on research and class studies does the literature represent authenticity and author’s point of view?</p>
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Knowledge

(Students will know that...)

<p>1. Afghanistan is a landlocked country and a gateway between Russia and Europe. Because of its location its history includes many conquerors. Israel is a gateway between Europe, Africa, and Asia. The development of extremist groups seeks to control much of the region of Asia</p> <p>2. War has destroyed much infrastructure, crops, buildings, and fractured families in Afghanistan and in other war zones of the region.</p> <p>3. Oppression often prompts people to join forces to effect change and/or regain lost freedoms.</p> <p>4. Various groups of people in various parts of the region struggle to meet the challenges of drought, famine, war, and poverty.</p> <p>5. Traditions and mores differ amongst ethnic groups and religious groups within the region.</p> <p>6. Characters in realistic fiction novels ought to represent real personalities, hopes, and fears of the people of the region. Setting and conflict represents a realistic portrayal of the people based on facts presented and prior knowledge Authors write with an intended message and/or bias for the reader</p>

Skills <i>(Students will be able to...)</i>	Applications <i>(Students will show that...)</i>
<p>Reading:</p> <p>Use reading cues...</p> <ul style="list-style-type: none"> • Self-identify purpose for reading • Make connections with text by activating prior knowledge before, during, and after reading • Generate questions before, during, and after reading • Infer author's meaning by connecting prior knowledge with evidence in the text • Synthesize by connecting past understandings with author's message <p>Read to interpret and critically analyze texts</p> <ul style="list-style-type: none"> • Analyze the effect of story elements to include main characters, plot, setting, point of view, and theme • Infer and evaluate author's purpose for writing text • Discuss and evaluate the validity of the texts based on author credibility and bias <p>Read to understand the vast diversity of human experience</p> <ul style="list-style-type: none"> • Respond orally and in writing to a variety of texts making text to text, text to self, and text to world connections across cultures, lifestyles, and history • Interpret texts from various points of view • Evaluate themes and main ideas in text considering audience and purpose <p>Read to acquire information</p> <ul style="list-style-type: none"> • Interpret a variety of electronic and paper texts including charts, timeline and manuals • Synthesize by connecting new information with prior understanding <p>Writing:</p> <ul style="list-style-type: none"> • Choose from a variety of topics and genres • Write for a variety of audiences and purposes • Experiment with a variety of planning tools • Sequence events in a logical order • Add descriptive detail and evidence to support topics • Embed appropriate literary elements • Match text structures and features to genre (Poetry) • Adjust voice to match audience and purpose • Select words for clarity and description • Use technology as a tool when writing • Reread own writing to identify needed revision • Self-assess with 6+1 Traits rubric • Accept and apply teacher feedback during conferences • Adjust writing to improve clarity and communication • Adjust language to match intent and purpose • Reread to correct errors in grammar, punct., spelling, caps • Use available technology to support the writing process • Produce a final copy • Proofread the final copy for accuracy • Use a variety of formats and tools to present 	<p>Reading Applications:</p> <ul style="list-style-type: none"> • Written responses to Traits of a Reader and Story elements • Written responses to story elements • Compare validity of storyline and setting with research • Text lifting and responding (Think Along) • Construct a Book Cube <p>Writing Applications:</p> <ul style="list-style-type: none"> • Write, perform, illustrate poetry Cartoon Collage Sketches 3-D

Language /Communication:

- Participate in small group discussion
- Perform dramatic reading with expression
- Maintain facial expressions, body language and other cues that communicate respect for the teacher
- Volunteer information in small and large group settings
- Ask and answer questions related to the readings
- Reflect and respond to others' opinions respectfully

Inquiry/Research:

- Analyze the credibility of resources for up to date information, author's education and bias
- Synthesize information gathered to draw conclusions

Social Studies

- Analyze various geographic areas utilizing the five themes of geography
- Explain the relationship between geographic factors and selected major historical world (regional) events
- Identify people and events that have influenced the region
- Identify causes of events and hypothesize about the influence of the past on the present and future of a culture
- Describe the influences that effect the political structure of a culture
- Explain the relationship between economic development and the ways people satisfy their needs and wants
- Identify cultural characteristics of a region
- Identify common problems, needs, and behaviors of people from similar and different environments and cultures
- Identify major events and trends that have influenced culture
- Identify and describe ways regional, ethnic, and national cultures influence daily lives
- Identify and interpret examples of propaganda and conformity

Language /Communication Applications:

- Develop higher level questions within **student-led discussion** and **flexible strategic groups** based on self-selected novel
- Compare and contrast a variety of texts within a region
Fish bowl discussion
Venn diagram

Inquiry/Research Applications:

- Refer to Power Point notes presented for BK knowledge on Read Aloud novel
- Research setting (time and place) of self selected novel on:
 - ✓ Economics
 - ✓ Historical timeline of significant political events and leadership
 - ✓ Connections of regions to the United States

Social Studies Applications:

- Experience a bazaar similar to that cited throughout *Camel Bells*
- Country Studies based on the Five Themes of Geography
- Individual issue reports based on regional studies
- Whole class discussions

Assessment Evidence

Assessments

(What tools are used to determine student understanding?)

Formative:

Graphic organizers/maps (Build BK)
Timeline (Power Point BK)
Daily whole class discussion
Small group discussion

Summative:

Identify themes with evidence from text for Read Aloud and Self-Selected Text
Tanka Poetry
Found Poetry
Fish Bowl Discussion synthesizing themes, conflict, effects on societies' children
Book Cubes: visual and oral presentations

Learning Plan

Learning Activities

(What activities will students engage in?)

Pre Reading

Social Studies Class

Build BK on Afghanistan and the Arabian Peninsula with graphic organizers, maps, and selected video clips

Reading Class

Power Point:

Build BK on Afghanistan political history and physical features

Focus: Timeline from Russian invasion, development of Taliban, to present troop surge

Daily Warm-ups

- Vocabulary activities
- Review/Predict using interactive bulletin board

Independent novel

Self-selected North/Africa/ Southwest Asia novel

Quick Write

Language Arts:

Expand BK knowledge of setting Timeline of novel

Relationship to the US

During Reading

Standard based Response Handouts

Map marking travels of characters

Think Aloud

Traits of a reader (Reading Cues)

Author's Message

Inferences on theme

Effect of Literary elements (Critically interpret)

Types of conflict

Culturally specific elements (Vast Diversity)

Connect text to BK (Acquire knowledge)

Simulate and role play a bazaar similar to *Camel Bells*

Modeling Questioning

Thick

Thin

Independent Novel

Characterization response

Connections

Types of Conflict

Inference on themes

Post Reading

Language Arts

Themes of story

Found Poetry

Class generated model

- Independent Novel with imagery
 - Cartoon
 - Collage
 - Sketches
 - 3-D

Social Studies/ Synthesis

United Streaming video "the Struggle for Afghanistan"

Response and Fish Bowl discussion

Reading Class

Class Share out of common themes among novels

Curricular Resources

Resources

Read Aloud:

***Camel Bells*, by Janne Carlsson**
R.L. 5.7

Self-Selected novels

Advanced Texts

***The Singing Mountain* by Sonia Levitin** age 12^
***The Yellow Wind* by David Grossman** Young Adult
***Not Without My Daughter* by Betty Mahmoody** Lexile: Adult
***Summer of 1990* by Firyal Alshalabi** Young Adult

Proficient Texts

***Kiss the Dust* by Elizabeth Laird** Lexile: 850
***Bedouin's Gazelle* by Temple** Lexile: 860
***Tasting the Sky* by Barakat** Lexile: 870
***Shadow of Ghadames* by Stolz** Lexile: 920
***The House of Djinn* by Staples** Lexile:940
***Shabanu* by Suzanne Fisher Staples** Lexile: 970
***Shiva's Fire* by Suzanne Fisher Staples** Lexile: 990
***Habibi* by Naomi Shihab Nye** Lexile: 1030
***Haveli* by Suzanne Fisher Staples** Lexile: 1030

BasicLevel Texts

***A Stone in My Hand* by Cathryn Clinton** Lexile: 540
***The Breadwinner*, by Deborah Ellis** Lexile: 630
***Parvanna's Journey*, by Deborah Ellis** Lexile: 640
***Running on Eggs* by Anna Levine** Lexile: 670
***Iqbal: a Novel* by D'Adamo** Lexile:730
***Mud City*, by Deborah Ellis** Lexile: 740
***Camel Rider* by Mason** Lexile:750
***Figs and Fate* by Marston** Lexile: 760
***Beneath My Mother's Feet* by Qamar** Lexile: 770
***One More River* by Lynne Reid Banks** Lexile: 780
***Broken Bridge* by Lynne Reid Banks** Lexile: 780
***Homeless Bird* by Whelan** Lexile: 800
***Samir and Yonatan* by Daniella Carmi** Lexile: 810
***Little Piece of Ground* by Laird** Lexile: 830

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Add Resources

United Streaming - Purchased LMC computer resource
 Self created Power Point of Afghanistan's History and Culture
People Places and Change, Holt, Rhinehart, Winston
www.PBS.org
 Student Resource Center - Purchased LMC computer resource

Standards

Reading:

- Use reading cues and strategies efficiently to achieve purposes in reading
- Read to interpret and critically analyze texts
- Read to understand the vast diversity of human experience
- Read to acquire information

Writing:

- Plan and write texts to communicate ideas across content areas
- Revise writing to improve clarity of message
- Edit writing for conventions
- Publish and present writing to a specific and authentic audience

Language/Communication:

- Orally communicate for a variety of audiences and purposes
- Listen to and comprehend oral communication
- Participate effectively in discussion

Inquiry/Research:

- conduct inquiry and research to answer self-selected or assigned questions related to topics, issues, or problems and use a variety of tools to communicate findings

Social Studies:

- Geography
- History
- Political Science
- Economics
- Behavioral Science

National Standards:

Add Grade Level/Course Standards:

State Standards:

Add State Standards

WKCE Framework Standards:

[Add WKCE Framework Standards](#)

Report Card Standards:

[Add Report Card Standards](#)