

**Unit Plan: *The Wednesday Wars*, Gary Schmidt**

**Year Theme:**

This year we will be discussing the importance of understanding who we are as individuals and the unique and important role each and every person plays in the classroom and society.

**Unit Essential Question:**

What does it mean to become an individual—to find your place?

**Learning Goals (CCSS Standards)**

**Reading Literary Text**

**RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RL.7.6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**RL.7.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Informational Text:**

**RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

**RI.7.6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others

**RI.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Writing:**

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.10.** 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.

### **Speaking and Listening**

**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 their own clearly.

**SL.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**SL.7.4.** 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.

**SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

### **Language:**

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

### **Unit Assessment(s): S=Summative, F = Formative, I=Informal**

**F:** Journal Entries

**F:** Exit slips

**F:** Reading strategy/discussion responses

**S:** Photo Essay

### **Rationale:**

*The Wednesday Wars* by Gary Schmidt is a great novel for 7<sup>th</sup> grade. The protagonist is a 7<sup>th</sup> grade student and students can easily relate to him. In addition, the main character deals with the issues of acceptance, peer approval, and discovering his individuality. These are all issues that 7<sup>th</sup> grade students deal with on a daily basis. Also, the novel takes place in 1967, and gives ample

opportunity to discuss important historical events and societal norms of the time period. Lastly, the book introduces Shakespeare and other classic literature in an interesting and fun way that will draw students' attention.

**DAILY PLAN**

Day	Objective and CCSS	Starter	Texts, Literacies, and Discourses	Agenda / Activities / Strategies	Daily Assessment / Frame Work	Homework	Date Taught
1	<b><u>RL.7.2</u></b> <b><u>RL.7.10.</u></b> <b><u>W.7.10.</u></b>	JE: What does it mean to be an individual—to find your place?	WW, Vietnam Clip, KWHL	<ul style="list-style-type: none"> <li>• Introduce novel. Briefly explain setting and time with KWHL</li> <li>• Watch short youtube clip of Vietnam War and Protestors.</li> <li>• Have students go back to their journals and add: How do events in society influence who we are as individuals?</li> <li>• Read first half of chapter 1 in class (professional recording)</li> <li>• Hand out Calendar Sheet, to be used to write down things in the chapter about individuality of characters.</li> </ul>	Answer these questions: What were Holling's feelings of the first day of school? Do you have similar feelings? What do you think will happen next?		
2	<b><u>RI.7.2.</u></b> <b><u>RI.7.6.</u></b> <b><u>RL.7.6.</u></b>	SSR	WW, Photo Essay examples	<ul style="list-style-type: none"> <li>• After students have been introduced to the book and EQ, discuss the final assignment—photo essay on</li> </ul>	Discuss effectiveness of pictures.		

				<p>individuality of characters and how events in our lives influence individuality.</p> <ul style="list-style-type: none"> <li>Show students models of 3 photo essays (Teacher model of Vietnam War, King Penguins, Strange bugs)</li> <li>Discuss effectiveness of pictures.</li> </ul> <p>Read second half of chapter 1 out loud in groups.</p>			
3	<b><u>W.7.10.</u></b>	JE: What does Holling think of being stuck with Mrs. Baker? How do you think that will shape Holling's character (for better or worse)?	WW, 4 corners	<ul style="list-style-type: none"> <li>Read chapter 2 in class, professional recording.</li> <li>4 corners activity</li> <li>Give students list of Shakespearean insults. Have them practice pronouncing the words in their best Shakespearean voice, like Holling does.</li> </ul>	Exit slip: students write incidents that reflect individuality from the chapters	Come to class with 1 idea to include in the Photo Essay	
4	<b><u>W.7.1</u></b>	SSR		<ul style="list-style-type: none"> <li>Discuss previous chapter, checking for understanding and clarification</li> <li>Mini lesson on effectiveness of captions from the photo essays</li> <li>Have students brain storm possible captions and explanations of characters in the book who already show</li> </ul>	What is one idea you have that could go on the photo essay so far?		

				individuality, or who are still developing it. Why?			
5	<b><u>W.7.10.</u></b> <b><u>RL.7.1</u></b> <b><u>RL.7.3</u></b> <b><u>RL.7.6.</u></b>	JE: How would you react if you felt a friend had betrayed you?	WW, Holling's essays on Romeo and Juliet, Discussion Strategy	<ul style="list-style-type: none"> <li>• In groups, have students discuss their answers.</li> <li>• Discuss answers as class</li> <li>• Read chapter 4, professional recording (Meryl Lee Betrays Holling)</li> <li>• In groups, have students answer questions summarizing chapter and evaluating Holling's papers on R&amp;J and how they changed.</li> </ul>	Letter	Have students write a letter as though they were either Holling or Meryl Lee, discussing their point of view, and how the events in the chapter	
6	<b><u>SL.7.1</u></b> <b><u>RL.7.3.</u></b>	SSR	WW, Short comic strip examples, During activity: comic strip	<ul style="list-style-type: none"> <li>• Read Chapter 5 in groups</li> <li>• After having read about half the book, have students explain their visualizations of the characters (Holling, Meryl Lee, Mrs. Baker) through drawing a short comic strip.</li> <li>• After students have drawn their own pictures, have them get in their groups and look at other pictures and discuss differences and similarities.</li> </ul>	What does Holling look like to you?	Come to class with another photo essay idea	
7	<b><u>W.7.10.</u></b> <b><u>SL.7.1.</u></b> <b><u>RL.7.2.</u></b>	JE: Who is your hero? If you could	WW, Mickey Mantle news clip	<ul style="list-style-type: none"> <li>• Read Chapter 6, professional recording.</li> <li>• Watch youtube clip: Mickey</li> </ul>	How did meeting Mickey	What are 3 ideas you have for the	

		meet your hero, what would you say? What would you ask? Why?		<p>Mantle: In his own words</p> <ul style="list-style-type: none"> <li>After learning about Mantle, have students discuss Mickey Mantle, he won't sign his ball because he is in tights). Do you agree with what Danny did? Would you stand up for your friend in that situation? Would you keep the ball?</li> </ul>	Mantle influence Holling as a person? How did Danny sticking up for Holling influence him?	photo essay so far?	
8	<b><u>L.7.1.</u></b> <b><u>SL.7.1.</u></b> <b><u>SL.7.3.</u></b> <b><u>RI.7.6.</u></b>	SSR	WW, Vietnam Newspaper articles, During activity Debate	<ul style="list-style-type: none"> <li>Read Chapter 7 in groups</li> <li>The Vietnam war is brought up again. Heather and Mr. Hoodhood get in a fight about the war. In their groups, have students read articles about the war (for and against) give one article to half the room, the other to the other half</li> <li>Have students debate about the war</li> <li>After the debate, have students write down the most persuasive arguments made by the opposing side</li> </ul>	How did the events and opinions of the war shape Heather and Mr. Hoodhood as individuals?		
9	<b><u>W.7.10.</u></b> <b><u>RI.7.6.</u></b>	JE: What makes a great leader?	WW, MLK video clip	<ul style="list-style-type: none"> <li>Read Chapter 8, professional recording</li> <li>After reading the chapter, have students discuss the different attitudes towards the assassination by Mr. Hoodhood and others in their</li> </ul>		Have students come to the next class prepared with their ideas so far	

				<ul style="list-style-type: none"> <li>groups.</li> <li>Have students use the chapter to create a found poem that illustrates the feelings of Holling and other grievers about MLK, Jr.s Death.</li> </ul>		for the photo essay.	
10	<u>W.7.7.</u> <u>W.7.10.</u>	SSR		<ul style="list-style-type: none"> <li>Mini lesson on effective research</li> </ul> <p>Take students to the computer lab with ideas for research such as: Vietnam War, MLK Jr and RK assassination, Life in 1967 New Jersey, Mickey Mantle.</p>	Check students research as they leave	Students should come to class prepared to work on their rough drafts	
11	<u>W.7.10.</u> <u>W.7.5.</u> <u>L.7.2.</u>	JE: How has Holling's opinion of Mrs. Baker changed over time? How do your perceptions of people change as you get to know them better?	WW, Walter Cronkite clip, Found Poem	<ul style="list-style-type: none"> <li>Read Chapter 9, professional recording.</li> <li>Have students use the last chapter of the book to create the found poem</li> </ul> <p>Have students begin their rough draft.</p>	Found poem/ check drafts	Finish Drafts	
12	<u>L.7.2.</u>	SSR		<ul style="list-style-type: none"> <li>Mini-lesson on effective peer review</li> </ul> <p>Peer review</p>	Stamp rough drafts/ peer reviews		

13	<b><u>W.7.10.</u></b> <b><u>SL.7.4</u></b> <b><u>SL.7.5</u></b>	JE: Show students a picture of a young boy on a park bench eating cream puffs. For their entry, have them write an effective caption for the photo.		Production Party Begin Photo Essay presentations			
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