Unit Title: Survival
Grade: 7
Duration: 8-10 weeks

Survival in the Wild

Enduring Understandings:

- Conflict is at the root of all survival.
- Every living thing relies on basic essentials to survive.
- The rules of the civilized world are vastly different from the uncivilized world.
- Clear reasons and evidence are needed to support a claim.
- “A foraging wild creature, intent above all upon survival, is as strong as the grass.” - Richard Adams, *Watership Down*

Essential Questions:

- Why are survival stories fascinating to read?
- How close are we to being a primitive people?
- How is it different to survive as an individual versus a group?
- What similarities and differences exist among characters who survive in the wilderness?
- “In the struggle for survival, the fittest win out at the expense of their rivals because they succeed in adapting themselves best to their environment.” - Charles Darwin
- “Suppose you were the last one left? Suppose you did that to yourself?” - Cormac McCarthy, *The Road*
Critical Content:

- Theme
- Objective vs. Subjective
- Bias
- Point of View
- Flashbacks
- Foreshadowing
- Conflict
- Critical details
- Figurative language
- Connotation
- Denotation
- Text Organization (Reading and Writing)
  - chronological
  - compare/contrast
  - sequence
  - problem-solution
  - cause-effect
  - topic-description
- Argument/Persuasive Writing
  - credible evidence
  - thesis statement
  - introduction
  - conclusion
  - claim
  - relevant and irrelevant
  - alternate or opposing claims
  - formal/informal style
- Anthropomorphism

Critical Skills:

- Analyze the development of character and theme over course of a text.
- Discuss how an author’s use of literary techniques in narration, such as flashback or point of view, engages the reader.
- Analyze and identify 5 types of conflict.
- Identify figurative language and discuss its use in the text.
- Identify text organization
- Summarize a text.
- Compare/contrast character development
- Write a persuasive essay
  - writing a thesis statement
  - presenting evidence and facts
- Present arguments clearly
- Identify the organizational pattern of a text
- Apply an organizational pattern to writing
- Identify persuasive language
- Use persuasive language in writing
- Use formal language/voice
- Research credible sources
Established Goal:

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Focused</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.7.2</strong> Determine a theme of central idea of a text and analyze its development over the course of the text; provide and objective summary of a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.7.3.</strong> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.7.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.7.5</strong> Analyze how a drama or poem’s structure contributes to its meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.7.7</strong> 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 (e.g., lighting, sound, color, or camera focus and angles in a film).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RI.7.1</strong> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as the inferences drawn from the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W.7.1</strong> Write arguments to support claims with clear reasons and relevant evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Establish and maintain a formal style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W.7.4</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W.7.2</strong> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit Title: Survival

**Grade:** 7  
**Duration:** 8-10 weeks

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td><strong>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</strong></td>
</tr>
<tr>
<td>c)</td>
<td><strong>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</strong></td>
</tr>
<tr>
<td>d)</td>
<td><strong>Use precise language and domain-specific vocabulary to inform about or explain the topic.</strong></td>
</tr>
<tr>
<td>e)</td>
<td><strong>Establish and maintain a formal style.</strong></td>
</tr>
<tr>
<td>f)</td>
<td><strong>Provide a concluding statement or section that follows from and supports the information or explanation presented.</strong></td>
</tr>
</tbody>
</table>

| **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.7.8.** | **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.** |
| **W.7.9.** | **Draw evidence from literary or informational texts to support analysis, reflection, and research.**  
  - Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).  
  - Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |

| **L.7.5** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**  
  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

| **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.** |
| **SL.7.6.** | **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** |
Performance Tasks

**Persuasive Writing**
While reading *The Call of the Wild*, take notes in your journal about the roles each person/group who owns Buck. Who, from the novel’s point of view, is the better master? Write an argument in which you justify your opinion, citing specific evidence from the text.

- Participate in a Think/Pair/Share activity to brainstorm your ideas of what makes a good dog owner. (see appendix for activities and PowerPoint)
- Create a persuasion map to plan your essay with claims and supporting evidence (online or on paper)
- Write a rough draft of your essay using you persuasion map
- Revise your writing
- Use your essay as the basis for a persuasive speech
- Present persuasive speech to present to small group

**Core Standard(s):** (SL.7.4, RL.7.1, RL.7.3, W.7.1a-e, W.7.9a)

**Research for a Debate**
Students will research the topic of Wolf Reintroduction in Idaho and neighboring states. After reading about the issue, students will formulate a claim backed by researched defense in preparation for a classroom debate.

Students will need:
- Well constructed claim in the form of a thesis statement.
- Researched evidence (facts, figures, etc) to support main claim include sources cited.

Provide students with expectations for debate format.

**Core Standard(s):** (RI.7.1, W.7.7, W.7.9b, SL.7.4)

**Culminating Multi-disciplinary Project:**

**New Species Identified!** (Research project that should be done with the help of the Life Science teacher on your team as they cover classification, habitat, and adaptations for survival)
A brand new organism has been discovered in a remote area of the world. Little is known about this strange creature and your team has been assigned the task of observing and gathering data to report back to your fellow scientists.

GOAL: Gather research, write a 2-3 page research paper using MLA format, and create a presentation to inform the scientific community of the newly discovered species. This will include the following information:
- The habitat it has been found in
- The niche of the organism (prey, predators, etc)
- Adaptations of the organism to help it survive its habitat
- Name of the new organism

ROLE: You are part of a team of expert ecologists, sent to observe and report back on the habitat, niche, and adaptations of the organism. You must also give the organism a two-part scientific name that describes its appearance.

AUDIENCE: You will present your findings to a group of fellow scientists and reporters. It is important to use correct spelling, grammar, and properly use scientific terms so you don’t lose credibility. The information you present will be shared with the general public.

SITUATION: You have spent several days with your team observing this new species and gathering data to present about it. You have collected information about its habitat, niche, and adaptations that allow it to survive. Most of your data is in the form of research notes, pictures, and videos.

PRODUCT, PERFORMANCE, AND PURPOSE: You will create a 2-3 page informative research paper with works cited and a 10-12 slide PowerPoint or PhotoStory presentation in order to inform your audience of this new organism. You will present this slideshow to a group of fellow scientists and reporters.

Your Life Science teacher will evaluate for content and your English teacher will evaluate research and writing skills.

Core Standard(s): (W.7.2.a-f, W.7.7, W.7.8, SL7.4)
# Suggested Learning Experiences with Ideas for Differentiation

**R)** = Remediation  **E)** = Extension

**Introductory Activity** - before reading *Call of the Wild*:
Read "The Song of Wandering Aengus" by William Butler Yeats. Talk with a classmate about what you think the poem means, both literally and figuratively. Write your ideas down in your journal. You will revisit this poem at the end of the unit to see if your thoughts and ideas have changed.

Review figurative language and identify examples in the poem. When finished with novel, come back to discuss a new meaning of this poem.  
(RL.7.2, RL.7.4, SL.7.5)

Discuss as a small group, the essential questions and enduring understandings of this unit.  
(RL.7.2, RL.7.4, SL.7.5)

Introduce vocabulary words to aid understanding of text. Have students identify antonyms and synonyms that correspond with the vocabulary words.  
(SL.7.1, SL.7.3, SL.7.4)

Look carefully at the paintings by Church, Bierstadt, and Cole. Each of these artists came from a common school of art called the Hudson River School. However, what differences can you see in their paintings? How did each artist choose to depict the wild? What aspects did each choose to highlight, and what did they choose to forgo in their depictions?  
(SL.7.1, SL.7.3, SL.7.4)

View the Géricault painting, *Raft of the Medusa*. Observe that half of the men are reaching toward a barely visible ship on the horizon, while the rest slip slowly into the surf. Have students write a short story describing the events that each could imagine either led to or came after the scene in Homer’s work.

Have students share work in small groups.  
Teacher will then read the story of “The Raft of the Medusa.” Students will then make comparisons between their fictional stories and the true story.  
(SL.7.2, SL.7.4, SL.7.5, W.7.3)

E) Use OPTIC sheet to discuss the elements in the art.

E) Students can read an excerpt from the survivors’ tale of the Raft of the Medusa (appendices).

E) Students can research another survival at sea tale from history and write a researched essay comparing their research with the Medusa Tale. Students will use MLA citations and complete a works cited page.
<table>
<thead>
<tr>
<th>Introduce connotation and denotation with an activity designed to practice identification of word meanings.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the unit, continue to review and practice the identification and analysis of word meanings. (L.7.4, L.7.5)</td>
<td></td>
</tr>
<tr>
<td>Research skills building activities and vocabulary can be found on pages 363-380 of <em>Write Source</em>. Topics include primary vs. secondary sources, using the Internet, using a search site, using your school library, using the Dewey Decimal system to locate non-fiction book, understanding parts of a non-fiction book, using the dictionary, evaluating sources for credibility, how to summarize information. (RI.7.1, W.7.4)</td>
<td></td>
</tr>
<tr>
<td>Debate skills building activities can be found in the persuasive writing unit of <em>Write Source</em>, as well as at the online sources listed below. Topics in <em>Write Source</em> include avoiding fuzzy thinking, bandwagoning, jumping to conclusions, misleading comparisons, and appealing only to emotion. Also, capturing attention at the beginning and including a call to action at the end, making your voice sound confident and persuasive, avoiding inflammatory words and phrases, and making sure your words fit your audience and purpose are covered. Online Resource for debate format: <a href="http://www.educationworld.com/a_lesson/03/lp304-01.shtml">http://www.educationworld.com/a_lesson/03/lp304-01.shtml</a> (W.7.1, W.7.4, SL.7.4)</td>
<td></td>
</tr>
</tbody>
</table>
| Students will research:  
*Gold mining in the Klondike*  
*History of the Iditarod Race*  
*Native tribes of Alaska*  
*Yukon Trail/ Chilkoot Pass*  
*Charles Darwin’s Theory of Evolution*  
With 4-5 students in a group, students will conduct a ‘mini’ research project to build context for the novel. Each student in a group will research a different topic and then will bring 250 word paper of researched information to share with the small group. The paper needs to include MLA formatted works cited. (W.7.7, RI.7.5, RI.7.8, SL.7.4, L.7.1, L.7.2a,b, L.7.3a) |  |
| Look at examples of persuasive texts to identify the elements of persuasive writing together as a class or in small groups. (W.7.1) |  |
| E) Students can research a self-selected topic and create a presentation to explain the background knowledge to the class. |  |
As you read *The Call of the Wild*, take notes in your journal or on an online document about how the characters are affected by their environment. (Remember—characters that survive in the wild can be animals, too!) Be sure to note page numbers with relevant information or mark your text with sticky notes, so you can cite the text during class discussion.

- Which character are you studying?
- What is a typical day like for this character?
- What challenges did this character face?
- How did this character overcome these challenges?
- What is the "call of the wild"? How does it affect (Buck’s) behavior throughout the novel?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. Include a section on idioms and figures of speech. (L.7.4, L.7.5) (RL.7.2, RL.7.1, L.7.5a,b,c)

“Action is Character”

By "becoming" a character in a novel they have read and making lists from that character's perspective, students analyze the character while also enriching their vocabulary. Students gain a deeper understanding of a character by creating charts linking the character's actions with the character's traits. They explore adjectives through a variety of resources. They then use their analysis of the character and their knowledge of adjectives to create descriptive lists of their own three other characters from the novel. The worksheet instructions in the lesson use *Harry Potter and the Sorcerer's Stone* as an example, but this activity is effective with any work of literature in which characterization is important.

http://www.readwritethink.org/classroom-resources/lesson-plans/action-character-exploring-character-175.html

Compare and contrast characters from the various novels read. Can you generalize about the types of character qualities that enable a person (or animal) to survive in the wild? After class discussion, create a two- or three-circle Venn diagram or summarize your thoughts in your journal or on the classroom blog to see how similar and different your thoughts are from those of your classmates. (SL.7.1, RL.7.3)

**Anthropomorphism** is defined as giving human characteristics to animal or nonliving things (e.g., winds, rain or the sun depicted as creatures with human motivations). The term derives from the combination of the Greek anthropos, meaning "human" and morph, meaning "shape" or "form.” Find examples of anthropomorphism in the stories you have read, record them in your journal or on a class spreadsheet, and discuss how this additional "character" plays a role in the story. (RL.7.3, RL.7.6, L.7.5)
Recall the use of flashback from a selection of *Hatchet* and how the past comes into Brian’s present through his daydreams, night dreams, and flashbacks. Write a response to this question in your journal: How does Gary Paulsen incorporate the past into the present? Extend the activity by comparing two authors’ use of flashbacks in two different works. (RL.7.3)

Compare the novel, *The Call of the Wild* to the film version using a graphic organizer (included in appendix folder), noting similarities & differences.

Re-read the first poem read in this unit, "The Song of Wandering Aengus." After this unit of study, describe how your understanding of this poem has changed. What new insights have you gained? Add these insights on the shared spreadsheet created in Activity 1 (in a new column next to your initial thoughts). Memorize and/or recite the poem aloud while emphasizing different words. Record them using a video camera so you can see and hear the different phrasing. How does changing emphasis change the meaning of the sentences? Follow the performances with a class discussion about how this poem relates to the theme of this unit (survival in the wild). (RL.7.5, SL.7.6)

**Honors English**

Students can also read *White Fang* and compare two texts by the same author.
## Resources

### Novels and Short Stories:
- *Black Hearts in Battersea* (Joan Aiken)
- *Call it Courage* (Armstrong Sperry)
- *Far North* (Will Hobbs)
- *Hatchet* (Gary Paulsen)
- *Incident at Hawk’s Hill* (Allan W. Eckert)
- Other Will Hobbs survival tales, such as *Beardance*
- *The Call of the Wild* (Jack London)
- *The Higher Power of Lucky* (Susan Patron)
- *Touching Spirit Bear* (Ben Mikaelsen)
- *Woodsong* (Gary Paulsen)
- Selections from *Into Thin Air* (Jon Krakauer)

### Poetry:
- “The Song of Wandering Aengus” (William Butler Yeats)

### Informational Text:

#### Memoir

*Naufrage De La Frigate la Meduse* by Alexandre Correard and Henry Savigny

http://www.gutenberg.org/catalog/world/readfile?fk_files=1482170&pageno=1

#### Biographies
- *Guts* (Gary Paulsen)
- *Jack London: A Biography* (Daniel Dyer)
- *Will Hobbs* (My Favorite Writer Series) (Megan Lappi)

### Articles and Reference Materials
- “The Raft of the Medusa” historyhouse.com/in_history/medusa
  **This article should be printed and then checked for one inappropriate word.**
- *Into the Ice: The Story of Arctic Exploration* (Lynn Curlee)
- Cleveland Natural History Museum pamphlet on their Balto exhibit:
  http://www.cmnh.org/site/Files/AtMuseum/BaltoStory.pdf
- Great Source Magazines for non-fiction articles on perseverance
Unit Title: Survival
Grade: 7
Duration: 8-10 weeks

- Junior Scholastic magazines
- National Geographic magazines
- Great Source Journal workbook
- Write Source books for research, persuasive writing, and citations
- Purdue OWL website for citations (gives directions and tutorials)

Audio/Visual:
- *Everest* (film, 1998)
- Mark Griffiths, dir., *A Cry in the Wild (based on Hatchet)* (1990)
- Richard Gabai, dir., *Call of the Wild* (2009)
- Discovery Education “Iditarod: Toughest Race on Earth” video clips/miniseries

Art:
- Albert Bierstadt, *The Rocky Mountains, Lander’s Peak* (1864)
- Frederic Edwin Church, *The Heart of the Andes* (1859)
- Théodore Géricault, *The Raft of the Medusa* (1818-1819)
- Thomas Cole, *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm - The Oxbow* (1836)
- Winslow Homer, *The Gulf Stream* (1899)