



Unit-at-a-Glance

This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RL.7.1, RI.7.1</p>	<p>Discover Our Topic: The Harlem Renaissance</p> <p>Opening A. Engage the Learner – L.7.4 (5 minutes)</p> <p>Work Time A. Infer the Topic – RL.7.1, RI.7.1 (15 minutes) A. Introduce the Performance Task and Module Guiding Questions – SL.7.1 (10 minutes)</p> <p>Closing and Assessment A. Introduce the Anchor Text: <i>One Last Word</i> – RI.7.1 (15 minutes)</p> <p>Homework A. Read and Reflect: Students read and reflect on the guiding questions for the module in Homework: Module Guiding Questions and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. A. Song Analysis: Students listen to their favorite song and read the lyrics. Next, they respond to the prompt on Homework: Song Analysis.</p> <p>Students examine texts and artwork to infer the topic of Harlem Renaissance. Finally, they explore the anchor text <i>One Last Word</i>, reading the introduction to further their understanding of the Harlem Renaissance.</p>	<ul style="list-style-type: none"> I can infer the topic of this module from the resources. (RL.7.1, RI.7.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 1 (L.7.4) Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RL.7.1, RI.7.1)
<p>Lesson 2 RL.7.4, RL.7.7</p>	<p>Compare Text and Music: <i>Shuffle Along</i>'s "Election Day"</p> <p>Opening A. Engage the Learner – RL.7.7 (5 minutes)</p> <p>Work Time A. Build Background Knowledge: <i>Shuffle Along</i> – RI.7.1 (10 minutes) A. Read and Analyze "Election Day" – RL.7.4 (15 minutes)</p> <p>Closing and Assessment A. Compare Text and Music in "Election Day" – RL.7.7 (15 minutes)</p> <p>Homework A. Read and Analyze Blake Biography: Students read the Eubie Blake biography from their Harlem Renaissance packet and complete Homework: Read and Analyze Blake Biography.</p> <p>Students begin to explore the iconic musical theater show <i>Shuffle Along</i> by working as a class to read and analyze the lyrics and accompanying scene of "Election Day." Finally, students listen to the song and determine musical techniques and their effects on the song's meaning.</p>	<ul style="list-style-type: none"> I can analyze the impact of repetition on the first scene in <i>Shuffle Along</i>. (RL.7.4) I can compare the written version of "Election Day" to its audio version, analyzing the effects of techniques in each medium. (RL.7.7) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 2 (RL.7.7) Work Time B: Compare Text and Music: "Election Day" questions (RL.7.4, RL.7.7, L.7.5)

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<p>Lesson 3 RL.7.2, RL.7.4, RL.7.7, L.7.5a</p>	<p>Compare Text and Music: <i>Shuffle Along's</i> "Love Will Find a Way"</p> <p>Opening A. Engage the Learner – RL.7.7 (5 minutes)</p> <p>Work Time A. Analyze Figurative Language: "Love Will Find a Way" – RL.7.4, L.7.5a (20 minutes) A. Compare Text and Music: "Love Will Find a Way" – RL.7.7 (10 minutes)</p> <p>Closing and Assessment A. Determine Themes: "Love Will Find a Way" – RL.7.2 (10 minutes)</p> <p>Homework A. Compare Text and Music: "Love Will Find a Way": Students complete Homework: Compare Text and Music: "Love Will Find a Way" to synthesize their learning about the textual and musical techniques and effects in "Love Will Find a Way."</p> <p>Students continue exploring the musical <i>Shuffle Along</i> by working in pairs to read and analyze the lyrics and accompanying scene of "Love Will Find a Way." Then students listen to the song and determine musical techniques and their effects on the song's meaning. Lastly, students determine a theme in the song based on figurative language analysis.</p>	<ul style="list-style-type: none"> I can determine the meaning of figurative language in "Love Will Find a Way." (L.7.5a) I can compare the written version of "Love Will Find a Way" to its audio version, analyzing the effects of techniques in each medium. (RL.7.7) I can identify themes in "Love Will Find a Way." (RL.7.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 3 (RL.7.7) Work Time A: Compare Text and Music: "Love Will Find a Way" (RL.7.4, L.7.5a) Work Time B: Compare Text and Music: "Love Will Find a Way" (RL.7.7)
<p>Lesson 4 RL.7.7, L.7.5</p>	<p>Compare Text and Music: <i>Shuffle Along's</i> "I'm Just Wild about Harry"</p> <p>Opening A. Engage the Learner – RL.7.7 (5 minutes)</p> <p>Work Time A. Read and Analyze "I'm Just Wild about Harry" – RL.7.7, L.7.5 (20 minutes) A. Build Background Knowledge: "Lift Every Voice and Sing" (10 minutes)</p> <p>Closing and Assessment A. Add to Museum Collection – RL.7.7 (10 minutes)</p> <p>Homework A. Compare Text to Music in Favorite Song: Students listen to a favorite song and analyze how the musical techniques add meaning to the lyrics.</p> <p>Students conclude their exploration of the musical <i>Shuffle Along</i> by independently reading and analyzing the lyrics and accompanying scene of "I'm Just Wild About Harry." Next, students listen to the song and determine musical techniques and their effects on the song's meaning. Lastly, students build background knowledge about James Weldon Johnson and his poem "Lift Every Voice and Sing" in preparation for the end of unit assessment.</p>	<ul style="list-style-type: none"> I can determine the meaning of figurative language in "I'm Just Wild about Harry." (L.7.5) I can compare the written version of "I'm Just Wild about Harry" to its audio version, analyzing the effects of techniques in each medium. (RL.7.7) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 4 (RL.7.7) Work Time A: Compare Text and Music: "I'm Just Wild about Harry" questions (RL.7.4, RL.7.7, L.7.5)

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<p>Lessons 5–6 RL.7.1, RL.7.2, RL.7.4, RL.7.7, L.7.5, L.7.5a, L.7.6</p>	<p>Mid-Unit 1 Assessment: Compare and Contrast Versions of “Lift Every Voice and Sing”</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Mid-Unit 1 Assessment: Compare and Contrast Versions of “Lift Every Voice and Sing” (30 minutes) A. Track Progress (10 minutes) A. Language Dive: “Lift Every Voice and Sing,” Lines 20–22 – RL.7.4 (10 minutes)</p> <p>Closing and Assessment A. Compare <i>Lift Every Voice and Sing</i> Statue to Poem – RL.7.2 (20 minutes) A. Launch Independent Research Reading – RI.7.10 (15 minutes)</p> <p>Homework A. Build Background Knowledge: Read and Analyze Savage Biography. Students read Augusta Savage’s biography and answer questions to build background knowledge of the artist and the context of the Harlem Renaissance. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Next, they select a prompt and write a response in their independent reading journal.</p> <p>Students complete their mid-unit assessment by answering selected and constructed response questions to analyze and compare the text and music versions of “Lift Every Voice and Sing.” Students participate in a Language Dive, deeply exploring the language structures in a line of the poem. Lastly, students compare the poem to the sculpture version of <i>Lift Every Voice and Sing</i> or <i>The Harp</i> by Augusta Savage.</p>	<ul style="list-style-type: none"> • I can determine the meaning of figurative language in “Lift Every Voice and Sing.” (RL.7.4, L.7.5) • I can compare and contrast the written version of “Lift Every Voice and Sing” to its audio version, analyzing the effects of techniques in each medium. (RL.7.7) • I can identify themes in “Lift Every Voice and Sing.” (RL.7.2) • I can select a research reading text that I want to read. 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lessons 5–6 • Work Time A: Mid-Unit 1 Assessment: Compare and Contrast Versions of “Lift Every Voice and Sing” (RL.7.1, RL.7.4, RL.7.7, RL.7.10, L.7.5a, L.7.6) • Language Dive: “Lift Every Voice and Sing,” Lines 20–22 note-catcher (RL.7.2, RL.7.4, L.7.5)

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<p>Lesson 7 RL.7.2, RL.7.4, RL.7.5, L.7.5</p>	<p>Analyze Structure, Language, and Theme: “The Negro Speaks of Rivers”</p> <p>Opening A. Engage the Learner – L.7.4 (5 minutes)</p> <p>Work Time A. Read and Analyze Structure: “The Negro Speaks of Rivers” – RL.7.5 (20 minutes) A. Read and Analyze Language and Theme: “The Negro Speaks of Rivers” – RL.7.2, RL.7.4 (10 minutes)</p> <p>Closing and Assessment A. Language Dive: “The Negro Speaks of Rivers,” Lines 4 and 13 – RL.7.2, RL.7.4, L.7.5 (10 minutes)</p> <p>Homework A. Synthesis Questions: “The Negro Speaks of Rivers”: In preparation for the end of unit assessment, students complete Homework: Synthesis Questions: “The Negro Speaks of Rivers.” A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Next, they select a prompt and write a response in their independent reading journal.</p> <p>Students work as a class to analyze the structure, language, and themes in “The Negro Speaks of Rivers.” Next, students work as a class to determine a theme and write a paragraph about how it develops over the course of the poem. Lastly, students participate in a language dive, deeply exploring the language structures in a line of the poem.</p>	<ul style="list-style-type: none"> • I can analyze how the structure of “The Negro Speaks of Rivers” contributes to its meaning. (RL.7.4, RL.7.5) • I can determine the meaning of figurative language in “The Negro Speaks of Rivers.” (RL.7.4, L.7.5) • I can identify a theme and explain how it develops over the course of “The Negro Speaks of Rivers.” (RL.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 7 (L.7.4) • Work Times A and B: Analyze Poetry note-catcher (RL.7.2, RL.7.4, RL.7.5, L.7.5) • Closing and Assessment A: Language Dive: “The Negro Speaks of Rivers,” Lines 4 and 13 note-catcher (RL.7.2, RL.7.4, L.7.5)

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<p>Lesson 8 RL.7.2, RL.7.4, RL.7.5, L.7.5c</p>	<p>Analyze Structure, Language, and Theme: “Calling Dreams”</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Read and Analyze Structure: “Calling Dreams” – RL.7.5 (20 minutes) A. Read and Analyze Language: “Calling Dreams” – RL.7.4, L.7.5c (10 minutes)</p> <p>Closing and Assessment A. Determine and Explain Theme – RL.7.2 (10 minutes)</p> <p>Homework A. Synthesis Questions: “Calling Dreams”: In preparation for the end of unit assessment, students complete Homework: Synthesis Questions: “Calling Dreams.” Students also read Georgia Douglas Johnson’s short biography in their anchor texts and answer synthesis questions. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students work as a class to analyze the structure and language in “Calling Dreams.” Finally, students work in pairs to determine a theme and write a paragraph about how it develops over the course of the poem.</p>	<ul style="list-style-type: none"> • I can analyze how the structure of “Calling Dreams” contributes to its meaning. (RL.7.4, RL.7.5) • I can determine the meaning of figurative language in “Calling Dreams.” (RL.7.4, L.7.5) • I can identify a theme and explain how it is developed over the course of “Calling Dreams.” (RL.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 8 • Work Times A and B: Analyze Poetry: “Calling Dreams” note-catcher (RL.7.2, RL.7.4, RL.7.5, L.7.5)
<p>Lesson 9 RL.7.2, RL.7.4, RL.7.5, SL.7.1, L.7.5</p>	<p>Analyze Structure, Language, and Theme: “Hope”</p> <p>Opening A. Engage the Learner – W.7.5 (5 minutes)</p> <p>Work Time A. Read and Analyze “Hope” – RL.7.2, RL.7.4, RL.7.5 (30 minutes)</p> <p>Closing and Assessment A. Discussion Norms – SL.7.1 (10 minutes)</p> <p>Homework A. Synthesis Questions: “Hope”: In preparation for the end of unit assessment, students complete Homework: Synthesis Questions: “Hope.” A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Next, they select a prompt and write a response in their independent reading journal.</p> <p>Students work in small groups to analyze the structure and language in “Hope.” Then students work independently to determine a theme and write a paragraph about how it develops over the course of the poem. Lastly, students explore new Conversation Cues and practice using them as they discuss the poem “Hope.”</p>	<ul style="list-style-type: none"> • I can analyze how the structure of “Hope” contributes to its meaning. (RL.7.4, RL.7.5) • I can determine the meaning of figurative language in “Hope.” (RL.7.4, L.7.5) • I can identify a theme and explain how it is developed over the course of “Hope.” (RL.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 9 (W.7.5) • Work Time A: Analyze Poetry: “Hope” note-catcher (RL.7.2, RL.7.4, RL.7.5, L.7.5)

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<p>Lessons 10–11 RL.7.1, RL.7.2, RL.7.4, RL.7.5, L.7.4, L.7.5c, L.7.6</p>	<p>End of Unit 1 Assessment: Analyze Structure, Language, and Theme: “I Shall Return”</p> <p>Opening A. Engage the Learner – L.7.4 (5 minutes) A. Review End of Unit 3 Assessment (5 minutes)</p> <p>Work Time A. End of Unit 1 Assessment: Analyze Structure, Language, and Theme: “I Shall Return” (30 minutes) A. Track Progress – RL.7.4 (10 minutes) A. Synthesize Analysis of “I Shall Return” – RL.7.2 (10 minutes)</p> <p>Closing and Assessment A. Analyze Visual Art – RL.7.2 (20 minutes) A. Add to Museum Collection – RL.7.2 (10 minutes)</p> <p>Homework A. Read and Analyze McKay Biography: Students complete Homework: Read and Analyze McKay Biography to synthesize their understanding. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Next, they select a prompt and write a response in their independent reading journal.</p> <p>Students complete their end of unit assessment by answering selected and constructed response questions to analyze the structure, language, and theme of the poem “I Shall Return.” Then students synthesize their analysis by completing a note-catcher in preparation for the discussion in the following lesson. Lastly, students analyze two artworks for theme and add these and all other works from Unit 1 to the class museum collection.</p>	<ul style="list-style-type: none"> • I can analyze how the structure of “I Shall Return” contributes to its meaning. (RL.7.4, RL.7.5) • I can determine the meaning of figurative language in “I Shall Return.” (RL.7.4, L.7.5) • I can identify a theme and explain how it is developed over the course of “I Shall Return.” (RL.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lessons 10–11 (L.7.4) • Work Time A: End of Unit 1 Assessment: Analyze Structure, Language, and Theme: “I Shall Return.” (RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.10, L.7.5c, L.7.6) • Work Time C: Analyze Poetry: “I Shall Return” note-catcher (RL.7.2, RL.7.4, RL.7.5, L.7.5)
<p>Lesson 12 RL.7.2, RL.7.4, RL.7.5, RI.7.10, SL.7.1, L.7.5</p>	<p>Collaborative Discussion: Structure, Language, and Theme in Poetry and Art</p> <p>Opening A. Engage the Learner – SL.7.1 (5 minutes)</p> <p>Work Time A. Collaborative Discussion: Structure, Language, and Theme in Poetry and Art – SL.7.1 (25 minutes)</p> <p>Closing and Assessment A. Independent Research Reading Share – RI.7.10 (15 minutes)</p> <p>Homework A. Collaborative Discussion Reflection: Students complete Homework: Collaborative Discussion Reflection to reflect on their stars and steps as a contributor to a collaborative discussion. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Next, they select a prompt and write a response in their independent reading journal.</p> <p>Students engage in a collaborative discussion about the structure, figurative language, and themes in all the poems they have read in this unit. Finally, students share their independent research reading.</p>	<ul style="list-style-type: none"> • I can explain how poets use structure and language to develop themes over the course of poems. (RL.7.2) • I can engage effectively in a collaborative discussion, building on others’ ideas and expressing my own clearly. (SL.7.1) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 12 (SL.7.1) • Work Time A: Collaborative Discussion checklist (SL.7.1)