



Unit-at-a-Glance

This unit is approximately 3 weeks or 16 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RL.7.1, RI.7.1	Build Background Knowledge: Context of the Harlem Renaissance Opening A. Engage the Learner – RL.7.1 (5 minutes) Work Time A. Build Background Knowledge – RI.7.1 (30 minutes) Closing and Assessment A. Chalk Talk – RI.7.1 (10 minutes) Homework A. QuickWrite about Context: Students complete Homework: QuickWrite about Context to write about the historical factors surrounding and contributing to the Harlem Renaissance, including information from the texts from the Build Background Knowledge activity and Jacob Lawrence's "The Migration Series" from the entrance ticket activity. A. Preread "His Motto": Students preread the first half of the story "His Motto" and look up unfamiliar vocabulary in preparation for studying the beginning of the story in the next lesson. Students participate in a Building Background Knowledge protocol to explore the social and political context of the Harlem Renaissance. For the protocol, students examine and discuss short "mystery" and "common" texts in small groups and then independently read an "expert" text, which they share with their group. Throughout the protocol, students create a poster of images and notes that captures their learning.	<ul style="list-style-type: none"> I can draw inferences using evidence from art and texts to build background knowledge about the Harlem Renaissance. (RL.7.1, RI.7.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 1 (RL.7.1) Work Time A: Building Background Knowledge chart paper responses (RL.7.1, RI.7.1)

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Lesson 2 RL.7.3, RL.7.6	Close Read: “His Motto,” Part I Opening A. Engage the Learner – RL.7.4 (5 minutes) Work Time A. Close Read: “His Motto” – RL.7.3 (35 minutes) Closing and Assessment A. Explore Themes: “His Motto” – RL.7.2 (5 minutes) Homework A. Answer Questions: “His Motto,” Part I: Students complete Homework: Answer Questions: “His Motto,” Part I to analyze point of view and story elements in the first part of the story “His Motto” to demonstrate an understanding of the story elements and points of view. A. Preread “His Motto”: Students preread the second half of the story to identify and define at least three words of unfamiliar vocabulary in preparation for studying the end of the story in the next lesson. Students are led in a close read of the first half of “His Motto.” In the close read, students explore how story elements interact and how the author develops and contrasts points of view of different characters. After the close read, students explore the themes emerging in the story.	<ul style="list-style-type: none"> • I can explain how the setting shapes the characters and plot in “His Motto.” (RL.7.3) • I can identify the points of view of Durmond, Hilton, and the “youth” in “His Motto.” (RL.7.6) • I can explain how an author develops and contrasts the points of view of Durmond, Hilton, and the “youth” in “His Motto.” (RL.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 2 (RL.7.4) • Work Time A: “His Motto” Story Elements note-catcher (RL.7.3, RL.7.6)
Lesson 3 RL.7.2, RL.7.3, RL.7.6	Read and Analyze “His Motto,” Part II Opening A. Engage the Learner – L.7.4 (5 minutes) Work Time A. Read and Analyze “His Motto” – RL.7.3, RL.7.6 (35 minutes) Closing and Assessment A. Analyze Themes: “His Motto” – RL.7.2 (5 minutes) Homework A. Analyze Theme: Students complete their Story Elements: “His Motto,” Part II note-catcher by writing a paragraph to identify a theme in the story and find evidence that supports that theme. A. Answer Questions about “His Motto,” Part II: Students complete Homework: Answer Questions: “His Motto,” Part II to analyze point of view and story elements. A. Preread “The Boy and the Bayonet,” Part I: Students preread Part I of “The Boy and the Bayonet” and look up unfamiliar vocabulary in preparation for studying the beginning of the story in the next lesson. Students finish reading “His Motto” and analyze how story elements interact and how the author develops and contrasts points of view. Finally, students analyze the themes and their development as well as the habits of character they see displayed by the characters in the story.	<ul style="list-style-type: none"> • I can explain how the setting shapes the characters and plot in “His Motto.” (RL.7.3) • I can explain how an author develops and contrasts the points of view of Durmond, Hilton, and the “youth” in “His Motto.” (RL.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 3 (L.7.4) • Work Time A: “His Motto” Story Elements note-catcher (RL.7.3, RL.7.6)

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Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 4 RL.7.3, RL.7.6	Close Read: “The Boy and the Bayonet,” Part I Opening A. Engage the Learner – L.7.4 (5 minutes) Work Time A. Close Read: “The Boy and the Bayonet” – RL.7.3, RL.7.6 (35 minutes) Closing and Assessment A. Explore Themes: “The Boy and the Bayonet” – RL.7.2 (5 minutes) Homework A. Answer Questions about “The Boy and the Bayonet,” Part I: Students complete Homework: Answer Questions: “The Boy and the Bayonet” to analyze point of view and story elements in the first part of the story. A. Preread “The Boy and the Bayonet,” Part II: Students preread “The Boy and the Bayonet,” Part II and look up unfamiliar vocabulary in preparation for studying this excerpt of the story in the next lesson. Students are led in a close read of the first part of the short story “The Boy and the Bayonet.” In the close read, students explore how story elements interact and how the author develops and contrasts points of view of different characters. After the close read, students explore the themes emerging in the story.	<ul style="list-style-type: none"> • I can explain how the setting shapes the characters and plot in “The Boy and the Bayonet.” (RL.7.3) • I can identify the points of view of Bud, Hannah, and “little sister” in “The Boy and the Bayonet.” (RL.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 4 (L.7.4) • Work Time A: “The Boy and the Bayonet” Story Elements note-catcher (RL.7.3, RL.7.6)
Lesson 5 RL.7.3, RL.7.6	Read and Analyze: “The Boy and the Bayonet,” Part II Opening A. Engage the Learner – L.7.4 (5 minutes) Work Time A. Read “The Boy and the Bayonet” – RL.7.3 (20 minutes) A. Analyze “The Boy and the Bayonet” – RL.7.6 (15 minutes) Closing and Assessment A. Explore Themes: “The Boy and the Bayonet” – RL.7.2 (5 minutes) Homework A. Answer Questions and QuickWrite about “The Boy and the Bayonet,” Part II: Students complete Homework: Answer Questions and QuickWrite: “The Boy and the Bayonet,” Part II answer questions to analyze story elements and point of view in the second part of the story. Then they do a Quickwrite on how the theme is developed. Students read the second part of “The Boy and the Bayonet,” independently analyzing how story elements interact and how the author develops and contrasts points of view. Next, students analyze the themes and their development as well as questions they have about the story.	<ul style="list-style-type: none"> • I can explain how the plot shapes the characters in “The Boy and the Bayonet.” (RL.7.3) • I can identify the points of view of Bud, Hannah, and little sister in “The Boy and the Bayonet.” (RL.7.6) • I can explain how an author develops and contrasts the points of view of Bud, Hannah, and “little sister” in “The Boy and the Bayonet.” (RL.7.6) 	<ul style="list-style-type: none"> • Work Time A: “The Boy and the Bayonet” Story Elements note-catcher (RL.7.3, RL.7.6) • Work Time B: Answer Questions: “The Boy and the Bayonet” (RL.7.3, RL.7.4, RL.7.6)

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Lessons 6–7 RL.7.1, RL.7.2, RL.7.3, RL.7.6, L.7.4a	<p>Mid-Unit 2 Assessment: Analyze Story Elements and Point of View: “The Boy and the Bayonet,” Part III</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Read “The Boy and the Bayonet” – RL.7.3 (20 minutes) A. Language Dive: “The Boy and the Bayonet,” Part III, Paragraph 19 – RL.7.6 (10 minutes) A. Mid-Unit 2 Assessment: Analyze Story Elements and Point of View: “The Boy and the Bayonet,” Part III (40 minutes)</p> <p>Closing and Assessment A. Add to the Museum Collection – RL.7.2 (15 minutes)</p> <p>Homework A. QuickWrite: Failing Forward: Students complete Homework: QuickWrite: Failing Forward to write about a time that they failed at something or made a big mistake. 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 independently read the third and final part of the short story “The Boy and the Bayonet.” Next, they participate as a class in a Language Dive to analyze the language structures in a dialogue sentence from the story. Students complete the Mid-Unit 2 Assessment by analyzing how story elements interact and how the author develops and contrasts points of view. Then students discuss structural, thematic, and language connections across works they’ve read thus far in the module, adding “His Motto” and “The Boy and the Bayonet” to their Harlem Renaissance Museum Collection.</p>	<ul style="list-style-type: none"> • I can analyze how story elements interact and shape one another in “The Boy and the Bayonet.” (RL.7.3) • I can identify the points of view of Tom, Hannah, and “little sister” in “The Boy and the Bayonet.” (RL.7.6) • I can explain how an author develops and contrasts the points of view of Tom, Hannah, and “little sister” in “The Boy and the Bayonet.” (RL.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lessons 6–7 • Work Time A: Story Elements: “The Boy and The Bayonet,” Part III note-catcher (RL.7.3, RL.7.6) • Work Time B: Language Dive: “The Boy and the Bayonet,” Part III, Paragraph 19 note-catcher (RL.7.6, L.7.1, L.7.4b) • Work Time C: Mid-Unit 2 Assessment: Analyze Story Elements and Point of View: “The Boy and the Bayonet,” Part III (RL.7.1, RL.7.3, RL.7.6, RL.7.10, L.7.4a)

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Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 8 W.7.1, W.7.4, W.7.5	Write a Literary Argument Essay: Analyze a Model Opening A. Engage the Learner – W.7.1 (5 minutes) Work Time A. Analyze a Model – W.7.1 (20 minutes) Closing and Assessment A. Pair Practice: Plan Argument Essay – W.7.5 (20 minutes) Homework A. Explain Phrases in Introduction and Proof Paragraph 1: Students complete Homework: Explain Phrases: Introduction and Proof Paragraph 1. 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. Students use the Painted Essay® structure to analyze and paint a model literary argument essay. Finally, students plan their own pair literary argument essay, choosing three works from the Harlem Renaissance that best demonstrate the theme of collaboration and community to bring out the best in people.	<ul style="list-style-type: none"> I can identify the parts of a model argument essay and explain the purpose of each. (W.7.1, W.7.4) I can plan an argument essay about how specific works from the Harlem Renaissance demonstrate the theme that collaboration and community can bring out the best in people. (W.7.4, W.7.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 8 (W.7.1) Work Time A: Annotated, color-coded model argument essay (W.7.1, W.7.4) Closing and Assessment A: Argument Writing Plan graphic organizer (W.7.1, W.7.4, W.7.5, W.7.10)
Lesson 9 W.7.1a, L.7.1a	Write a Literary Argument Essay: Draft Introduction Opening A. Engage the Learner – L.7.1a (5 minutes) Work Time A. The Painted Essay®: Sort and Color-Code the Parts of an Introduction – W.7.1a (15 minutes) A. Language Dive: Model Essay, Main Claim – W.7.1a, L.7.1a (10 minutes) Closing and Assessment A. Pair Writing: Draft an Introduction – W.7.1a (15 minutes) Homework A. Explain Clauses in Proof Paragraph 1: Students complete Homework: Explain Clauses: Proof Paragraph 1 to explain the function of clauses in a Proof Paragraph of the Model Argument Essay. 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. Students use the Painted Essay® structure to more deeply analyze the introduction of the model literary argument essay. Next, students participate in a Language Dive about the main claim statement in the model literary argument essay. Finally, students draft the introduction of their pair literary argument essay.	<ul style="list-style-type: none"> I can write an introduction for my essay giving context on the Harlem Renaissance, acknowledging a counterclaim, and clearly stating the main claim of the piece. (W.7.1a) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 9 (L.7.1a) Work Time A: Annotated, color-coded model argument essay introduction (W.7.1a) Work Time B: Language Dive: Model Essay, Main Claim note-catcher (W.7.1a, W.7.1c, L.7.1a) Closing and Assessment A: Introductory Paragraph of Pair Argument Essay (W.7.1a)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 10 RL.7.1, W.7.1b, L.7.1b	Write a Literary Argument Essay: Draft Proof Paragraph 1 Opening A. Engage the Learner – L.7.1a (5 minutes) Work Time A. Sort Sentences from the Proof Paragraphs – L.7.1b (15 minutes) A. Pairs: Draft Proof Paragraph 1 – W.7.1b (20 minutes) Closing and Assessment A. Share Best Evidence – RL.7.1 (5 minutes) Homework A. Choose Sentence Types: Students complete Homework: Choose Sentence Types: Introduction Paragraph to choose different types of sentences that effectively communicate ideas in the introduction paragraph of an essay about 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. Students sort sentences from the model literary argument essay by type of sentence. Next, they draft the first Proof Paragraph of their pair literary argument essay, incorporating different types of sentences. Finally, students share their best evidence from their first Proof Paragraph in small groups.	<ul style="list-style-type: none"> I can write Proof Paragraph 1 of my pair argument essay using logical reasoning and relevant evidence from the text to support my point. (W.7.1b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 10 (L.7.1a) Work Time A: Sorted sentence types (L.7.1b) Work Time B: Proof Paragraph 1 of Pair Argument Essay (RL.7.1, W.7.1b)
Lesson 11 RL.7.1, W.7.1b, W.7.1c, L.7.1b	Write a Literary Argument Essay: Draft Proof Paragraphs 2 and 3 Opening A. Engage the Learner – L.7.1b (5 minutes) Work Time A. Analyze a Model: Transitional Phrases and Clauses – W.7.1c (10 minutes) Closing and Assessment A. Pairs: Draft Proof Paragraphs 2 and 3 – W.7.1c (30 minutes) Homework A. Choose Sentence Types: Students choose different types of sentences in Homework: Choose Sentence Types: Proof Paragraphs to best communicate ideas in the Proof Paragraphs of an essay about 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. Students analyze transitional phrases in the Proof Paragraphs of the model literary argument essay, noting how they clarify relationships between evidence, points, and reasons. Finally, students draft the second and third Proof Paragraphs of their pair essays, incorporating transitional words and phrases.	<ul style="list-style-type: none"> I can write Proof Paragraphs 2 and 3 of my pair argument essay with phrases and clauses that show the relationship between the points, reasons, and evidence. (W.7.1c) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 11 (L.7.1a, L.7.1b) Closing and Assessment A: Draft Proof Paragraphs 2 and 3 of Pair Argument Essay (W.7.1c)

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Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 12 W.7.1e, W.7.5, L.7.1b	<p>Write a Literary Argument Essay: Draft Conclusion</p> <p>Opening A. Engage the Learner – L.7.1b (10 minutes)</p> <p>Work Time A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.7.1e (10 minutes) A. Language Dive: Model Argument Essay, Conclusion – W.7.1e (10 minutes)</p> <p>Closing and Assessment A. Pairs: Draft Conclusion – W.7.1e (15 minutes)</p> <p>Homework A. Choose Sentence Types: Students choose different types of sentences in Homework: Choose Sentence Types: Conclusion Paragraph to best communicate ideas in the conclusion paragraph of an essay about the Harlem Renaissance. A. Review Note-Catchers and Texts: To prepare for the end of unit assessment in the following lesson, students reread their note-catchers and texts.</p> <p>Students use the Painted Essay® structure to more deeply analyze the conclusion of the model literary argument essay. Next, students participate in a Language Dive about the conclusion of the model literary argument essay. Finally, students draft the conclusion of their pair literary argument essay.</p>	<ul style="list-style-type: none"> I can write the conclusion of my argument essay, restating the main claim and adding a reflection. (W.7.1e) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 12 (L.7.1a, L.7.1b) Work Time A: Conclusion Paragraph Strips (W.7.1e) Work Time B: Language Dive: Model Argument Essay, Conclusion note-catcher (W.7.1e) Closing and Assessment A: Draft Conclusion of Pair Argument Essay (W.7.1e)
Lessons 13–14 W.7.1, W.7.5, W.7.6, W.7.9a	<p>End of Unit 2 Assessment, Part I: Write a Literary Argument Essay</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. End of Unit 2 Assessment, Part I: Write a Literary Argument Essay (75 minutes)</p> <p>Closing and Assessment A. Track Progress – W.7.1 (10 minutes)</p> <p>Homework A. Choose Sentence Types in Pair Conclusion Paragraph: Students choose among different types of sentences in Homework: Choose Sentence Types: Pair Conclusion Paragraph to review and revise the third Proof Paragraph of their pair essay. 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 complete the first part of their end of unit assessment by independently planning and writing a literary argument about how three works from the Harlem Renaissance most clearly develop the theme of dreams giving life purpose and meaning. Finally, students track their progress on the argument writing standards.</p>	<ul style="list-style-type: none"> I can plan and write an argument essay about three Harlem Renaissance works that most powerfully illustrate the theme of the power of dreams. (W.7.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lessons 13–14 Work Time A: Argument Essay Writing Plan graphic organizer (W.7.1, W.7.4, W.7.10) Work Time A: End of Unit 2 Assessment: Write a Literary Argument Essay (W.7.1, W.7.6, W.7.9a, W.7.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lessons 15–16 W.7.5, L.7.1a, L.7.1b	End of Unit 2 Assessment, Part II: Revise and Edit Opening A. Engage the Learner (5 minutes) Work Time A. Analyze a Model – L.7.1 (10 mins) A. Tuning Protocol – W.7.5 (30 mins) A. End of Unit 2 Assessment, Part II: Revise and Edit (30 minutes) Closing and Assessment A. Independent Research Reading Share – RI.7.10 (15 minutes) Homework A. Reflect on Writing Process: Students reflect on their improvement over the course of the writing process from planning to writing to revision. Students also set goals for future writing. 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. Students complete the second part of their end of unit assessment by participating in a Tuning protocol to give and receive feedback on their use of different types of phrases, clauses, and sentences in their essay. Then students revise and edit their essay based on this feedback. Finally, students share their independent research reading according to assigned plans.	<ul style="list-style-type: none"> I can offer kind, helpful and specific feedback to my peers, focusing on the effective use of different kinds of phrases, clauses, and sentences in their essays. (L.7.1a, L.7.1b) I can revise my essay, focusing on effectively expressing my ideas using different kinds of phrases, clauses, and sentences. (W.7.5, L.7.1a, L.7.1b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lessons 15–16 Work Time C: Revisions and Edits to End of Unit 2 Assessment, Part I (W.7.5, L.7.1a, L.7.1b) Work Time C: End of Unit 2 Assessment, Part III: Types of Sentences, Phrases and Clauses – Alternative Assessment (L.7.1a, L.7.1b)