7th Grade, Literature, Argument

*Running Out of Time*

Unit Developed by McKenzi Ashcroft
Preston Junior High, Preston School District #201
Preston, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
## Universal Design for Learning (UDL)

<table>
<thead>
<tr>
<th>Multiple Means of Representation</th>
<th>Provide options for perception</th>
<th>✓ Activate or supply background knowledge</th>
<th>✓ Highlight patterns, critical features, big ideas; and relationships</th>
<th>✓ Maximize transfer and generalization</th>
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<td>Provide options for perception</td>
<td>✓ Offer ways of customizing the display of information</td>
<td>✓ Clarify vocabulary and symbols</td>
<td>✓ Support decoding text, mathematical notation, and symbols</td>
<td>✓ Illustrate through multiple media</td>
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<td>✓ Offer alternatives for auditory information</td>
<td>✓ Clarify syntax and structure</td>
<td>✓ Promote understanding across languages</td>
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<th>Provide options for physical action</th>
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Original unit development sponsored by The Idaho Coaching Network
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<th>An Idaho Core Teacher Program Unit Developed by: McKenzi Ashcroft</th>
<th>Unit Title: Understanding Opinion Before Running Out of Time</th>
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<tr>
<td>✓ Optimize individual choice and autonomy</td>
<td>✓ Optimize salience of goals and objectives</td>
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<td>❏ Optimize relevance, value, and authenticity</td>
<td>✓ Vary demands and resources to optimize challenge</td>
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<td>❏ Minimize threats and distractions</td>
<td>✓ Foster collaboration and communication</td>
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<td>❏ Increase mastery-oriented feedback</td>
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<td><strong>Webb's Depth of Knowledge - Level 1 (Recall)</strong></td>
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<tr>
<td>✓ Who, What, When, Where, Why</td>
<td>✓ Label</td>
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<td>✓ Define</td>
<td>❏ List</td>
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<td>✓ Identify</td>
<td>✓ Match</td>
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<td>✓ Illustrate</td>
<td>❏ Measure</td>
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<td>❏ Recite</td>
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<td>✓ Recognize</td>
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<td>❏ Report</td>
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<td>✓ Use</td>
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<td><strong>Webb's Depth of Knowledge - Level 2 (Skill/Concept)</strong></td>
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<tr>
<td>✓ Categorize</td>
<td>❏ Estimate</td>
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<td>✓ Classify</td>
<td>❏ Graph</td>
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<tr>
<td>✓ Collect and Display</td>
<td>✓ Identify Patterns</td>
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<td>✓ Compare</td>
<td>✓ Infer</td>
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<tr>
<td>❏ Construct</td>
<td>✓ Interpret</td>
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<td>❏ Observe</td>
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<td>✓ Organize</td>
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<td>✓ Predict</td>
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<td>✓ Summarize</td>
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</table>
An Idaho Core Teacher Program Unit Developed by: McKenzi Ashcroft     Unit Title: Understanding Opinion Before Running Out of Time

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

☐ Assess
✓ Construct
☐ Critique
✓ Develop a Logical Argument
✓ Differentiate
✓ Draw Conclusions
☐ Explain Phenomena in Terms of Concepts
✓ Formulate
☐ Hypothesize
✓ Investigate
✓ Revise
☐ Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

✓ Analyze
✓ Apply Concepts
✓ Connect
 ✓ Create
☐ Critique
 ✓ Design
✓ Prove
✓ Synthesize

Idaho Coaching Network Unit Plan Template

Unit Title: Understanding Opinion Before Running Out of Time

Created By: McKenzi Ashcroft

Subject: ELA

Grade: 7th Grade

Estimated Length (days or weeks): Seven Weeks

Unit Overview (including instructional context):
This unit is designed for a 7th grade ELA class over a seven-week time period. This is based on a four-day school week with 65 minute class periods. This unit is meant to be taught about three quarters of the way through the semester or year when students are well acquainted with elements of literature (i.e. plot structure, inference, analysis, citations, etc.) and have participated in several discussions and group interactions. It is presumed that these things have been taught previously. The unit also presumes that it will precede a writing unit on argumentative research papers.

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In this learning experience, students will collaborate with others as they read through moral dilemmas, “The Lottery,” and the central text *Running Out of Time*. Through this process, students will become more self-aware of the people, experiences, and prior knowledge that shape their opinions and perceptions of the world. With this understanding, they will work to identify their own biases and set those aside as they look at issues of the text and in the world around them to form their own opinions. Students will learn to support their opinions with evidence from the text, group discussion, and personal interview. All of this will culminate in a multimedia presentation students will create for their peers after conducting their own mini-research and interviews about a chosen topic according to the assignment guidelines and presentation rubric. In their presentation, students will present their original opinion and reasoning and then show the development and transition of their opinion as they encountered other sources of opinion (i.e. text, surveys, interviews, discussions, etc.). They will also present other opinions that exist and the reasoning behind them even though they may be contrary to the opinion they formed and hold themselves.

**Unit Rationale (including Key Shift(s)):**

Key Shift #4: Students will collaborate effectively for a variety of purposes while also building independent literacy skills.

The rationale behind this unit is to help students become more open-minded, accepting of others, and able to listen to learn. In 7th grade most students have a hard time forming their own opinions. They either have no opinion and just go along with what their best friend says, or they have a very strong opinion - which really belongs to their parents. Whatever the case, they usually have little or no evidence or reasoning for why they have this opinion. In addition, once they form an opinion, they struggle to open their minds to the other side and often end up being quite rude in discussions because of this. This unit will help students recognize the origin of their opinions along with the lenses that shape their perceptions of the world. It will also help them discover rules and practices for being kind, respectful, and receptive during discussion with others. This unit has real-world transfer as it helps students acquire skills to analyze information with an open mind, conduct further investigation of that information, recognize and cite the origin of information, respectfully participate in discussion, and form an opinion of their own while still valuing the opinions of others.

**Essential Question(s):**
- Why do our opinions change how we see and treat others?
- Why is it important for us to form our own opinions?

**Enduring Understandings:**
- Students will use their understanding of inference and analysis to form an educated opinion (claim) about a topic.
- Students will use their understanding of collaborative discussion to share and listen to ideas in an effective and respectful manner.

**Measurable Outcomes:**

**Learning Goals Success Criteria (Evidence):**

**Students will be able to say:**
- I understand how to determine and analyze central ideas and points of view of a text.
  - I can break text down to find the central meaning or focus.
  - I can look at different points of view in the text and compare and contrast them.
- I understand how to share my ideas and listen to the ideas of others to have a collaborative discussion.
  - I can ask questions in a discussion to better understand my peer’s ideas.
  - I can make connections between my thoughts and the thoughts of my peers.
- I understand how to write an argument and support it with evidence.
  - I can write a claim of my own based on the information I have been given and my own thoughts.
  - I can select evidence from the text that is both valid and relevant in supporting my claim and also addressing the opposing side.
Students will use a variety of resources to gather information, revise, and refine their opinions (claims) about a topic.

Students will use their understanding of speaking and listening, to effectively present information to a specific audience.

- I can write warrants that help readers clearly connect my information to my claim.

### Targeted Standards:

**Idaho English Language Arts/Literacy Standards:**

**READING LITERATURE**

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

**SPEAKING & 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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**WRITING**

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among ideas.

### Supporting Standards

**READING LITERATURE**

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.7 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).

### Summative Assessment:

**Summative Assessment Description:**

Choose a topic based on the title of a *Scope Magazine* argumentative article of your choice. Create five interview questions for your topic. Record your own answers to these questions first. Then interview three people (choosing from a list of five interviewee requirements) using your questions. Then read through your article, record, and cite answers you find in response to your questions. After all interviews.
and Scope reading are complete, answer your questions again. Create a reflective digital presentation about your experience. Did any of your answers change. Why or why not? Be sure to refer to the assignments guidelines and rubric as you create your presentation.

- **Depth of Knowledge (DOK) Explanation:**
  The summative assessment requires students to use extended thinking; level four of Webb’s Depth of Knowledge. Students will apply the skills learned in the unit. They will analyze the opinions they have and synthesize the information they find and gather from others to better understand their thoughts. They will design and create their own digital presentation to prove their new-found opinion by citing evidence from text and interview. They will also recognize the other side and the merits it has.

- **Rubric or Assessment Guidelines:**
  Assignment guidelines and rubric attached with materials.

<table>
<thead>
<tr>
<th>Primary Text(s):</th>
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<tbody>
<tr>
<td>- <em>Running Out of Time</em></td>
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<tr>
<th>Supplemental materials/resources:</th>
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<tbody>
<tr>
<td>- “The Lottery”</td>
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<tr>
<td>- Moral Dilemmas</td>
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### Text Complexity Analysis:

**Text Complexity Analysis of: Running Out of Time**

**By Author:** Margaret Peterson Haddix  
**Text Type:** Narrative Fiction

**Text Description**

This compelling novel is about how a simple childhood in 1840 suddenly turns upside down. Jessie Keyser has lived in Clifton Village with her family her whole life. Life is simple until an illness strikes for which there is no medical fix. Out of desperation to save those dying of the disease, Jessie’s mother reveals the truth: their village is an experiment; in the outside world it is actually 1996. A medical cure is

What is your final recommendation based on quantitative, qualitative, and reader-task considerations?  
**Why?**

I am recommending this text for the middle school classroom. While the lexile and language of the text are fairly simple, the unique experiences encountered by the main character and the underlying focus on ethics makes this text more appropriate for students age 9-12. Students in this age range will also relate well to the main character who is thirteen and struggling to form her own opinions of the situation she is in and the things she has been told by people she
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available and should have already been distributed according to the rules of the original village agreement. However, it seems that the rules have changed and those running the experiment are willing to let the villagers die for the sake of science. Is this ethical? This question continues to arise as Jessie is sent on a dangerous mission to get medical help in a world and time period she does not understand. However lost she feels, she is the one who must stop the experiment that has turned their village into a death trap. If she doesn’t hurry, those struck with the illness may “run out of time.”

thought she could trust, but who she learns have been lying to her. Students will have to look at the varying perspectives in the story and grapple with questions like: What characteristics define ethics? Why do our opinions change how we see and treat others? Why is it important for us to form our own opinions?

Mark all that apply:
Grade Level Band: K-5  X    6-8  X    9-12 □    PD □
Content Area:  English/Language Arts (ELA)  X    Foreign Language (FL) □    General (G) □
Health/Physical Education (HPE) □
History/Social Studies (HSS) □    Humanities (H) □    Math (M) □
Professional Development (PD) □    Professional/Technical Education (PTE) □
Science (S) □

Quantitative Measure
Quantitative Measure of the Text: 730L
Range: 420-820

Associated Grade Band Level: 4th-5th Grade

Qualitative Measures

Text Structure (story structure or form of piece):
Moderately Complex - The text involves two different time periods and shifts between the two. There is a focal plot which the main character is aware of and a second plot that doesn’t become apparent until later in the story. Background knowledge about the time periods and specific challenges in the story is helpful for full understanding.

Language Clarity and Conventions (including vocabulary load):
Moderately Complex - The language, sentence structure, and vocabulary is fairly simple and direct with instances of more complex sentences and figurative language.

Levels of Meaning/Purpose:
Very Complex - There are multiple levels of meaning in the text. The theme is clear but is revealed subtly throughout the text. The idea of ethics is brought out fairly early in the text with the idea that those running the experiment won’t relinquish the medicine needed. That idea becomes much more complicated, though, as readers learn the rest of the story and the reason for the experiment. This brings in the idea of perspective and shifts the reader’s paradigm.

Knowledge Demands (life, content, cultural/literary):

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Very Complex - Experiences portrayed in the story are uncommon to most readers: not many have learned in the middle of the day that they are actually living “in the past” in an experiment and are being observed by hundreds of tourists on a daily basis. There are not many allusions to other texts but there are references to cultural elements characteristic of different time periods.

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this 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. 7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**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.  
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.  
   a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among

Students will be reading this text following the reading of several short stories that pose ethical dilemmas. They will be asked to form an initial opinion based on their own experiences and beliefs. Then they will complete research, participate in discussions, conduct interviews, etc. to collect information about their topic. Students will revisit their initial opinion and revise their ideas based on their new understanding. They will then form this revised opinion into a claim and support that claim with information from the text along with the outside information collected in their research.

Below are factors to consider with respect to the reader and task:

**Potential Challenges this Text Poses:**

- While not extremely lengthy for a novel, the book will take a series of weeks in class to complete. Some stamina will be needed to maintain focus on the text and complete the reading.
- Some structure will be needed to help students recognize the underlying conflicts of the story rather than the immediate threats the main character faces.
- Some structure will also be needed to help students recognize that different perspectives exist about the underlying conflict and that neither side is necessarily right or wrong.

**Differentiation/Supports for Students:**

- Before beginning the text, students will be introduced to the idea of ethics and asked to look at several situations that are difficult to label right or wrong.
- Setting will be the focus of discussion both at the beginning of the book and again as the entire setting shifts (both time and place).
- Journaling will help students keep track of their thoughts and recognize changes in their own opinions over the course of the text.
### Scaffolds and Extensions

**UDL Components:**

**Support for students who are ELL, have disabilities or read well below grade level text band:**

**Representation**
- 2.3 Support Decoding of Text
- 2.5 Illustrate Through Multiple Media
- 3.1 Activate or Supply Background Knowledge
- 3.2 Highlight Big Ideas
- 3.4 Maximize Transfer

Students will have access to the central text (novel) via a variety of reading strategies (e.g., independently, partner/group reading, class reading, teacher reading, and audio.)

**Action & Expression**
- 4.1 Vary Methods for Response
- 5.1 Use Multiple Media for Communication
- 6.2 Support Planning

Supplemental texts (short stories and moral dilemmas) will vary in length and complexity to support slower or lower-level readers.

**Engagement**
- 7.2 Optimize Relevance
- 8.3 Foster Collaboration & Community
- 9.3 Develop Self-Assessment & Reflection

Background information needed for the text will be taught explicitly.

Option to complete the final project through student’s choice of digital presentation.

**Extensions for advanced students:**

Options to read independently or with a partner/group.

Supplemental texts (short stories and moral dilemmas) will vary in length and complexity to challenge faster or higher-level readers.

Access to computers for students who would like to look up and learn more about the setting to share with the class.

Options for length and complexity in interview, discussions, and presentation.

Assignments to collaborate with other students at different levels and then apply those skills in interview with community members.

Option to create their own original interview questions and presentations format.

Option to find a company add or political cartoon and identify bias. Present to the class at
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Survey and interview process papers provided for support along with example questions.
Presentation checklist and rubric provided and discussed in class.
some point during the unit and explain the problems and effects of bias in public media.

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<td>Collaborate</td>
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<td>Comprehend</td>
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<tr>
<td>Determine</td>
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<td>Argue</td>
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<td>Claim</td>
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<td>Compose</td>
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<td>Foreshadowing</td>
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<td>Flashback</td>
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<td>In Medias Res</td>
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<td>Conflict</td>
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<td>Figurative Language</td>
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<td>Falling Action</td>
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<td>Resolution</td>
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<td>Static Character</td>
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<td>Dynamic Character</td>
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<td>Context Clues</td>
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**Major Idea/Topic #1: Awareness - What is shaping my opinions?**

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
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</thead>
<tbody>
<tr>
<td>Day 1: Desired Outcome(s): <em>Students will become more aware of what is</em></td>
<td>Opinionaire</td>
<td><strong>Quick Write:</strong> What is something you have a strong opinion about? Explain the opinion you have and why you have that opinion. Use <em>finger time</em> to gauge how much time students need to finish writing. “Show me on your fingers how much more time you need. Okay, I will give you…” (This is a great strategy for gauging where the students are during any group work or individual work time and can be used throughout the unit.)</td>
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<td></td>
<td>Moral Dilemma 1 - Trolley</td>
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<td>Moral Dilemmas #2-7</td>
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| Day 2: Desired Outcome(s): Students will become more aware of what is shaping their opinions. | Opinionaire: Give students the opinionaire that has questions specifically related to the moral dilemmas they will read in class today. This must be done before they encounter any of the readings. Collect and save these papers for later in the unit.  
**Moral Dilemma #1:** Watch moral dilemma number one (Trolley), pausing after each short segment to see what the students would do and why.  
**Moral Dilemmas #2-7:** Give each group a different moral dilemma to read. Have students read the dilemma aloud as a group. Have the groups discuss the dilemma and try to come to one conclusion, if possible. Remind students that they need to back up their opinion with specific reasoning. Rotate the dilemmas to each group so everyone has a chance to see dilemmas #2-7. |
| --- | --- |
| Day 2: Desired Outcome(s): Students will become more aware of what is shaping their opinions. | **Opinionaire**  
**Moral Dilemmas #8-13**  
**“Virtues & Forming Opinions”**  
**“Dilemma Dissection”**  
**Quick Write:** Which moral dilemma was the hardest for you and your group yesterday? Were the opinions of your group members the same or different? Why?  
**Virtues & Forming Opinions:** Give students the virtue list and interview questions. Have students look over the list and identify any virtues they are unfamiliar with or don’t fully understand. Give examples and explain. Then have students quietly answer the virtue questions about their own lives. They will not have to share these with the class as many answers may be personal to them. Once students have finished, share some of yours with them and explain that the virtues we value most change how we respond to different situations. Today students will be going through several more dilemmas - not as heavy as yesterday’s - and will be looking at which virtues guide their decisions.  
**Dilemma Dissection:** Before giving students a “Dilemma Dissection,” work through an example on the board using the Trolley dilemma from yesterday. Have students share ideas to fill in the example together. After moving through each step together, have students work through dilemma #8 with their group. Move around the room answering any questions. Now students should be ready to identify the virtues and beliefs that are shaping their opinions and where these beliefs came from (i.e. parents, religion, experience, etc.) Now, give the students time own their own to do the same thing with dilemmas 9-13. These dilemmas are a little closer to home than yesterday’s and should be easier for the students to relate to while working on their own. (This should be done independently.) |

**Day 3: Desired Outcome(s): Students will become more**  
**Quick Write:** Is it okay to spend time with someone who has different opinions than you? Explain.  
**Discuss:** students’ responses to the quick write.  
**Video:** Watch the android commercial “Monotune.” Connect back to the quick write. Is the song interesting when all of the keys are the same? Or do you like the variety of keys better? How does this relate to people who are different from you?  

| Day 3: Desired Outcome(s): Students will become more | “The Lottery”  
“Monotune”  
“My Perception” | **Quick Write:** Is it okay to spend time with someone who has different opinions than you? Explain.  
**Discuss:** students’ responses to the quick write.  
**Video:** Watch the android commercial “Monotune.” Connect back to the quick write. Is the song interesting when all of the keys are the same? Or do you like the variety of keys better? How does this relate to people who are different from you? |
| aware of what is shaping their opinions. | **Vote with Your Feet:** Have students pull out their dissection paper from yesterday. Take one dilemma from the 8-13 at a time and reread it to the class. Then have students pick one of two sides or to be a fence sitter. Each side will discuss and choose a spokesperson. Have each spokesperson share, then fence sitters must choose a side. Repeat for each dilemma.  
**Connection:** Have students return to their seats with their “Dilemma Dissection” paper. Instruct students to circle the main things they identified in the “origin” column of their worksheets. Then have students share and make a list on the board of all the things students identified that shape their opinions.  
**Lenses:** Give each student a “My Perception” paper, and have them fill it out individually to identify the specific things that shape their personal opinions. (Have them refer to the things they circled on their dissection paper.) Instruct students to put a star by the two things they feel shape their opinion the most.  
**Independent Reading:** Allow students time to finish their perception paper then move straight into independent reading of a book of their choice. |
| “The Lottery” | **Quick Write:** Is it okay to simply adopt someone else’s opinions or tradition? Give an example to support your claim.  
**“The Lottery”:** Give students a copy of “The Lottery.” Read the whole story aloud to the class without stopping for discussion along the way. After the first reading, have students summarize what they understood of the story and any questions they may have. Then list Boyle’s four close reading questions on the board and discuss what they mean and examples of how they might look. Have students help rewrite the questions as statement and connect an annotation mark to each.  
1.  What is the author telling me here?  
   a.  Right here the author is telling me… ARROW + THOUGHT  
2.  Are there any hard or important words?  
   a.  This is a hard or important word. CIRCLE + THOUGHT  
3.  How does the author play with language to add to meaning?  
   a.  The author is playing with language here to convey… L + THOUGHT  
4.  What does the author want me to understand?  
   a.  The author wants me to learn and understand that … STAR + THOUGHT  
**Close Reading:** Have the students read “The Lottery” a second time. This time they will annotate their copy of the story -- answering the four questions above -- as they read. |
**Group Discussion:** When students finish close-reading, have them discuss what they found with their table groups. Move around to the working groups to monitor.

**Class Discussion:** When everyone is done, move through the text-dependent questions as a class. Remind students to use their annotations to help them find specific parts and/or evidence to support the answers/claims they feel strongly about. Revisit rules of in-text citations learned earlier in the year. (Author’s last name and page number).

*Text-Dependent Questions*

**Directions:** Answer the following questions after your close-reading of “The Lottery” by Shirley Jackson. Use your annotations to help you find specific parts and/or evidence to support your answers. Remember to cite pages where information is found.

1. Were you surprised by the ending of the story? If not, at what point did you know what was going to happen? How does Jackson start to foreshadow the ending in paragraphs 2 and 3? Conversely, how does Jackson lull us into thinking that this is just an ordinary story with an ordinary town?

2. Where and when does the story take place? In what way does the setting affect the story? Does it make you more or less likely to anticipate the ending?

3. In what ways are the characters differentiated from one another? Looking back at the story, can you see why Tessie Hutchinson is singled out as the "winner"?

4. Remember that irony is the use of words that mean the opposite of what you really think. What are some examples of irony in this story? For example, why might the title, “The Lottery,” or the opening description in paragraph one, be considered ironic?

5. Jackson gives interesting names to a number of her characters. Explain the possible allusions, irony or symbolism of some of these:
   - Delacroix
   - Graves
   - Summers
   - Bentham
   - Hutchinson
   - Warner
   - Martin
7. Take a close look at Jackson's description of the black wooden box (paragraph 5) and of the black spot on the fatal slip of paper (paragraph 72). What do these objects suggest to you? Why is the black box described as "battered"? Are there any other symbols in the story?

8. What do you understand to be the writer's own attitude toward the lottery and the stoning? Exactly what in the story makes her attitude clear to us?

9. This story satirizes a number of social issues, including the reluctance of people to reject outdated traditions, ideas, rules, laws, and practices. What kinds of traditions, practices, laws, etc. might "The Lottery" represent?

10. Based on the events of this story, do you think it is a good idea to simply adopt someone else’s opinions or traditions without learning about them first? (Revisiting Quick Write) Explain your thoughts, identifying any change in your thinking from your Quick Write today.

*These questions (aside from number 10) came from or were slightly adapted from: https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf

Major Idea/Topic #2: Communication - Respectful and meaningful discussion with others.

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
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<tr>
<td>Day 5: Desired Outcome(s): Students will understand what respectful and meaningful discussion looks like and will apply that understanding in their collaboration with others.</td>
<td>“The Thinning” Movie Trailer</td>
<td><strong>Quick Write:</strong> The word ETHICAL means “conforming to accepted ideas of right and wrong.” Watch the movie trailer for “The Thinning.” What is your gut reaction to this video? Would this be ethical for our government to adopt? Give specific reasons to support your opinion. <strong>Table Share:</strong> Have students <em>scrum</em> around their table twice. The first time, each person will just state whether or not they think this idea is ethical or unethical. The second time around, each person will read what they wrote to their table, including their specific reasons for their opinion. <strong>Build Tower - Unequal Materials:</strong> Explain to the class that you are going to give each group a set of materials and a set of rules. They need to read all rules before beginning. Their goal is to build the strongest tower possible in 15-20 minutes. They may only use the materials provided. At the end of ten minutes, the strength of each tower will be tested.</td>
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<tr>
<td></td>
<td>Tower Rules</td>
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<td></td>
<td>Tower Materials</td>
<td>(These can vary but may include things like popsicle sticks, toothpicks, paper plates, tape, paperclips, cups,</td>
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<td><strong>Instructional Notes:</strong> The word ETHICAL means “conforming to accepted ideas of right and wrong.” Watch the movie trailer for “The Thinning.” What is your gut reaction to this video? Would this be ethical for our government to adopt? Give specific reasons to support your opinion.</td>
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<tr>
<td>Day 6: Desired Outcome(s): Students will understand what respectful and meaningful discussion looks like and will apply that understanding in their collaboration with others.</td>
<td>STW Packets</td>
<td>STW Paper</td>
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<td>*Give each group a bag of 50 materials (each group will have different materials). Also, give each group a different set of rules for how they can communicate with each other. Monitor that each group is adhering to their set of rules. At the end of 15-20 minutes, test each tower to see which one can hold the most text books. Class Discussion: How did it go? What was difficult? Easy? What did they notice about other groups? What was fair and unfair? Would it be fair/ethical for me to give you a grade based on the strength of your tower? Why or why not? How did the communication rules help or hinder? Why is communication important? What helps communication work? Collaboration Definition: Work together to write a definition of collaboration. Collaboration Norms: Have each group come up with five norms that help communication be effective. Give each group a chart paper to write them down. Then give students a sticky note to go “shopping” for two norms from the other group lists to add to their own. Have each group post theirs on the board. Vote to select the top five most important communication rules your class would like to adopt for future discussions.</td>
<td>Running Out of Time</td>
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<tr>
<th>Day 7: Desired Outcome(s): Students will understand what respectful and meaningful discussion looks like and will apply</th>
<th>Running Out of Time</th>
<th>Plot Journal</th>
<th>Projector</th>
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<td>Quick Write: Which communication norm do you have the hardest time with? What can you do to improve your communication in that area? Collaboration Norms: Review the norms from yesterday. Watch “Kid President - How to Disagree” video. Add a norm about disagreeing. (Students will apply norms in groups today.) See.Think.Wonder: Put students in groups and give them the worksheet for this activity. Then give them the packet of pictures. Allow the groups as much time as needed to look at the pictures, discuss, and write down their thoughts. Running Out of Time: Teacher read chapter 1. Students follow along. At the end of chapter one, have students flip of their STW paper and write down a few connections they saw between the pictures and the book so far.</td>
<td>Quick Write: What would be hard about living in the 1800s? What might you like better? Connect STW &amp; Setting: Remind students what the two parts of any setting are. Hang the pictures from the see-think-wonder on the board for students to refer back to. Identify what we know from yesterday about the setting of our story that relate to the pictures. Have students cite specific areas of the text to support those connections. (e.g. 1800s, Clifton Village, Indiana, illness/disease, etc.). Running Out of Time: Teacher read chapters 2-3. Students follow along.</td>
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<td>Day 8: Desired Outcome(s):</td>
<td>Running Out of Time</td>
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| Students will understand what respectful and meaningful discussion looks like and will apply that understanding in their collaboration with others. | **Discussion:** How would you feel if you were Jessie at this point in the story? Why? What would you do? If you could only ask your mom (Jessie’s mom) one question at this point, what would it be? **CODE Vocab Activity:**

**CONNECT:** Give each student a slip of paper with either a word or a definition on it. Have students wander around the room and talk with other students to see if they can find their match. Once everyone has a partner, talk through each word and definition to make sure they found the right partner. Project the connected vocab word and definition after discussing. When students return to their seats, have them add the words and definitions into their “Magnanimous Words I Know” section of their Plot Journal.

**ORGANIZE:** Give each table or partnership an envelope containing pictures, synonyms, definitions, and writing samples. Have the students sort through the items and organize them into categories based on the words just discussed. When everyone is done, allow students to wander around and look at the organization created by other groups. Discuss similarities and differences.

**DEEP-PROCESSING:** Assign each student a number. Put the list of words on the board with numbers beside them. Have each student create a mini-poster of the word that corresponds to his/her number. Their poster should include the vocabulary word, one synonym, and a picture. Have students share their work with their group when finished. Post pictures around the room for student reference. |
EXERCISE: Give students a question similar to one they will encounter on the SBAC or other testing that uses these vocabulary words (or would require their use without specifically mentioning it (i.e. warrant)). For example: “After reading the excerpt, compose one paragraph claiming Jessie’s mom trusts her. Cite evidence from the excerpt to support your claim.” Have students rewrite the instructions using their new understanding to make the question more clear. They may even break the question up into bullet points. Give students a short excerpt from the text and have them actually respond to the question (allow them to use both the original question and their rewritten question).

Extended Write: The paragraph for Part E of the CODE vocabulary practice will be the extended write for today.

Independent Reading Time: Allow students the last part of class to read a book of their choice.

| Major Idea/Topic #3: Perception - How and why do my opinions determine my perception of others and the world? |
|---|---|---|
| **Day(s) and Desired Outcome(s)** | **Texts and Resources** | **Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)** |
| Day 9: Desired Outcome(s): Students will recognize what opinions they have and how those affect their perceptions. | *Running Out of Time* | Quick Write: How do we decide when a risk is worth taking? Give an example from your own life to demonstrate your thoughts.  
**Discussion:** Students can share their writing by coming up to the hot seat. Put a nice teacher chair out in the front of the room, and allow the students to sit in the “hot seat” as they share. Remind students that they need to answer both parts of the questions if they are going to sit in the hot seat.  
**Connection:** Connect to Jessie and her risk in *Running Out of Time*.  
*Running Out of Time*: Teacher read chapters 4-6 (inclusive).  
**Rising Action Journal:** Work together as a class again, but allow the students to lead the discussion more today.  
*A huge conflict has arisen in chapters 4-6. What information does Jessie’s mom convey? What inference can you make about Jessie because her mother told her (and no one else) about the
<table>
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<th>Day 10: Desired Outcome(s): Students will recognize what opinions they have and how those affect their perceptions.</th>
<th>Running Out of Time</th>
<th>Quick Write: Jessie is discovering a world of technology and development that is beyond her wildest dreams. What are four things you take for granted that Jessie would be amazed by? Explain what would be amazing about those things? What would you do without them? Mix &amp; Mingle: Mix and mingle to share your ideas with four other people. Sign your name at the bottom of their paper after you share and have them do the same. Running Out of Time: Teacher read chapters 7-8. Class read chapter 9. Rising Action Journal: Have students complete this journal in groups. By chapters 7-9, Jessie has discovered a lot about her village. How has her new comprehension changed her opinions and perceptions of her village, community members, parents, and people in the outside world? What does your gut tell you about the morals and ethics of this situation? Cite specific pieces of evidence from the text to support each of your answers. Discuss: What point of view is the story told in? (3rd Person Limited - review from earlier in the year) How does the author develop and contrasts the points of view of different characters without us seeing into their minds? What do we know about Ma? What were her feelings as she talked to Jessie and sent her into danger? What do we know about Pa? What do his feelings about the village seem to be? What do we know about Miles Clifton? Any guesses about why you think he may have started this? Why do you think he thought it was okay? Continue to look for how the author develops the points of view throughout the story.</th>
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<tr>
<td>Day 11: Desired Outcome(s): Students will recognize what opinions they have and how those affect their perceptions.</td>
<td>Running Out of Time</td>
<td>Quick Write: After yesterday’s reading, what are your feelings towards Jessie’s parents, teachers, and other adults in her village? Why do you feel this way? Have you had an experience where you felt this way? Running Out of Time: Teacher reads 10. Class reads 11-12. Rising Action Journal: Have students work in groups again. What is the major conflict in chapters 10-12? What specific things contribute to this conflict? Support your thoughts with specific quotes and page numbers from the text (cite). Put yourself in Jessie’s shoes. What would you do? (Remember our CODE practice.)</td>
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<td>Day 12: Desired Outcome(s): Students will recognize what opinions they have and how those affect their perceptions.</td>
<td>Reading Quiz 1</td>
<td>Quick Write Reading Quiz: Assessment of students’ understanding of chapters 1-12. Ten questions about the events of these chapters. <strong>Correct &amp; Discuss:</strong> Correct the quiz as a class and discuss answers. <strong>Independent Reading:</strong> Student silently read chapters 13-16 inclusive. <strong>Rising Action Journal:</strong> Allow student to work with partners. <em>Summarize the events of chapter 13-16 through pictures.</em> (Remember our CODE practice.)</td>
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<td>Day 13: Desired Outcome(s): Students will recognize what opinions they have and how those affect their perceptions.</td>
<td>Running Out of Time</td>
<td>Quick Write: Previous to this unit, we have discussed the five types of conflict: person vs. person, person vs. nature, person vs. fate, person vs. society, and person vs. self. <strong>Collaborate</strong> with your table to find an example of each type in the story <em>Running Out of Time</em>. Include specific quotes from the text and page numbers to cite your work. Don’t forget the collaboration norms. <strong>Running Out of Time:</strong> Teacher read chapter 17. Group read chapter 18-19 (inclusive). <strong>Climax Journal:</strong> Have students work independently from now on. Checking for understanding in discussion afterward. <em>The action in chapters 17-18 becomes intense. Why? What conflict arises? Determine what it is exactly that throws the story into a tailspin?</em> <strong>Cite</strong> specific examples from the text as evidence for your claim. <strong>Class Discussion:</strong> Discuss the moral dilemma that has arisen for the scientists. How is the scientists’ view of what is going on in the village different from Jessie’s view or the tourists view? Why does the author let us see the village from so many different points of view? How does this tactic affect our understanding of the story? <strong>CODE Vocab Mini-Assessment:</strong> Have students use chapter 18 and complete the following task: “After reading the excerpt, compose one paragraph about the scientists’ work with Clifton. What do you think about the ethics of the situation? <strong>Cite</strong> evidence from the excerpt to support your claim.” (Students will break down the question into bullet points as before and then complete the task.)</td>
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<tr>
<td>Day 14: Desired Outcome(s): Students will recognize what opinions they have</td>
<td>Running Out of Time</td>
<td>Quick Write: Jessie’s life is on the line and there is no one to help her. Why does she keep going? What motivation does she have? <strong>Cite</strong> evidence from the book to support your answers. Describe a time when you were in a situation where all odds seemed stacked against you. How did you keep going? What was your motivation to continue?</td>
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### Day 15: Desired Outcome(s):

**Running Out of Time**

**Musical Chairs**: Have students leave their writing on their desk. Play music while students wander around the room. When the music stops, student must sit down at the desk nearest them and read the writing at that desk. They will then write a comment in response to what they read and sign their name. Repeat this several times, and on the last time have students move quietly back to their chairs as the music plays.

**Running Out of Time**: Class read chapter 20-21 (inclusive)

**Climax Journal**: (Chapters 19-21) Jessie knows now that she is in danger. Why is this the case? What does she have that makes her a target? What is her plan to save the people she loves? Include examples (cite) from the text to support your thoughts.

**Day 15: Desired Outcome(s):**

**Students will recognize what opinions they have and how those affect their perceptions.**

**Quick Write**: If Jessie’s press conference video goes through, what do you predict will happen? Support your thoughts with evidence from the text.

**Running Out of Time**: Teacher read chapter 22-25 (inclusive) - this is the end of the book.

**Falling Action Journal**: In the falling action and resolution, all the threads of the story are tied together and the conflicts are resolved. We can now see the bigger picture. Cite specific examples from the text to answer the following questions:

- How did the village begin?
- What part(s) of the plan were the villagers unaware of?
- What was the moral dilemma with the village?
- Was the diphtheria situation ethical or not?

**Resolution Journal**:

Summarize the events that take place in the resolution. Describe what happens to the village and Jessie’s Family. Identify one static and one dynamic character from the story. Give examples from the text to support your answers; remember to cite page numbers.

**Class Discussion**: Share writing and discuss. Are these men bad? Is their intent to be bad? Discuss perception.

**Opinionaire**: Give students another opinionaire paper - same as the one from the first day of the unit. Give them a moment to fill out the “part two” column. Then hand back their first opinionaire and have them compare their two responses and reflect at the bottom.

**Class Discussion**: Did any opinions change on the opinionaire? Why? Stay the same? Why?

### Day 16: Desired Outcome(s):

**Running Out of Time**

**Reading Quiz**: Assessment of students’ understanding of chapters 13-25 (end).
Students will recognize what opinions they have and how those affect their perceptions.

Extended Write: Reflect on your experience reading Running Out of Time. What did you think of the story? What have you learned? What is something you will do differently because of this experience? Add some color to your writing by using vivid verbs. Remember that verbs show action, and your word choice with verbs can really bring your writing to life.

River of Sharing: Have students go around the room and stand as they share one main thought from their extended write or favorite part of the story with the class. This should move swiftly like a river. If a student doesn’t want to share, you can give them the option to be a rock - in the river.

Independent Reading: Allow students to silently read a book of their choice for the last part of class.

Major Idea/Topic #4: Opinion - How can I be aware of my “lenses” and use my discussion and resources to create my own opinions?

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<tr>
<th>Day(s) and Desired Outcome(s)</th>
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<tbody>
<tr>
<td>Day 17: Desired Outcome(s): Students will create their own opinion about a topic after looking at their own lenses and thoughts, collecting information from others, and synthesizing what they found.</td>
<td>Presentation Guidelines &amp; Rubric Computers Available</td>
<td>Quick Write: What is a topic you find controversial or have a hard time knowing what to think about it or believe? Explain why this topic perplexes you. Give examples. Writing Questions: Have students jot down the first two questions that come to mind that they would like to ask someone about this topic. They can just write these underneath their quick write. Have a few students share their questions. Assignment Guidelines: Explain to students that they will be taking a topic like this (it may even be this one) and learning more about it. They will be finding an article to help them see both sides of the issue. They will also be interviewing three people to better understand different perspectives about their topic. Topic Search: Allow students time on the computers to search through Scholastic Scope Magazine argumentative articles. Or if this source is not available, students can search for...</td>
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An Idaho Core Teacher Program Unit Developed by: McKenzi Ashcroft  
Unit Title: Understanding Opinion Before Running Out of Time

| Day 18: Desired Outcome(s): Students will create their own opinion about a topic after looking at their own lenses and thoughts, collecting information from others, and synthesizing what they found. | Personal Interview Sheet | Quick Write: Revisit the two possible articles you identified yesterday. Create two possible interview questions for each. Then make a final decision about which one you have the most to learn about and put a star by it.  
Interview Questions: Pass out the “Personal Interview” template. Have students take their two questions and reformulate them to match the guidelines discussed yesterday. In addition to those two, they also need to create three others (following the same guidelines). Once students have created their five questions, have them complete their own initial responses to each. Then remind students that they will be asking their questions to other people by interviewing them. Discuss the regulations for their interviews and make sure they know that at least one of their interview should be with someone not related to them. Ideally, none of their interview should be with family members, but that may be difficult for some.  
Practice Interview: Give students some guidelines about how to conduct a formal interview. Model this for them by having a student volunteer to be interviewed by you (the teacher). Then assign students a partner and have them collaborate to complete a practice interview with their partner using the questions they created today. During the interview, both partners should be very respectful and considerate of each other. After each partner has had a turn to interview and be interviewed, the two should give one another feedback on both the questions and the interview itself. | Presentation Guidelines & Rubric |

topics of interest and argumentative articles elsewhere. Newsela is another great source for pro/con articles and is free to join. This search should just consist of looking for titles of interest. Student should not read through the articles just yet. Have students jot down the names of five argumentative articles that look interesting to them on their own sheet of lined paper. Once they have come up with a list of five. Have them narrow down their choices to the two they feel the most perplexed about rather than the one they feel most passionate about.  
Teacher Modeling: Bring up the topic of your own presentation and write out or project your two initial questions (as students did in their quick-write). Discuss what makes a good question. Teach students how to write questions that will give them the most feedback and how to avoid yes, no, or one-word questions. Demonstrate how to come up with five specific, interview-type questions based on one topic. Talk about and write several example of open-ended, interview questions together.
**Day 19:**
**Desired Outcome(s):**
*Students will create their own opinion about a topic after looking at their own lenses and thoughts, collecting information from others, and synthesizing what they found.*

**Current Event Article (of your choice)**

**Quick Write:** Think back to the beginning of the unit when we talked about moral dilemmas and the lenses that shape our opinions. Choose one lense or virtue that you feel is the strongest for you - affects your perceptions the most. Write down the lense you chose, why you think it is the one that affect you the most, and what you can do today to be aware of when that lense is affecting your thinking.

**Practice Project:** Go through the process with students to help them see what you’re looking for.
1. Give students a topic from a current event article or an article about something controversial in your area. Have students work with their tables to come up with possible interview questions. After groups are done, have each group share their favorite question. Write them down and narrow them to the top five.
2. Pretending to be a student completing this project, write down your initial responses to the five questions for students to see.
3. Interview three volunteers in front of the class, typing and projecting your interview notes on the board as you go.
4. Read the whole article as a class one time. Then demonstrate an example answer with quotations and citations to one question. Do one question together as a class. Have students do one together with a group. Then one with a partner. Finally, one on their own.

**Day 20:**
**Desired Outcome(s):**
*Students will create their own opinion about a topic after looking at their own lenses and thoughts, collecting information from others, and*

**Teacher Presentation Computers**

**Quick Write:** Write down three things you see in the teacher’s presentation that helped you better understand what you should be doing in your presentation.

**Teacher Presentation:** Teacher demonstrate how the presentation should run by modeling your own presentation. (This could be about the same topic as practices yesterday or a different one.)

**Discuss:** Remind students that the next two days will be mainly devoted to the creation of their presentations. Have students create a to-do list for tomorrow. They need to have their interviews completed by tomorrow. They also need to bring anything with them tomorrow that they would need to create their presentation.
| Day 21: Desired Outcome(s): | Computers | **Extended Write**: Take out your interview and mini-research paper. Take several minutes to read through your questions, initial responses, interview responses, and article information. When you are done, write a reflection about what you learned through this process. Here are some questions to get you thinking: What did you learn about your topic? How did your thoughts or opinions change and/or develop. What did you think initially versus now? What is one thought that was expressed in an interview that you maybe disagree with but that opened your eyes to how others think? Etc.
**Planning**: Make a plan for your presentation. What type of digital presentation will you be doing? Create a sequential outline for your presentation and be sure to include **citations**. What will you start with, end with, in between? What visuals will you include? Use your rubric to direct your thinking.
**Create Presentation**: Start laying things out. Computers available.

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| Day 22: Desired Outcome(s): | Computers | **Quick Write**: How is your presentation coming along? Write down any questions you have at this point in the process.
**Class Discussion**: Have student share the questions they have. Answer questions.
**Create Presentation**: Computers Available

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| Day 23: Desired Outcome(s): | Computers | **Quick Write**: No quick write today. Get to work on your presentation.
**Create Presentation**: Computers Available
**Double Check**: When you are finished. Check back through your assignment guidelines and rubric to make sure you have everything you need.
**Collaborate**: Write numbers up on the board in groups of three. Once students feel that they are done with their presentation, have them sign their name on the board by the next available number. Once a set of three is formed. The three students will **collaborate** with their group to share their presentation and practice for the other two. Have students utilize the **fishbowl** method and have the two viewers talk together for the presenter to hear. The presenter will
write down advice and suggestions from the two. The process will be repeated with all three partners. (If students don’t have enough time to complete the fishbowl in class, they can have two people at home complete this with them and turn in signatures.)

Revision: Collaborative groups will dissolve and make revisions.

Independent Reading: When you are finished, pull out a good book.

### Major Idea/Topic #5: Open-Minded: How can I use my new understanding to be receptive throughout my life?

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| Day 24:                       | Projector           | Student Presentations  
Response: Students in the audience will write down a new idea of perspective they gained from each presentation. |
| Desired Outcome(s): Students will think open-mindedly about topics they encounter and be respectful of the opinions of others. |                      |                                                                                                                         |
| Day 25:                       | Projector           | Student Presentations  
Response: Students in the audience will write down a new idea of perspective they gained from each presentation. |
| Desired Outcome(s): Students will think open-mindedly about topics they encounter and be respectful of the opinions of others. |                      |                                                                                                                         |
| Day 26:                       | The Truman Show     | The Truman Show  
Compare & Contrast (Before beginning. Remind students of what was learned with text structures - specifically compare and contrast - earlier in the year. Give example of what type of observations you are looking for. Make specific mention of the similarities and differences between elements of film and elements of text and how they enhance or change the stories.) |
| Desired Outcome(s): Students will be able to make a connection between a written text and video version of something similar. | Compare & Contrast WS |                                                                                                                         |
### Day 27:
**Desired Outcome(s):**
*Students will be able to make a connection between a written text and video version of something similar. They will also be able to identify the theme of the video and discuss it open-mindedly.*

**The Truman Show**

**Compare & Contrast**

### Day 28:
**Desired Outcome(s):**
*Students will be able to make a connection between a written text and video version of something similar. They will also be able to identify the theme of the video and discuss it open-mindedly.*

**Extended Write:** Look back at your Venn diagram of the book and the movie. Determine a **claim** that is true of both the book and the movie. Find three pieces of evidence to support your **claim**. Then take that information and format it into a multi-paragraph argument. Make sure to cite your evidence and explain how it supports your **claim**. (One thing to consider as a **claim** is the way the creators of both the book and the movie use **point of view** to show the different perspective and reasoning behind characters actions.)

**Silent Discussion:** After students have finished writing, have them rotate their writing around their table. Each person at the table should have a chance to read and respond to each piece of writing. Comments should be centered around the **claim**, evidence, and ideas of other possible support.

**Revision:** When students get their own writing back, they should take a few moments to read through the comments. After which, they should make adjustments to their writing.

**Class Reflection:** Have an open discussion about ideas students included in their own writing and the writing of their peers. This discussion can be used as a lead into the next unit: Argumentative Research Papers.

### Other (important elements not captured in this template, explanation, reflection supplementary materials):

The materials below (as listed in the unit) are attached separately.
1. Opinionaire
2. Moral Dilemma 1 - Trolley Video
3. Moral Dilemmas 2-7
4. Virtues & Forming Opinions
5. Moral Dilemmas 8-13
6. Dilemma Dissection
7. My Perception
8. “The Lottery” - Short Story by Shirley Jackson
9. “Monotune” - Android Commercial
10. “The Thinning” - Movie Trailer
11. Instructions for Tower Building
12. See-Think-Wonder Pictures
13. See-Think-Wonder Slideshow
14. See-Think-Wonder Note-Catcher
15. Plot Journal
16. CODE Word & Definition Strips
17. CODE Sorting Pictures_Examples_Synonyms
18. Reading Quiz 1 (Chapters 1-12)
19. Reading Quiz 2 (Chapters 13-25)
20. Presentation Guidelines & Rubric
21. Personal Interview & Mini-Research Sheet
22. Compare & Contrast - Text to Film