

Diocese of Wheeling-Charleston

CASE Unit Planner

Name of Teacher: Barb Been	Grade Level: 7th Grade
Subject Area: Literature/English	Cross Curricular Opportunities: History and Religion
Unit Title: The Lady or the Tiger: A Short Story Study	Estimated Duration of Unit: 2 1/2 school weeks
Overview of Unit: Students will read and discuss "The Lady, or the Tiger" by Frank R. Stockton. Throughout this unit in literature class, students will participate in pre-reading and post-reading activities focusing on the theme and resolution of the novel. In their History and Religion courses there are cross-curricular opportunities to research and discuss the setting and theme of the story. There is also an opportunity for students to utilize technology, group work, and discussion skills throughout this unit.	
Forms of Text : Fiction and Non-Fiction	Teaching Strategies: Whole class instruction, group work, independent work

Catholic Identity Connections: Students will have a deeper understanding of God's love for them through the act of sending His only son, Jesus, to save us from our sins.

Assessment (authentic/published - summative/formative): Authentic, Published, Summative, and Formative

Standards Used Throughout the Unit	Description of Activity	Resources (Click Boxes with Hyperlinks to Access Resources)	Date of Completion
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.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	Introduce the story of "The Lady or the Tiger" through pre-reading activities. We will begin by discussing the statement "Stuck between a rock and a hard place". After discussing what this statement means, students will reflect upon and journal in their Google Doc journal (W.7.6) about a time where they had two difficult choices to make. They will write about what were the choices, what were the pros and cons of each choice, and in the end which choice did the pick and why (W.7.1, W.7.4). As a class we will come back together and discuss their situations. We will then create a list as a class about how students make decisions in their lives and what are potential influences on their decisions/decision making.	<u>Students will write in their reading journals using Google Doc files.</u> <u>They will access their reading journals using Google Classroom.</u>	Day 1

<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Finish the pre-reading activities for "The Lady or the Tiger". Students will begin the class period by reflecting and journaling (W.7.6) on their thoughts to the following two questions "Would you trust your friends with your life?" and "Which is more powerful, love or jealousy?"(W.7.1, W.7.4). Then we will participate in the "Take a Stand" activity. Have all students start off standing in the center of the classroom. Then ask them one of the opening questions, if they answer yes they move to one side of the room, if they answer no they move to the other side of the classroom. Once they are on their selected side, they will discuss with the other students in class as to why they selected that side, as well as discuss specific reasoning. Then one student from each side will be randomly selected to come to the center of the classroom and make their argument for why their side is better choice. After each side presents their reasoning discuss and reevaluate the initial choice that students made to see if any of them were swayed to move to the opposite side. Repeat this activity with second opening question. After we complete the "Take a Stand" activity, students will go back to their journals and using a different color font reflect upon the activity that we just completed, sharing if they were swayed to move sides, if so, why? Sharing if they decided to stay on their respective side, if so, why? Also sharing what influenced their decision making for this activity and referencing any factors from the list we created yesterday.</p>	<p>Same resources from Day 1</p>	<p>Day 2</p>
	<p>On day three, read "The Lady or the Tiger" as a class (R.L.7.10). While we are reading the story I will stop at various points to allow the students an opportunity to discuss the story use active reading strategies. I will keep track of who participates in the discussion and how with the Student Active Reading Discussion Checklist. This will allow me the opportunity to follow up with specific students who might need further clarification based on their participation, as well as clarify and misconceptions that students might have while we read. It will also allow me the chance to ask higher order questions depending on the discussion that my class is having on the story (RL.7.1, RL.7.10). Once we are finished reading the story, we will discuss the ending of the story and why we think the author chose to end it without telling the reader, which door the princess chooses for her love to open. We will also compare the princess' decision making process, using support from the text, to the list of how we make decisions that we did as a pre-reading activity. Then students will then reflect upon and journal about which door they think the princess sends her love to and why they think that door was her final choice. They should use examples from the story to support their reasoning (RL.7.1, W.7.1, W.7.4)</p>	<p><u>Student Active Reading Discussion Checklist</u></p>	<p>Day 3</p>
	<p>The Defending Your Reasoning activity will take two class periods to complete. Students will be placed into small groups based upon which door they selected. With their groups they have to create a defense to support/defend their reasoning to the class. The object being, to use text support to sway classmates from the opposing side. Each small group must send a representative to present their position to the class. Students will have a class period to complete the research and support part. I will use the Small Group Discussion Rubric to help assess the work that students are doing within their small groups. They will present their defense to the class on the second day. After all groups have presented their information, students will use Kahoot! to anonymously vote for which door the princess sends her love to after hearing all of the findings from the small groups. We will discuss as a class the final results and see why/why not opinions</p>	<p><u>Small Group Discussion Rubric</u></p> <hr/> <p><u>Kahoot!</u></p>	<p>Days 4-5</p>

	<p>were changed. (RL.7.1, W.7.1, W.7.4) Then in their reading journals, students will re-reflect upon the pre-reading questions, now that we are finished with the story and the Defending Your Reasoning activity. Do they still stand with their previous stances? Have any opinions changed? Once students are finished writing in their journals they will turn them in on Google Classroom to me. I will then use the Reading Journal Rubric to assess their responses. (W.7.1, W.7.4, W.7.6)</p>	<p><u>Reading Journal Rubric</u></p>	
	<p>After hearing the different reasoning from the Defending Your Reasoning activity, students will create their own video blogs illustrating what they believe the final ending for "The Lady or Tiger?" should be. They will create two different Video Blogs. (W.7.3) The first one is: Make a Decision for the Princess. For this video blog, using ReCap, students will create a video blog from the perspective of the princess the night before the trial of her love is about to happen. They will explain the pros and cons of both choices that the princess is faced with, decide on her final choice, and her final reasoning for that choice. They must include details from the text to support their reasoning. Students will be assessed on this video blog using the ReCap Night Before Rubric. The second one is: Make a Decision for Princess' Love. For this video blog, using ReCap, students will create a video blog from the perspective of the princess the night after the trial of her love occurs. They will explain what ended up happening to the princess' love. Did he trust her and follow her door selection for him or did he choose the opposite one? What was it like seeing the final outcome for him? Students will use the text and their own reflections from the guiding journal questions to help create their new ending. Students will be assessed on this video blog using the ReCap Night After Rubric. For days six and seven, students will write a script for each of their video blogs using Google Docs. While students are writing their scripts, I will conference with them to make sure they are on the right track with their scripts and reasoning. Because students will be using Google Docs through Google Classroom, I will also be able to access their scripts at any point to provide them feedback and suggestions. For days eight and nine, once scripts are finished, students will peer revise and edit each other's work. This feedback will allow students the opportunity to make sure they have clearly expressed their ideas so others will understand them, as well as make sure they have completed all parts of the project that they will be assessed on using the rubrics. When students are working with their peers they will complete the Peer Feedback Sheet to gather detailed feedback. After revising and editing their work, students will be able to go back to their scripts and make changes based on the feedback that they received. (W.7.3, W.7.4, W.7.5, W.7.6)</p>	<p><u>ReCap</u></p> <p><u>ReCap Night Before Rubric</u></p> <p><u>ReCap Night After Rubric</u></p> <p><u>Peer Feedback Sheet</u></p>	<p>Days 6-9</p>
	<p>Students will use their Chromebooks and scripts to record their video blogs using ReCap. Before students set off to record, review as a class strong speaking elements, camera placement and reviewing videos before turning them in. Remind them too, that they can re-record before submitting if they need to. Once students are ready take them to the library to create their video blogs. (W.7.6)</p>	<p><u>ReCap</u></p>	<p>Days 10 & 11</p>
	<p>Allow students the opportunity to select which of their two video blogs they want to show to the class. Once everyone has selected show the Night Before video blogs first, then the Night After video blogs. Once we have viewed all of the video blogs, discuss with the class any final thoughts on the story of "The Lady or the Tiger?", as well as any final thoughts on their journals and projects.</p>	<p><u>ReCap</u></p>	<p>Days 12 & 13</p>

Differentiated Instruction Opportunities/Overview: By keeping track of students discussion comments, I can differentiate the types of higher order questions I ask students. It also allows me the opportunity to follow up with individual students who do not participate/ask many clarifying questions. Students will work in cooperative learning groups for their peer review feedback. The various activities that students worked on provided a variety of learning activities including technology based activities.

Cross Curricular Opportunities: There will be opportunities for students to strengthen their writing skills through the journals that they write in this unit. Outside of Literature class, in their History and Religion courses there are cross-curricular opportunities to research and discuss the setting and theme of the story.

Standard Number	Standards	Description of Activity	Resources	Date
SS.7.19	Demonstrate an Understanding of the Ancient Civilizations	Have students research the Roman Colosseum on the 5W (Who, What, Where, When, and Why?) Once students have researched on their own have them share their research with a partner. Once partners have discussed break the class into five groups one for each of the questions. Each group will be responsible for presenting information and/or images to support their question and research. Give students Day 2 to finalize their presentations for the class. On Day 3 have students present in their small groups to the class. Then have a final discussion on the Colosseum.	Chromebooks	Days 1, 2, and 3
OT.III.13 JC.I.12	The New Law is a law of love, a law of grace, and a law of freedom. By embracing His human heart the Father's love for us, Jesus, as obedient suffering servant and as the new covenant sacrifice, offered Himself for our redemption.	Have students reflect on yesterday's opening questions from Day 2's Literature class: "Would you trust your friends with your life?" "Which is more powerful, love or jealousy?". Then have them think about the terms from God's perspective. As a class discuss how much God loved us that He sent his only Son, Jesus, to die for our sins. Have students break into groups of three to find example passages of God's love for us. They will need to write their passage and summary for each example on their poster paper. Give students the remainder of the class period to do this. Then on the following day have students present their examples. Once everyone has finished have students write a reflection on which example of God's love is most powerful to them and why.	Bible, Presentation Paper, and Markers	Day 3 & 4
SS.7.19	Demonstrate an Understanding of the Ancient Civilizations	Have students complete a Compare and Contrast Chart in a Google Doc comparing the "Arena" in "The Lady or the Tiger" with the Roman Colosseum. Once students have finished, create a final chart as a class together.	Chromebooks	Day 4

Teaching Strategies Checklist

Writing

x	Paragraph
x	Essay (narratives, fairy tales, realistic fiction)
x	Summary
x	Research
x	Detailed answers (text supported)
	Notes (note taking skills, outlines)
x	Complete sentences

Reading

x	Informational text
	Lexile
x	Complex literature
x	Speaking
x	Listening
x	Varied strategies and instructional methods
x	Critical thinking in whole class discussion
x	Student led activities
	common core standards (literature circles)

Technology

x	Smartboard
x	Computers
	iPads
	Powerpoint, Elmo etc.

Differentiated Instruction

x	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
x	Higher level learning and teaching
Assessment	
x	Project based
x	Writing prompt
	Portfolio
x	Observation
	Quiz
x	Technology based
	Test
	Student created test
x	Presentation
x	Journal
x	Think, pair, share
x	Summary
x	Oral questioning
	Analogy
x	Powerpoint, or movie maker
Authenticity	
x	Various activities
x	Inquiry, research and evidence
x	Evidence of time management and planning
x	Problem solving strategies
Summary of Unit after Completion:	
By completing this unit, students will have a better understanding of resolutions to conflict, using text to support reasoning, and utilizing active reading strategies for "The Lady, or the Tiger" by Frank R. Stockton. Through the activities that students complete they will be able to integrate technology and participate in class/small group discussions. When completing the cross-curricular lessons for this unit, students will have a deeper understanding of the setting of the novel, as well as a greater understanding of God's love for them.	