

NYCDOE Magnet Program District 25 & 28

Backwards Design Unit Planning

Teacher/School: Robin Kassem JHS185 ASPIRES MAGNET PROGRAM

New York City Department of Education Magnet Program District 25 & 28

JHS 185 – Edward Bleeker Aspires Magnet Program Grade 7 ELA

Essential Question: What does it mean to persuade someone?

Suggested Time Frame: Two weeks

Magnet Theme: Health and Medicine

Stage 1- Desired Results

Standards-Based Learning Goals:

- E2e: Produce a persuasive letter
- E5a: Respond to non-fiction using interpretive and critical processes
- E1d: Identifies and uses commonly-used persuasive techniques
- E1C: Restates or summarizes information

Concepts

Big Ideas for this Unit:

- Conflict
- Environments
- Connections
- Survival

Magnet School Theme:

Health/Medicine

Relevant/Connected Big Idea:

Survival depends on our knowledge and the choices that we make.

The unit includes; historical medical reading about the Plague, the relationship between sanitation and health, and a comparison of sanitary conditions between the 15th century and today.

Enduring Understandings:

- Knowledge can influence our health.
- A population is influenced by its environment.
- People can find solutions to problems in many different forms

Overarching Essential Question:

What does it mean to persuade someone?

Content and Skills

Content (nouns)

Students will know...

- Basic elements of narratives:
 - narrator,
 - setting
 - POV,
 - conflict
- Problems and solutions in a narrative
- Persuasive techniques:
 - Reason
 - Evidence
 - Argument
 - Appeal
- Organization of events:
 - Sequence of events
 - Chronological order
 - Cause and effect
 - Flashback
- Compare and contrast
- Connections
- Summarization
- Revision
- Publish

Skills (verbs)

Students will be able to...

- *Identify* the elements of a narrative.
- Evaluate how setting, affects the reader’s understanding and analysis of a narrative.
- Demonstrate recognition of point of view.
- Write from first person point of view.
- *Identify and recognize* the importance of problems and solutions in a nonfiction text and explain how they help a reader to learn more about a time period
- *Identify* historical nonfiction texts.
- *Use* reason, evidence, arguments and emotional appeal to persuade.
- *Create* and use graphic organizers
- *Compare and contrast* two periods of time by *creating a Venn diagram to about sanitary conditions of the fourteenth century vs. today.*
- *Produce* a chart showing causes and effects of the plague.
- *Incorporate* factual and emotional information into a persuasive letter
- Make relevant connections.
- *Make valid* arguments.
- *Revise* writing to sharpen focus of persuasive letter

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| | <ul style="list-style-type: none">• <i>Produce</i> a persuasive letter that places the student into a situation involving a historical health crisis. |
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Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

- Design the Culminating/Summative Project: Students will produce a persuasive letter that encourages creative high-order thinking skills. Students will participate in the presentation of their letters and use accountable talk to express their knowledge, understanding, and analysis of the enduring understandings of the unit.

G- (goal) – Your goal is to write a persuasive letter in which you will demonstrate your understanding of how a population can be influenced by its environment.

R- (role) – You will become a resident of a fourteenth-century city in Europe that has been struck by the bubonic plague. You will write and present letters in which you try to persuade friends or relatives in a neighboring town to help you escape to their home from the plague.

A- (audience) -- Friends or relatives in the fourteenth century who might possibly allow you to come to live with them to escape the plague.

S- (situation) – You will convince your audience that it is a matter of life or death for you to escape and seek refuge in a neighboring town as a result of health conditions in your environment.

P- (purpose and product) – You will use persuasion to produce a letter that will convince friends or relatives in a neighboring town to help you escape from the plague, with the realization that your fate will be determined accordingly.

S- (standards for performance) – To produce a persuasive letter

- To respond to non-fiction using interpretive and critical processes
- To deliver an individual presentation
- To identify and use commonly-used persuasive techniques
- To restate and summarize information

Culminating Project

(Write the culminating project on this page, as you would present it to your students)

Task

The Setting: The year is 1437. You are living in Messina, a town in Italy that has been struck by the bubonic plague. You need to run away from Messina. You will write a letter in which you try to persuade friends or relatives in Catania to help you to escape from the plague.

Your assignment: Compose a persuasive letter in which you convince your friends or relatives in the neighboring city of Catania to take you in.

Requirements:

~ Be sure to include:

- Accurate historical facts
- Reasons for your need to escape Messina
- Evidence from the text to make your letter convincing
- A well-organized, five-paragraph letter format

Model of Culminating Project

(Create a model of the culminating project that you can share with your students)

March 1, 1347

Dear Aunt Bella,

I am writing to tell you about some unfortunate family news. Aunt Bella, Mom and Dad have passed away. A terrible disease has come to Messina, and no one knows how to cure it. It is the Black Plague. Some people call it the Bubonic Plague. Mom and Dad both got it and died. Aunt Bella, I am not sick at all, and I need to come to your house in Catania if you will have me. I know you were close with Mom. She was your sister. I think of you as my other mother, and I really need to come and live in Catania. I would like to leave Messina as soon as possible.

Here in Messina, Aunt Bella, I see a lot of disturbing sights. There are dead rats and dead people in the streets. There is always a terrible smell outside. No one comes to collect the garbage in the streets. The doctors don't know why people are getting so sick. They wear silly-looking masks in the shape of birds' beaks with fragrant herbs inside to help them to stay healthy when they treat sick people, but the doctors seem to be getting sick anyway. I really wonder if they know how to treat the people here in Messina. I know that things are better in Catania, and I don't want to live here in Messina anymore.

Another upsetting thing about life here in Messina is that there is no running water coming to the homes, and people do not carry much water in by hand either. Aunt Bella, no one washes their clothing or themselves very much. I like to wash my clothes and keep my hair and myself clean, but most people here don't. I know they have lice and fleas on their bodies and in their hair. Aunt Bella, if you would allow me to come live with you in your house, I would be a big help for you. I would wash the clothes and help keep your children, my cousins, nice and clean. Aunt Bella, the smell of the people here in Messina is terrible. Both the dead people and the live people smell awful.

Another condition here in Messina that I want to tell you about is the way people live in their homes. Aunt Bella, the people here sometimes cut tall grasses, call rushes, and use them to cover the floors instead of putting down rugs. I notice that when people eat their meals, they throw leftovers onto these rushes on the floor for the family dogs and cats. Aunt Bella, I sometimes see black rats come into the homes and run through the rushes to get the crumbs left behind by the dogs and cats. I'm not sure if having these rats inside the houses is a good idea. If I come to live with you, Aunt Bella, I would really help to keep the house clean, and I would never be any trouble to you.

In conclusion, Aunt Bella, I love you and want to come to live with you. I assure you that I am perfectly healthy. No one knows why so many people have died. They fall ill, their skin turns black because of bleeding under the skin, and then they suffer a quick and painful death, usually within five days. Some say that recent earthquakes have released poison gases. Others say that the devil is responsible, that God is mad, or that the wind is blowing the disease toward us. All I know is that I need to leave right away and come to you. I hope you will have me. You are my only hope for survival.

Sincerely,