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Who am I? [7th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Who am I?

Lisa Shay
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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Who am I?

Grade Level: 7th

Subject/Topic Area(s): Reading

Designed By: Judy Shaw, Lisa Shay

Time Frame: 3 weeks

School District (One Designer): North East ISD

School: Jackson Middle School

School Address and Phone:

Jackson Middle School
4538 Vance Jackson
San Antonio, TX 78230
(210) 442-0550

Brief Summary of Unit (Including curricular context and unit goals):

In this three week unit students will gain a better understanding of themselves and how their life experiences and environment have shaped them. Students will also understand that by gaining self-knowledge they are better able to set goals for their future.

In order to better understand themselves, students will first examine others' lives and obstacles that these individuals have overcome to achieve some level of success. Through this examination students will be able to discover that the past doesn't have to decide their future. They will gain an insight into how certain individuals have triumphed despite difficulties and have used these obstacles as spring boards to success. Through reading these life stories, students will be able to identify the positive attributes that motivate humans to persevere through difficult times.

A greater understanding of oneself can be a productive tool for making decisions both now and in the future. In the performance assessment of this unit, students will use what they have learned about themselves and others in order to create a "Road Map to Me". This road map is a reflective piece as well as a means of predicting what they think their future will hold. Also, students will be asked to describe the steps necessary for their predicted future to become a reality.

Unit: Who am I?
Grade: 7th

Stage 1: Desired Results

Understandings

Students will understand that...

- Life experiences and environment shape us as individuals.
- Understanding who we are helps us look ahead and make wise decisions about the future

Essential Questions

Knowledge & Skill

Who am I?
How does our past shape us?
Does our past determine our future?
How do we use what we know about ourselves to make future choices?

TEKS 7.10 Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

- (A) use his/her own knowledge and experience to comprehend
- (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

- (E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
- (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) compare text events with his/her own and other readers' experiences
- (B) determine distinctive and common characteristics of cultures through wide reading
- (C) articulate and discuss themes and connections that cross cultures

Stage 2: Assessment Evidence

Performance Task: “Road Map to Me”

Using what you have learned about yourself, as well as what you have read about others’ lives, you will design a Road Map To Me. This road map will be both a story of your past as well as a map to your possible future. You will be asked to create sketches, symbols and labels that lead to an oral presentation of your road map to the class. Your map must include a fork in the road with at least two possible outcomes for what you think your future might hold. These predictions will be based on your past life experiences, insights about who you are as a seventh grader and the knowledge you have gained of those you have overcome a difficult past through perseverance.

Your “Road Map to Me” will include but is not limited to the following:

1. Create symbols to represent

- Highpoints
- Obstacles
- Sad times
- Favorite memory
- Most important event

2. Road should curve to show turning points.

3. Fork at the end of the road that shows 2 future options for student’s life.

4. Paragraph explaining steps necessary as well as attributes needed to make future goals a reality.

* 3-minute oral presentation explaining favorite memory, most important event, one obstacle, and where the road leads.

Other evidence:

- Exit slips
- Character Analysis
- “Somewhere in the Middle” poem/ dialogue with a partner
- Journal prompts
- AR tests

Stage 3: Learning Activities

Day 1: In the computer lab students will complete an interactive multiple intelligence test. The purpose is to help students learn more about who they are, including strengths and weaknesses. After students complete the M.I. test, they will navigate to a list of possible careers suggested for each intelligence, as well as famous people with these intelligences. This examination will help students identify possible careers that fit their multiple intelligences, as well as connect to celebrities whom share students’ own strengths.

Day 2: Chalk Talk with essential questions, “How does our past shape us?”, “Does our past determine our future?”, “How do we use what we know about ourselves to make future choices?” and “Looking into the crystal ball, where am I going?”. Students will move around the room silently reflecting and answering these questions that will be posted on butcher paper. Then students will individually complete an index card with the essential question, “Who am I?”. This card may be returned to them later in the unit to use for the final performance task.

Introduce the final performance task, “Road Map to Me”. Give students description of task to provide a purpose for reading the following non-fiction accounts of other’s “Road Maps”.

Day 3: Students will read “Wilma Unlimited” pp240-259 (Scholastic XL). Students will independently complete character analysis activity. Then students will pair, discuss their character analysis, and share with the class. Think-Pair-Share. Students can take an AR test on this selection if so desired.

Day 4: Students will read “Iqbal Masih: Crusader for Children” and “The High Cost of Cheap Labor” pp68-75 (Scholastic XL) with their partner using “Say Something” strategy. Students will independently complete character analysis activity. Then students will pair, discuss their character analysis, and share with the class.

Day 5: Journal Prompt: “Write about an obstacle in your life that you had to overcome. Describe how you got through it, including what steps were taken.” In small groups students will analyze the lives of successful people in a range of professions. The names of the celebrities will be left off of their descriptions. They will identify the personal attributes that led to the success of each person. In groups of four, students will work to identify common characteristics that humans share on their road to success, making a list of these attributes as well as coming up with a short written explanation inferring why these people became successful despite the obstacles. Create an on-going class list of common attributes that lead to success.

Day 6 & 7: Students will read “Lou Gehrig” and “Baseball Saved Us” picture books. Working in pairs, students will choose one of the two picture books to complete a character analysis. Students will use Think-Pair-Share strategy to add to the class list of common attributes of successful people. Exit Slip- “What are two obstacles overcome in today’s readings?” Students can take an AR test on these selections if so desired.

Day 8: Working with a partner, students will read the poem “Somewhere in the Middle” by Tiffany Tackett and complete the Dialogue with a Poem by Dr. Robert Probst. Students will read poem about the stage of life that they are experiencing (adolescence) and by reading the poem, gain insight into who they are. Students will be able to write and reflect on their feelings about this age experience.

Day 9 & 10: Students will read “Eleanor Roosevelt”, Interactive Reader pp71-88 (McDougal Littell). Prior to reading, students will complete pre-reading activities on page 70. With a partner, students will complete character analysis activity. Add Roosevelt’s attributes to the class list. Exit Slip- “What might have happened to Franklin if Eleanor had not been there to help him through his struggles with polio?”

Day 11: Journal Prompt: “Looking at the class list of common attributes of successful people, choose three that you think you possess and give examples of times you have shown these qualities.” Pre-teach unknown vocabulary for poetry lesson (diverged, undergrowth, claim, trodden, hence). Class will read aloud “Road Not Taken” by Robert Frost with a copy for each student. Students will complete a Stop-Drop-Draw. Teacher will stop after each stanza and allow students to visualize and draw what they think is happening in the poem. A whole class discussion will follow the Stop-Drop-Draw. Focusing discussion on how students’ drawings compare to meaning of the text.

Day 12-13: Assign “Road Map to Me” with checklist provided of required elements, along with rubric and point value. Students will use the next two days to begin and work on their road map.

Day 14-15: Student presentations of “Road Map to Me”. Grading will be done using rubric by the teacher. Students will also evaluate each other based on peer evaluation rubric.

Resources:

- Wilma Unlimited- Scholastic XL
- Iqbal – Scholastic XL
- Lou Gehrig
- Baseball Saved Us
- Eleanor Roosevelt- Interactive Reader
- Road Not Taken- Starwalk

Road Map To Me

Your Task: is to create a road map of your life that reflects on your past and predicts your future.

Required Elements:

1. Create symbols to represent different times in your life
2. Include at least one turning point (a big time of change) in your life, by making your road curve
3. Create a fork in your road that will lead to two future directions for your life
4. Write a paragraph explaining the steps you must take to make your future outcomes a reality. You must also include necessary personality attributes that will help you get to where you want to go.

Symbols: create symbols that will represent the following times in your life.

1. Highpoints= great times in your life
2. Obstacles= problems in life that you've encountered
3. Sad times
4. Favorite memory
5. Most Important Event= life changing experience

Labels: all important items on your road map must be clearly labeled

Presentation: you will need to give a three minute oral explanation of your road map. Describe a minimum of four required elements. Be sure to keep good eye contact with your audience as well as appropriate voice levels.

Grading Scale:

30%	Required Elements
20%	Labels
20%	Attractiveness
10%	Mechanics (capitalization, punctuation, spelling)
10%	Use of Class Time
10%	Oral Presentation

A Road Map to Me

Student Name: _____

CATEGORY	4	3	2	1
Required Elements 30%	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Labels 20%	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Attractiveness 20%	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics 10%	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Use of Class Time 10%	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Oral Presentation 10%	Oral Presentation is 3 full minutes, clear in its content and includes explanation of at least 4 required elements. Consistent eye contact and appropriate voice level and inflection.	Oral Presentation is 2 minutes, acceptable in content and includes 3 required elements. Frequent eye contact is given with some level of voice inflection.	Oral Presentation is 1 minute, lacking in content and only includes 2 required elements. There is little eye contact and voice inflection.	Oral Presentation is less than a minute in length, unacceptable in content and contains one or no required elements. No eye contact or voice inflection is present

Road Map To Me Peer Evaluation

Name: _____

Presenter's Name: _____

CATEGORY	4	3	2	1
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

Write one question you have for the presenter based on their Road Map to Me:

Road Map To Me Peer Evaluation

Name: _____

Presenter's Name: _____

CATEGORY	4	3	2	1
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
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Write one question you have for the presenter based on their Road Map to Me:

Name: _____

Date: _____

Multiple Intelligence Test

What jobs would be right for you?

1. Go to www.mitest.com
2. Click on MI test for children 8-12
3. Read all the statements. Click the statements that are the most like you.
4. When you finish, click **score test**

COMPLETE THE FOLLOWING

Linguistic	_____
Logical-mathematical	_____
Spatial	_____
Bodily-kinesthetic	_____
Musical	_____
Interpersonal	_____
Intrapersonal	_____

In which multiple intelligence category is your highest score? _____

5. Go to <http://www.igs.net/~cmorris/smol.html>
6. Once on this website, check out the highlighted word on the top of the page. Is this your highest multiple intelligence? If so, examine the list of possible jobs. If not, **scroll down** to the bottom of the page and click on your highest scoring multiple intelligence.

List 5 possible jobs that interest you in your highest scoring multiple intelligence category.

1. _____
2. _____
3. _____
4. _____
5. _____

7. Now that you have found some possible careers that fit your intelligence, look at some famous people who have the same multiple intelligence as you do. To do this you must scroll to the bottom of the job list in your multiple intelligence category and click on the **blue link** of celebrity profiles.

Wow! There are famous people who have the same strengths you do. Who is one that really interests you?

Name: _____

Brief description: _____

Name: _____

Date: _____

Character Analysis

Title of text: _____

Name of character: _____

SPEECH: (what the character says, including quotes and page numbers)

ACTIONS: (what the character does, including page number where action is found)

DESCRIPTION: (how the author describes the character, including page number)

OBSTACLES: (problems character encounters)

HIGH POINTS: (successful events in the character's life)

POSITIVE ATTRIBUTES: (personality traits that helped character overcome obstacles)

1. _____
2. _____
3. _____

Despite the obstacles, I made it. Why did I succeed?

- **I had a terrible time learning how to read because I'm dyslexic.**
- **I attended 15 different schools by the time I was 14.**
- **My parents are divorced...and my dad was not in my life.**
- **I once considered becoming a Catholic priest.**
- **I've been divorced twice, and I have 3 children.**
- **I'm a very successful movie star; I've been nominated twice for an Academy award.**

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Despite the obstacles, I made it. Why did I succeed?

- **I'm a high school dropout.**
- **I was a bus boy at Red Lobster.**
- **I had to financially support my family when my dad died.**
- **My stepbrother spent time in jail.**
- **The New York Times says I'm "the funniest comedian working today."**

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Despite the obstacles, I made it. Why did I succeed?

- **My single mom left me with my grandmother when I was only 6 years old.**
- **I was raped by my cousin when I was 9 years old and later sexually molested by my uncle.**
- **I began speaking publicly at age 3 at my grandmother's church.**
- **I'm a famous talk-show host, producer, and actress.**
- **I give \$\$\$millions to charity each year.**
- **Time magazine says I'm "one of the most influential people of the 20th century."**

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- **I was extremely poor when I was a child.**
- **I had less than one year of formal education, yet I was very well read.**
- **I taught myself. I borrowed every book in the neighborhood.**
- **I am one of America's most beloved presidents, whose words are still remembered today.**
- **Unfortunately, I was assassinated while serving as president.**

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- **Most kids begin to babble when they are babies, but I didn't begin to talk until I was 3 years old.**
- **I had trouble with language throughout grade school.**
- **Some of my teachers thought I was borderline retarded.**
- **Today's educational system would label me "learning disabled."**
- **I won the Nobel Prize in physics in 1921.**
- **Time magazine named me "the most important person in the 20th century."**

Despite the obstacles, I made it. Why did I succeed?

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Despite the obstacles, I made it. Why did I succeed?

- **I'm a Puerto Rican who grew up in the Bronx. (the ghetto area of New York City)**
- **I was an excellent athlete, but an average student.**
- **I've been divorced twice.**
- **I was arrested in connection with a nightclub shooting.**
- **People magazine says I'm "one of the 50 most beautiful people in the world."**

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- **People magazine says I'm "one of the 50 most beautiful people in the world."**

Despite the obstacles, I made it. Why did I succeed?

- **I began singing at age 4, and writing music by the time I entered middle school.**
- **I suffered a physical and emotional breakdown in my 20's and spent several weeks in a mental hospital.**
- **I once worked at a beauty salon sweeping up cut hair.**
- **I held several waitressing jobs, but was fired from all of them.**
- **I bought Marilyn Monroe's baby grand piano for \$600,000.**
- **I am considered the best-selling female of all time with fifteen #1 singles.**

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EXIT SLIP

Name _____

What are two obstacles overcome in today's readings?

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Name _____

What might have happened to Franklin if Eleanor had not been there to help him through his struggles with polio?

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What might have happened to Franklin if Eleanor had not been there to help him through his struggles with polio?



Somewhere in the Middle

By: Tiffany Tackett

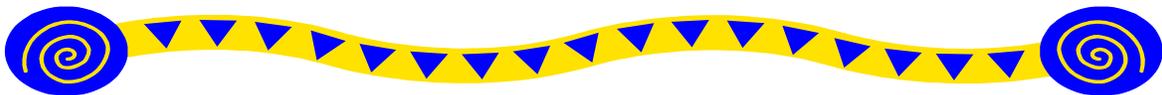
A journey lies ahead, for all teenagers today.
A journey to adulthood, our youth to kiss away.
But as we go we find ourselves at a truly awkward stage.
We're partially unripe, sketchy and crude at this tender age.
We're old enough to make a choice, yet still young in many
ways.

Too young to pack our bags and go, too old to want to stay.
Young enough for fun and games, too old for carefree lives.
Young enough for hopes and dreams, yet for reality we strive.

Old enough for heartfelt pain, too young to find the cure.
Too old for childish ways of past, too young to be mature.
Old enough to fall in love and give our hearts away.
But still too young to understand just why we feel this way.
We're trusted, loyal, proud, and true.

Yet, scolded, sneered and scorned.
Between the role of adult and child, we are somewhere torn.
Like an uncompleted work of art, we're awkward, unsure,
half-baked.

But be patient please, for we're on our way to becoming
something great.



Write about an obstacle in your life that you had to overcome. Describe how you got through it, specifically what steps were taken.”

Looking at the class list of common attributes of successful people, choose three that you think you possess and give examples of times you have shown these qualities.