

COMMON CORE CATHOLIC IDENTITY ELA UNIT PLAN	
Title/Theme	Friendship
Grade/Subject	7
Length of Unit/Timeframe	9 Weeks at Start of School Year
Description	This 9-week unit encourages students to read and respond to a variety of fiction and non-fiction materials pertaining to friendship, how friendship is defined, lived out over time, and how friendship plays a role in their own lives. Students participate in group reflections on the essential questions as they read and engage in various activities, after which they write an expository essay explaining what friendship is, citing information from the texts.
Overview	<p>This unit on friendship opens with a pre-assessment on the essential questions based on students' prior literary experiences, and a quick discussion on two of the Spiritual Works of Mercy. Then students will read and discuss the fiction short story, <i>After Twenty Years</i>, focusing on vocabulary and friendship, before writing a 2-3 paragraph alternate ending. The Spiritual Works of Mercy discussed earlier are interwoven into the story discussion and writing, particularly pertaining to the patience and forgiveness that were essential to the friendship portrayed in <i>After Twenty Years</i>. After having completed a study of the fictional short story, students are introduced to some of the Corporal Works of Mercy. Students identify their own participation in the Corporal Works of Mercy before reading a non-fiction piece, <i>Tuesdays with Morrie</i> as a whole group, and analyzing the unique nature of the friendship exposed in the memoir, including the need for the Corporal Works of Mercy to come into play.</p> <p>Continuing on in the unit, students brainstorm the pros and cons of social networking as it relates to friendship before creating their own mock Facebook page about their personal philosophies on friendship. Students design their final Facebook page for a character of their choice from one of the texts previously read (<i>After Twenty Years</i> or <i>Tuesdays with Morrie</i>) exhibiting the qualities of friendship as they pertain to the essential questions. Students will then read and write about the story of Lazarus after having been exposed to three different sources: Scripture, film clip, and painting. In focus groups, students engage in the completion of a graphic organizer, specifically tailored to the essential questions as they relate to Jesus in the story of Lazarus. In a separate activity, students will work in small jigsaw learning groups to read and identify elements of friendship in various excerpts from the Bible; then they will prepare a skit to share their findings with the class. Students will read <i>The Outsiders</i> independently and <i>Nothing Gold Can Stay</i> by Robert Frost as a group. They will discuss the theme of friendship throughout each text and culminate with a comparison / contrast Venn Diagram and paragraph. Students will use their knowledge on friendship to write a "Want Ad" for a friend that they will present to the class. Students will conclude the unit with a 5paragraph expository essay on friendship, focusing on answering the essential questions while citing evidence from the unit's fiction and non-fiction texts.</p>
THE BIG PICTURE	
Essential Question:	
<ol style="list-style-type: none"> 1. In what ways does friendship make you human? What is the value of friendship in your life? 2. What are the challenges and rewards of friendship? 3. How do the difficulties, complexities, and complications in friendship affect the relationship? What are some of the problems that occur in friendships, and how do they affect the relationship? 	

Catholic Identity Elements:

Jesus and the Disciples (parables)
 Jesus calls us “friends.” Your best friend is Jesus
 Catholic Social Teaching: Call to Family, Community, and Participation
 The Spiritual Works of Mercy: Forgive Injuries and Bear Wrongs Patiently
 The Corporal Works of Mercy: Visit the Sick and Comfort the Mourning

Common Core Standards:

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.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RI.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.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

Key Objectives Linked to the Standards:

Students will be able to:

1. Identify the themes surrounding friendship (forgiveness, challenges, complexities, differences, trust). (RL.7.2 RI.7.3)
2. Exhibit comprehension by summarizing the text, employing unit vocabulary, and interpreting figurative language. (RL.7.2, RL.7.4, L.7.4, L.7.5)
3. Identify characteristics, complexities, and differences of friendship in non-fiction and fiction texts. (RL.7.1, RL.7.2)
4. Cite text examples to support their claims. (RL.7.1, RI.7.1)
5. State the similarities and differences between interpretations of friendship (self, peer, author, character), and cite textual evidence to support these. (RL.7.1, RI.7.1, RI.7.9)
6. Using a text or multi-modal source, discuss the changes that occur in the interpretations, qualities and expectations of friendships. (RL.7.2, RI.7.2, SL.7.1, SL.7.5, L.7.1, L.7.3, L.7.4)
7. Determine the author’s purpose and assess the validity of the text.(RL.7.9, RI.7.5,)
8. Construct an expository piece of writing (essay, news article, etc.) explaining the nature of friendship. (W.7.2, W.7.4, W.7.5, W.7.9, L.7.1, L.7.2, L.7.3, L.7.4)
9. Draw connections (self, text, world) from fiction and non-fiction texts on friendship to compose a short narrative(s). (W7.2, W7.3, W7.4, W7.5,L.7.1, L.7.2, L.7.3, L.7.4)
10. Read and analyze select Scripture and engage in a discussion highlighting the theme of friendship. (SL.7.1, SL.7.2, SL.7.3, L.7.1)
11. Read and analyze the Spiritual Works of Mercy as they relate to friendship. Discuss how the Spiritual Works, especially forgiving injuries and bearing wrongs patiently, inform their practice of friendship. (SL.7.1, SL.7.2, SL.7.3, L.7.1)
12. Engage in discussions with peers and teacher regarding findings and reflections on friendship, across multi-media sources. (SL.7.1, S.L.7.2, SL.7.5, RL.7.6, RL.7.2, RI.7.2, RI.7.3)
13. Learn vocabulary words from the various texts through activities such as context clues, definitions,

<p>SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p>close readings, games, and quizzes. Discuss how these terms affect the meaning and tone of the text. (RL 7.4, RI 7.4, L. 7.4)</p>
<p>Summative Assessment(s): Socialize. Upon completion of the fictional story, <i>After Twenty Years</i>, and the memoir, <i>Tuesdays with Morrie</i>, students will design a Facebook page. The page will include:</p> <ul style="list-style-type: none"> ▪ A profile picture of the character of student’s choice (from one of the two books) ▪ An “About” section (with biographical information including: hometown, education, occupation, and character’s philosophy of friendship) ▪ A “Friends” list (ideally including characters from the text) ▪ At least one “Status Update” from the character, illustrating how his or her relationship with a friend (from the text) is changing through complications, complexities or difficulties ▪ Three comments from one or more other characters that reflect their view of the Facebook page owner’s role as a friend, addressing the three essential questions (friendship and humanity, challenges and rewards of friendship, and how difficulties, complications, and complexities affect a friendship) ▪ A “Likes” list, including the character’s favorite Corporal and Spiritual Works of Mercy <p>Visualize and Share. Students compare and contrast the Lazarus reading, painting, and video clip via graphic organizer. Discuss conclusions in small groups with assigned group recorders. The recorder will record on a worksheet the group’s responses for the following questions: How did these three renditions of Jesus’ friendship with Lazarus illustrate his humanity? What is the underlying theme of the Lazarus story as revealed through these medias? How did these three medias illustrate the challenges and costs of friendship? What are some other possible outcomes to the Lazarus story, and how would these alternate outcomes have affected the friendship between Jesus and Lazarus, or between Jesus, Martha, and Mary? How do the different medias affect your response to the story?</p> <p>Synthesize. After having explored the following fiction and non-fiction pieces: <i>After Twenty Years</i> by O. Henry, <i>Tuesdays with Morrie</i> by Mitch Albom, <i>The Raising of Lazarus</i>, John 11:1-44, and <i>The Outsiders</i> by S.E. Hinton, students choose three of the pieces. In a clearly written five paragraph essay, students will delineate and define how two of the three essential questions are answered in <i>each</i> of the texts presented in their essays, supporting claims with textual evidence. The 3 essential questions are: 1. In what ways does friendship make you human? What is the value of friendship in your life? 2. What are the challenges and rewards of friendship? 3. How do the difficulties, complexities, and complications in friendship affect the relationship? What are some of the problems that occur in friendships, and how do they affect the relationship? Students will correctly use a number of identified text vocabulary words within their essays. After the first draft of this essay, students will engage in peer-revising and editing activities, engaging fully in the writing process, prior to publishing and presenting their written compositions.</p>	

UNIT READINGS AND VOCABULARY				
Fiction Texts	<p><i>After Twenty Years</i> by O. Henry (2 days) http://faculty.tnstate.edu/lpowers/Short%20Story/ohenry.pdf <i>The Outsiders</i> by S.E. Hinton (independent read - 2 weeks) Nothing Gold Can Stay by Robert Frost (1 day) http://www.online-literature.com/frost/748/</p>			
Non-Fiction Texts	<p><i>Tuesdays with Morrie</i> by Mitch Albom (class read - 3 weeks) The Raising of Lazarus Jn 11:1-53 (Lazarus - 2 days) Bible verses related to friendship:</p> <ul style="list-style-type: none"> • The Last Supper -Matthew 26:17-30 • The Persistent Friend -Luke 11:5-13 • Ruth and Naomi - Ruth 1:16-17 • The Good Samaritan Luke 10:25-37 Martha and Mary - Luke 10: 38-42 			
Essential Unit Vocabulary	<p>Essential: friendship know love trust philosophy Literary: exposition setting character characteristic conflict rising action climax falling action resolution theme plot inferences rhyme scheme syllable</p>	<p>Catholic Identity: Spiritual Works of Mercy Corporal Works of Mercy compassion forgiveness patience respect reciprocity benevolence brotherhood social charity human solidarity eros agape philia disciple Messiah</p>	<p><i>After Twenty Years:</i> habitual intricate swagger staunchest egotism</p> <p><i>The Outsiders:</i> peers agony apprehensive conformity contempt defiance exploit fiend gallantly idolized superiority underprivileged</p>	<p><i>Tuesdays with Morrie:</i> agnostic ambivalence antidote aphorism atrophied contort cynical deficient demise deplete facade imminent insatiable insidious narcissist nostalgia reconcile revel stagnate stoic synagogue theology transcend whimsical</p>

INSTRUCTIONAL ACTIVITIES

- | | |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Catholic Identity (2,3,4,5,8,9,10,11) | <input type="checkbox"/> Language (13,14,16) |
| <input type="checkbox"/> Reading (3,5,8,9,11,12,14,15) | <input type="checkbox"/> Vocabulary (3,5,12,14,16) |
| <input type="checkbox"/> Writing (1,7,8,9,10,13,15,16) | <input type="checkbox"/> Viewing (6,9,10) |
| <input type="checkbox"/> Speaking/Listening (2,3,4,5,9,10,11,12,14,15,16) | <input type="checkbox"/> Critical Thinking (1,3,5,6,7,8,10,11,12,13,15,16) |

1. **Pre-Assessment** - Based on a book that you have previously read, write a response to two of the three essential questions: How does friendship make you human? What are the challenges/ costs/ cons and rewards /pros /benefits of friendship? How do the difficulties, complexities and complications in friendship affect the relationship? Teacher collects and keeps the pre-assessment piece to review at the end of the unit. (1, 3, 4, 8)
2. **Catholic Spiritual Works of Mercy** - Students discuss through examples from their own life what it means to 1) forgive injuries and 2) bear wrongs patiently. (See religion book as a possible resource). (3, 11,13)
3. **Read, discuss, and narrate an alternate ending for *After Twenty Years*** - Post the relevant vocabulary words on the board. Students work in groups to define, in their own words, a set of words from the vocabulary list (consider using Marzano’s non-linguistic use of vocabulary activities to either draw or act out the words). Refer back to the vocabulary words and essential questions throughout the short story. Read and discuss sections of the text each class period. Revisit the Spiritual Works of Mercy and how they relate to the story. Finally, construct a 2-3 paragraph alternate ending to the story. (1, 2, 3, 6, 9, 11, 13)
4. **Corporal Works of Mercy** - Students develop an action plan to 1) visit the sick and 2) comfort the mourning. Recognize the ways they already might be performing these works. (See religion book as a possible resource). (3, 11,13)
5. **Read and discuss *Tuesdays with Morrie*** - Post the relevant vocabulary words on the board. Students work in groups to define, in their own words, a set of words from the vocabulary list (consider using Marzano’s non-linguistic vocabulary activities to either draw or act out the words). Refer back to the vocabulary words and essential questions throughout the novel. Read and discuss sections of the novel each class period, analyzing how the structure of a memoir lends itself to the author’s purpose. How is a memoir different from an essay, narrative, or autobiography? Evaluate the effectiveness of this text structure in conveying the central message of the book. Revisit the Corporal Works of Mercy and how they relate to the story. (1, 2, 3, 5, 6, 11, 13)
6. **Social Networking** - Students brainstorm the pros and cons of using social networking sites like Facebook. Judge and defend how these sites can both build up and break down friendships; consider bullying (con) as well as international connections (pro) that can be made through social networking. Watch a YouTube video on Internet safety and social networking appropriateness. See www.netsmart.org and create a free user account to access and show excellent videos on Internet safety. (6,12)
7. **Create a mock Facebook page** - Using a template, each student will plan and design a draft Facebook page for him/herself and use the feedback from the teacher to guide his/her final Facebook page. Mock Facebook pages are based on the student’s philosophy of friendship and should incorporate qualities and characteristics of a friend including characters from the text. (8)
8. **Continue creating Facebook Page**, adding at least one “Status Update” from the character illustrating how his or her relationship with a friend (from the text) is changing, three comments from one or more other characters that reflect their view of the Facebook page owner’s role as a friend addressing the 3 essential questions (friendship and humanity, challenges and rewards of friendship, and how difficulties affect a friendship), and a “Likes” list including the character’s favorite Corporal and Spiritual Works of Mercy. In the “Likes” list, students will not only list their favorite Works of Mercy, but cite a text example, or a personal example, of how those Works of Mercy are being lived out. (5, 6, 8, 11)
9. **Read and write about the story of Lazarus** - Students listen as teacher reads John 11:1-44 aloud. After listening to the reading, students react to the story (see, feel, hear, etc.) through a drawing or quick write as if they were one of the characters in the story. Look at the Rembrandt painting, *The Raising of Lazarus*. Students react to painting. Then, watch the YouTube video-clip of the Raising of Lazarus from the movie *Jesus of Nazareth*. After students watch, again they draw / write their reaction. (6, 8, 9, 10, 13)

10. **Visualize and share** - Students compare and contrast the Lazarus reading, painting, and video clip via graphic organizer. Discuss in small-groups with assigned group recorders. Recorders will record on a worksheet the group's responses for the following questions: How did these three renditions of Jesus' friendship with Lazarus illustrate his humanity? How did these three renditions illustrate the challenges and costs of friendship? What are some other possible outcomes to the Lazarus story, and how would these alternate outcomes have affected the friendship between Jesus and Lazarus, or between Jesus, Martha, and Mary? How do the different media affect your response to the story? A speaker from each group shares group reflections with the class. (1, 3, 4, 5, 10, 12)
11. **Jigsaw with Bible excerpts** - Each group reads one of the following: Matthew 26:17-30, Luke 11:5-13, Luke 10:25-37, Luke 10: 38-42, or Ruth 1:16-17. Students identify what two aspects of friendship are reflected in the parable and prepare a skit that highlights those two aspects. Finally, students act out their skits in front of the large class group. Student audience identifies the two aspects of friendship highlighted by each group skit. Finish with a group discussion about the essential questions.
12. **Independent read and group discuss of *The Outsiders***- Post the relevant vocabulary words on the board. Read and discuss the text over the course of two weeks. Refer back to the vocabulary and essential questions. Compare and contrast how a Soc, a Greaser, and you show friendship using a three-fold Venn Diagram. (1, 2, 3, 5, 13)
13. **Write an explanatory paragraph** – Students construct a paragraph explaining whether they are more like a Soc friend or a Greaser friend, and defend their answer with textual evidence. Students will continue the writing process by editing, revising, and publishing a final draft.(4, 8)
14. **Read and respond to “Nothing Gold Can Stay”** - Read *Nothing Gold Can Stay* by Robert Frost orally as a class, keeping in mind *The Outsiders* and the theme of friendship. Briefly identify and analyze how poetic elements such as rhyme scheme, syllable pattern, word patterns, and word choice affect mood. Keeping the essential questions in mind, discuss what Robert Frost could be saying about friendship. Does this match what you believe the intended author's purpose is? (1, 4, 5, 7, 12)
15. **“Want Ad” for a Friend** - Write a “want ad” for a friend and read it aloud to the class. This ad should answer the following questions: What activities should my ideal friend enjoy? What characteristics are important in a friend and why?(8)
16. **Synthesize.** After having explored the following fiction and non-fiction pieces: (*After Twenty Years* by O. Henry, *Tuesdays with Morrie* by Mitch Albom, *The Raising of Lazarus*, John 11:1-44, and *The Outsiders* by S.E. Hinton), students choose three of the pieces. In a clearly written 5 paragraph essay, students will delineate and define how two of the three essential questions are answered in *each* of the texts presented in their essays, supporting claims with textual evidence. The three essential questions are: 1. In what ways does friendship make you human? (What is the value of friendship in your life?) 2. What are the challenges and rewards of friendship? 3. How do the difficulties, complexities, and complications in friendship affect the relationship? What are some of the problems that occur in friendships, and how do they affect the relationship? Students will correctly use a number of identified text vocabulary words within their essays. After the first draft of this essay, students will engage in peer-revising and editing activities, engaging fully in the writing process, prior to publishing and presenting their written compositions. (1, 3, 4, 5, 6, 8, 13)

INSTRUCTIONAL RESOURCES

Scripture

Associate Jesus as friend and a model of how we are called to be friends: Luke 8:1-3, Luke 9:28-36; Matthew 10:1-4; Matthew 19:13-15; Matthew 26:36-56; John 1:35-48; John 11:1-53; John 15:12-17; John 19:25-27

Compassion: Psalm 25, 6-7; 1 Samuel 18, 1-3; and

Friends: Sirach 6, 14-17; John 15, 14 – 16; Parable of the Persistent Friend:

<http://www.cgg.org/index.cfm/fuseaction/Library.sr/CT/BS/k/834/The-Parable-of-Persistent-Friend.htm>

Catechism of the Catholic Church

Friend Christ, friend of man, [1972](#) God, friend of man, [142,2063,2576](#) laying down one's life for one's, [609](#)
Friendship [2359](#) between Christ and man, [1395,2665](#) between God and man, [55,277,355,374,384,396,1023,1030,1468,1863,2709](#) charity, harmony, and, [1829,1939](#) chastity developed and expressed in, [2347](#) is no excuse for insults against the truth, [2480](#)

Other Resources

The Raising of Lazarus (*Jesus of Nazareth*, by Franco Zeffirelli), at:

http://www.youtube.com/watch?v=D0M7vvX6_M

The Raising of Lazarus (*painting* by Rembrandt, 1631-1632), at:

http://www.rembrandtpainting.net/rmbrndt_1620-35/lazarus.htm

CROSS-CURRICULAR LINKS

Religion:

- *Christ Our Life*, 7th Grade (Loyola Press) - *What Catholics Should Know* (pg 191)
- *We Believe*, Grade 7 (Sadlier) - *The Corporal and Spiritual Works of Mercy* (pg 277)

Fine Arts:

- *The Raising of Lazarus* by Rembrandt, 1631-1632; http://www.rembrandtpainting.net/rmbrndt_1620-35/lazarus.htm ;
- The Rembrandt Teaching Project: <http://locicero.net/teachrembrandt/>

Technology:

International Society for Technology in Education Standard 5:

- Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - a. Advocate and practice safe, legal, and responsible use of information and technology
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
 - c. Demonstrate personal responsibility for lifelong learning
 - d. Exhibit leadership for digital citizenship

Netsmartz Internet Safety Videos: <http://www.netsmartz.org/RealLifeStories>