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Family [7th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Family

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Family

Grade Level: 7th grade

Subject/Topic Area(s): Reading

Designed By: Amy Nichols

Time Frame: 3-4 weeks

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

In this unit, students will explore the different forms and meaning “family” can take. Throughout, there will be an emphasis put on a fluid definition of family. From the traditional mother-father-children to friends who are like “brothers” to a woman caring for her aging boss, this unit will use age-appropriate literature to guide an exploration of what family can look like. In turn, there will also be opportunities for exploration of how families choose to represent and define themselves.

Additionally, there will be study of the importance of point of view. A story—and a situation--can change dramatically depending on whose eyes are seeing it. Students will be given opportunities to turn the established and familiar around, looking at it from an unconventional or new point of view. One of the performance assessments will give the students an opportunity to interview various aged people about family, which will allow the students to see how opinions and definitions of family can grow, expand, and shrink as people age.

Unit: Family

Grade: 7th grade Reading

Stage 1: Desired Results

Understandings

Students will understand that...

- **Our definition of family changes as we grow and change.**
- **Families are shaped by past and present experiences, situations, and values. In turn, our families shape our future values and experiences.**
- **The same story varies depending on who is sharing it.**

Essential Questions

Knowledge & Skill

- **What makes a family?**
- **How does our concept of family change as we do?**
- **How does who tells the story, shape the story?**

(NEISD scope & sequence; TEKS; Core; etc.)

- **7th grade contact question—Is family important**
- (7.9) B. draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies
- (7.10) A. use his/her own knowledge and experience to comprehend
- (7.10) F. determine a text’s main (or major) idea and how those ideas are supported with details
- (7.12) F. analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo

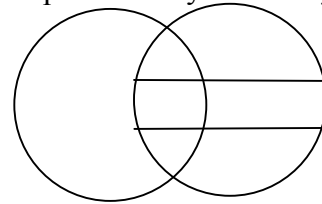
Stage 2: Assessment Evidence

Performance Task #1 – “Let’s talk about family...” Venn-Diagram

TASK –

Working independently, you will:

- Write 5 in-depth interview questions about family. You may phrase the questions however you wish, but they should address the bigger question of “What makes a family?” For example, questions could range from “Who do you consider to be your family?” to “What does your family do together?” to “How do you define ‘family’?”
- Turn in the questions to the teacher by the appointed deadline and she will make 4 photo copies for you
- Answer one set of interview questions yourself
- Ask the interview questions to 3 other people. You can interview friends, older relatives, younger relatives, teachers, coaches, etc., but your interview subjects need to represent at least two different age groups (i.e. two teenagers and one older adult, or 2 middle aged adults and one elementary aged child). Write down their answers.
- On poster board, create a Venn-Diagram that compares your opinions on your family to those of 3 interview subjects.



- You may use pictures (hand drawn or cut out from magazines) or words to represent the key opinions and ideas you got from the answers to the interview questions. Have at least 3 pictures/words in each section of the Venn-Diagram (see teachers’ example).
- Neatness and creativity are part of your grade, as well as the content of your Venn-Diagram.

PRODUCTS – Interview questions and answers; Venn-Diagram

LENGTH – Out of class 10 days, with 2 in-class work days

Performance Task #2 – Fictional Family

TASK –

Working with a partner or small group, you will:

- Pick four names of people from the four different baskets available. Remember: race, religion, age, etc. do not matter in the creation of your family. The people will be a blend of real and fictional (i.e. Grandma Dowdel, Michael Jordan, etc.)
- Pick a surname (last name) for the family that represents the individuals as a family.
- Using the provided butcher paper, create a Family Crest for your group’s fictional family. It should contain at least 4 symbols for the fictional family.
- Answer the Reflection Questions in complete sentences on your own paper, and attach it the back of the family crest
 1. Why did you pick these four people?
 2. What would make these four people a family?
 3. Why did you pick the family name?
 4. How does the crest represent the family?
- The group will give a 2-5 minute presentation to the class

PRODUCTS- Family Crest; Reflection Questions; Presentation

LENGTH – 2 in-class days

Other evidence:

(quizzes, tests, academic prompts, etc.)

note – these are usually included where appropriate in Stage 3 as well)

- “Where I Come From” poem
- Anticipation Guide
- Quick Check questions for various texts
- Journal entries
- T-charts
- Quiz
- Four Corners
- Individual family crests

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1

- As a class, read the picture book Mama, Where Do You Come From?. As a large group, students will identify WHERE, WHAT, and WHO Mama says she comes from. Breaking into smaller groups, and guided by the teacher, the class will rank the different places, things, and people Mama says she comes from in order of what they think is most important. Key questions to ask during this activity include “Look at the pictures: who is with Mama in all the pictures?” and “Are all the characters related by blood?”

Day 2

- Revisit the construction of the book Mama, Where Do You Come From?
- On scratch paper, students will brainstorm WHERE, WHAT, and WHO they come from.
- Model how to turn brainstormed ideas into phrases based on the senses (using examples from Mama, Where Do You Come From?)
- Teacher will model his/her own “Where I Come From” poem.
- Students will complete their own “Where I Come From” free verse poems using a provided sheet that leaves room for an illustration.

Day 3:

- Students will complete an Anticipation Guide, after the teacher models the procedure. The Anticipation Guide will contain statements about families that the students will answer on a Lickert Scale (strongly disagree, disagree, agree, strongly agree) to demonstrate their feelings on the issues the essential questions will address.
- In pairs, students will start to read “Meet the Weird Watson’s” (Scholastic XL book) but stop on page 179. They will complete Quick Check questions before they leave.

Day 4:

- The students will finish “Meet the Weird Watson’s.” The teacher will ask comprehension-based questions to the whole group to check for understanding of the story.
- Turning to the posted essential questions, the class will apply the question of “What makes a family” to the Watson’s, brainstorming the attributes of strength, unity, and love the family shows.
- Ask where else these identified attributes might be present (i.e. friends, Girl/Boy Scout

troops, sports teams, church/community service groups, classrooms, etc.)

- Introduce Performance Assessment #1, and hand out directions and emphasize due dates.

Day 5

- Watch a brief clip of the movie “Honey, I Shrunk the Kids” where the father is in the yard looking for his shrunken kids. The point of view switches back and forth between the father and the kids.
- Construct a t-chart on the board. Ask the students how the yard, dog, people, and voices looked/sounded to the father. Record their answers. Ask how the situation looked/sounded to the shrunken kids. Record their answers. Discuss their differences and similarities.
- Remind the students that, like in the movie, characters in a book view situations from points of view that differ. Ask how the scene from “Honey I Shrunk the Kids” might have looked from the point of view of the dog, or someone watching from the street.
- Have the students write a “Dear Diary” journal entry about the situation in “Meet the Weird Watson’s” from the point of view of Byron.

Day 6

- Have a few students share their diary entries written from the point of view of Byron. Note similarities.
- In groups of 4-5, students will read assorted “fractured” fairy tales (i.e. “The Obsolete Dragon”, “True Story of the Three Little Pigs”, etc.). These stories should all tell a familiar story from an unfamiliar point of view.
- Have the groups complete t-charts that compare the traditional POV with the one presented in their “fractured” fairy tale.
- Additionally, on the back of their charts, the groups will have to decide whose point of view they think would be the most accurate.

Day 7

- The teacher will copy select sentences from the chapter “One Woman Crime Wave” from A Long Way From Chicago onto note cards and distribute them to the students. The students will then have a “Tea Party” where they share their sentence from the note cards with the other students.
- Have the students return to their seats and, working with a partner sitting near them, construct a “We think...” prediction statement about what they think the “mystery story” is about. These predictions will be displayed on the board for the duration of the story.
- In those same partners, students will read page 37-- top of page 45 of “One Woman Crime Wave.”

Day 8

- The teacher will draw a simple family tree on a large piece of butcher paper. As a large group, students will trace the family relationship established so far in “One Woman Crime Wave”—the biological one between Grandma Dowdel, Mary Alice, and Joey. To the side, list how we know these people are “family” (they are biologically related, Grandma takes care of the kids, the kids love and respect their Grandma, etc.). Explain that there are more “family” members that will be added as we continue to read the story.
- Independently, students will read page 45 – page 52.
- Interview questions for Performance Assessment #1 are due. Students will share a few

with a neighbor to “test” them out before turning them in.

Day 9

- Revisit the family tree. Ask the students if Aunt Puss Chapman belongs on the family tree. How do we know that she is “family”? Does it matter that she is not biologically related? Why does Grandma call her “aunt”? List the answers to the side of the butcher paper.
- Finish the story.
- Ask the students how the drifters fit on the family tree. What role does Grandma play in their lives? What texts have they read where similar “makeshift” families form?
- The teacher will give the students a “pop quiz” writing assignment in which the students have to write two paragraphs comparing/contrasting two of the three different families that form in “One Woman Crime Wave.”

Day 10

- Independently, the students will read the article “Heroic Teen Survives Katrina and the Abandonment of His Family” from the San Antonio Express-News.
- Discuss the issues of family presented in the article. Does it matter that Ricky is 15? List how Ricky might have reacted to being abandoned by his biological family at age 5, 35, and 75.
- Have the students complete a journal entry in which they re-write the article from the point of view of Ricky.

Day 11

- Students will make predictions about “Amigo Brothers” (7th grade The Interactive Reader) based on the title and the opening picture.
- Filling in a story map, students will read pages 186-194 of “Amigo Brothers” as a large group.

Day 12

- Review the story maps for “Amigo Brothers”
- Finish story and story maps as a large group.

Day 13

- Students will complete a Four Corners activity in which they will state their opinions on issues of Friendship vs. Family. For example: “Friends can be the same as family” and “Blood is thicker than water.” “The older you get, the closer you get to your friends.”
- Discuss as a class the issues presented.
- Students will complete a journal entry reflecting on their own answers to the questions presented in the Four Corners activity.

Day 14

- In class work day for Performance Assessment #1

Day 15

- In class work day for Performance Assessment #1
- Assessment due at end of the period

Day 16

- Using overheads, the teacher will show several examples of real family crests. Guided by the teacher, students will identify what the various symbols on the crest might say about the family (i.e. a sword could say that the family is full of strength; a dove might say the family is peaceful and loving).
- In groups, students will rotate to different tables, each of which will have a full color copy of a real family crest.
- Filling in a chart, the groups will identify what each table's crest says about the individual family. They will note the obvious symbols (i.e. eagle, tree, etc.) on the crest.
- Beginning in class today, and finishing tomorrow, students will create on a blank piece of typing paper a family crest for their family, however they choose to define it.

Day 17

- Students will complete their individual family crests, adding a brief explanation of the three symbols they chose to represent their individual family
- Students will share their individual family crests, if desired
- Introduce Performance Assessment #2

Day 18

- Work on Performance Assessment #2

Day 19

- Work on Performance Assessment #2
- Re-do Anticipation Guide from Day 3
- Assessment due at the end of the period

Day 20

- Presentations of Performance Assessment #2

Rubric – “Let’s Talk About Family...” Venn-Diagram Project

	Exceeds	Meets	Approaches	Unsatisfactory
Content of Venn-Diagram (40 points)	3 or more facts are displayed in each part of the Venn-Diagram, and the comparisons amongst the interview subjects are clear and obvious to viewers of the project. The content relates to the established interview questions.	At least 3 facts are displayed in each part of the Venn-Diagram, and the comparisons amongst the interview subjects are clear to viewers of the project. The content relates to the established interview questions.	2 or less facts are displayed in each part of the Venn-Diagram, yet the comparisons amongst the interview subjects are unclear to viewers of the project. The content somewhat relates to the established interview questions.	No facts are displayed on the Venn-Diagram, and the comparisons amongst the interview subjects are absent. There is no relation to the established interview questions.
Interview (30 points)	Before the interview, the student prepared 5 or more in-depth and topical questions to ask. The student completed the self-interview, and interviewed 3 other people of 3 different age groups.	Before the interview, the student prepared a couple of in-depth questions and several topical questions to ask. The student completed the self-interview, and interviewed 3 other people of 2 different age groups.	Before the interview, the student prepared several topical questions to ask. The student completed the self-interview, but did not interview 3 other people of at least 2 different age groups.	The student did not prepare any questions before the interview. The students did not complete the self-interview, or interview 3 other people of at least 2 different age groups.
Attractiveness (15 points)	The Venn-Diagram is exceptionally attractive in terms of design, layout, creativity, and neatness.	The Venn-Diagram is attractive in terms of design, layout, creativity, and neatness.	The Venn-Diagram is acceptably attractive though it may be a bit messy or incomplete.	The Venn-Diagram is distractingly messy or very poorly designed. It is not attractive.
Time Management (15 points)	The student exceeded all deadlines and used class time wisely.	The student met all deadlines and used class time wisely.	The student missed at least one deadline, and/or misused class time.	The student missed all deadlines and misused class time.

Rubric – Fictional Family Projects

	Exceeds	Meets	Approaches	Unsatisfactory
Family Crest (40 points)	The Crest includes all required symbols as well as additional information. Its design is exceptionally attractive and creative.	All required symbols are included on the Crest. Its design is acceptably attractive and creative.	Most of the required symbols are included on the Crest. Its design is mostly attractive and creative.	Most symbols are missing. It is poorly designed.
Reflection Questions (40 points)	The reflection questions are clearly and completely answered. The group adds exceptional care and detail to the answers.	The reflection questions are completely and clearly answered.	The reflection question answers are not both complete and clear.	The reflection question answers are neither complete nor clear.
Presentation (10 points)	The group appropriately and clearly presents Fictional Family to the class, explaining its members, the symbols on the Crest, as well as Reflection Questions.	The group appropriately presents Fictional Family to the class, explaining its members, the symbols on the Crest, as well as Reflection Questions.	The group presents Fictional Family sufficiently, but is missing some explanation (members, symbols, and/or Questions), and/or is inappropriate in presentation style.	The group is missing most explanation and/or is wildly inappropriate presentation style.
Time Management (10 points)	The group exceeded all deadlines and used class time wisely.	The group met all deadlines and used class time wisely.	The group missed deadline, and/or misused class time.	The group missed deadlines and misused class time.