

# Courage in Life and in Literature

A 7<sup>th</sup> grade Common Core Unit for ELA  
[commoncore.org](http://commoncore.org)



This eight-week unit of seventh grade delves more deeply into character analysis, focusing on determined and ***courageous*** people in both informational texts and literature.

How can reading about the *courage* of real people inform our understanding of determined literary characters?



Essential Question...

# Focus Standards

Reading for Literature	Reading for Information	Writing	Speaking and Listening	Listening
<ul style="list-style-type: none"> <li>• <b>RL.7.5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>• <b>RL.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</li> <li>• <b>RI.7.3:</b> 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).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RI.7.9:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SL.7.2:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>

**WHAT ARE SOME OF THE  
OBJECTIVES OR LEARNING  
TARGETS FOR THIS UNIT OF  
STUDY?**



**PACE**

PARTNERS ADVANCING  
CHARACTER EDUCATION

May

# COURAGE

**Displaying integrity in spite of  
obstacles and challenges**

**courage.**

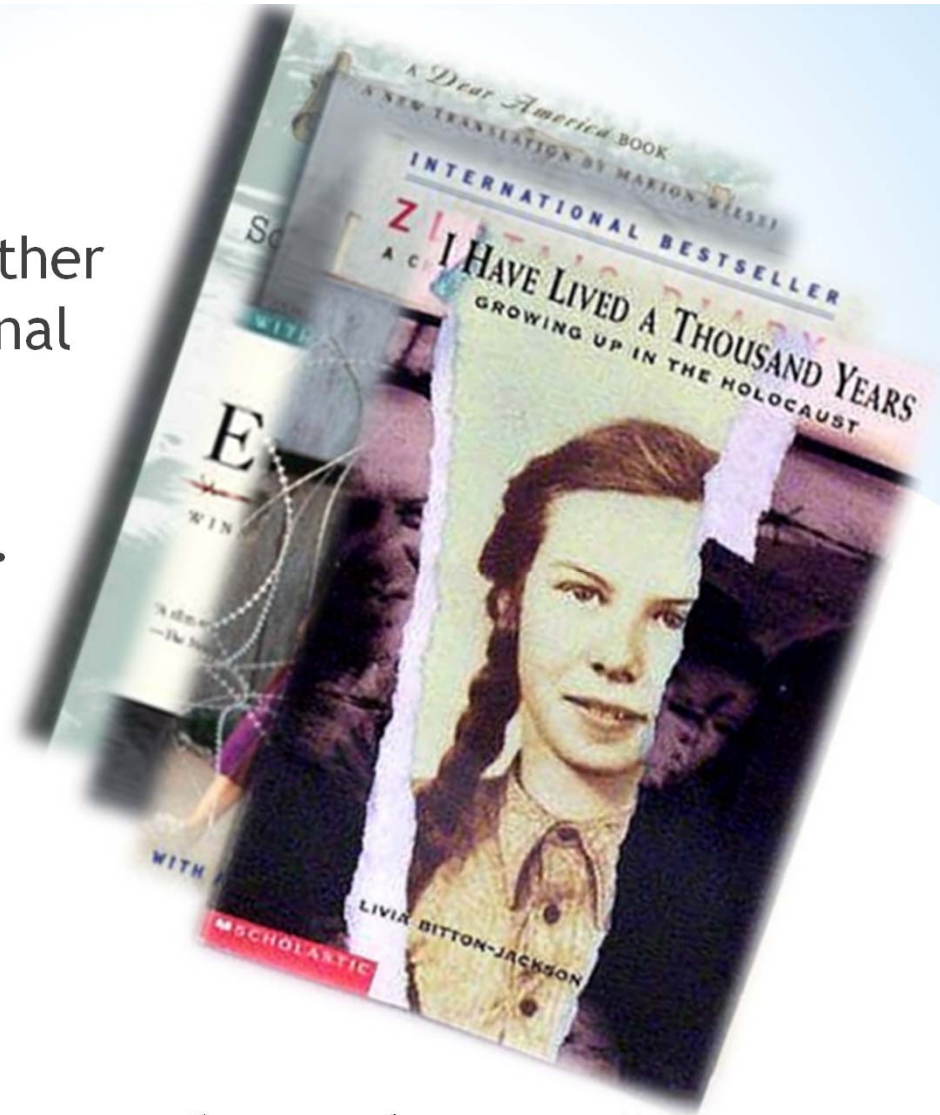


## *Anne Frank: The Diary of a Young Girl*



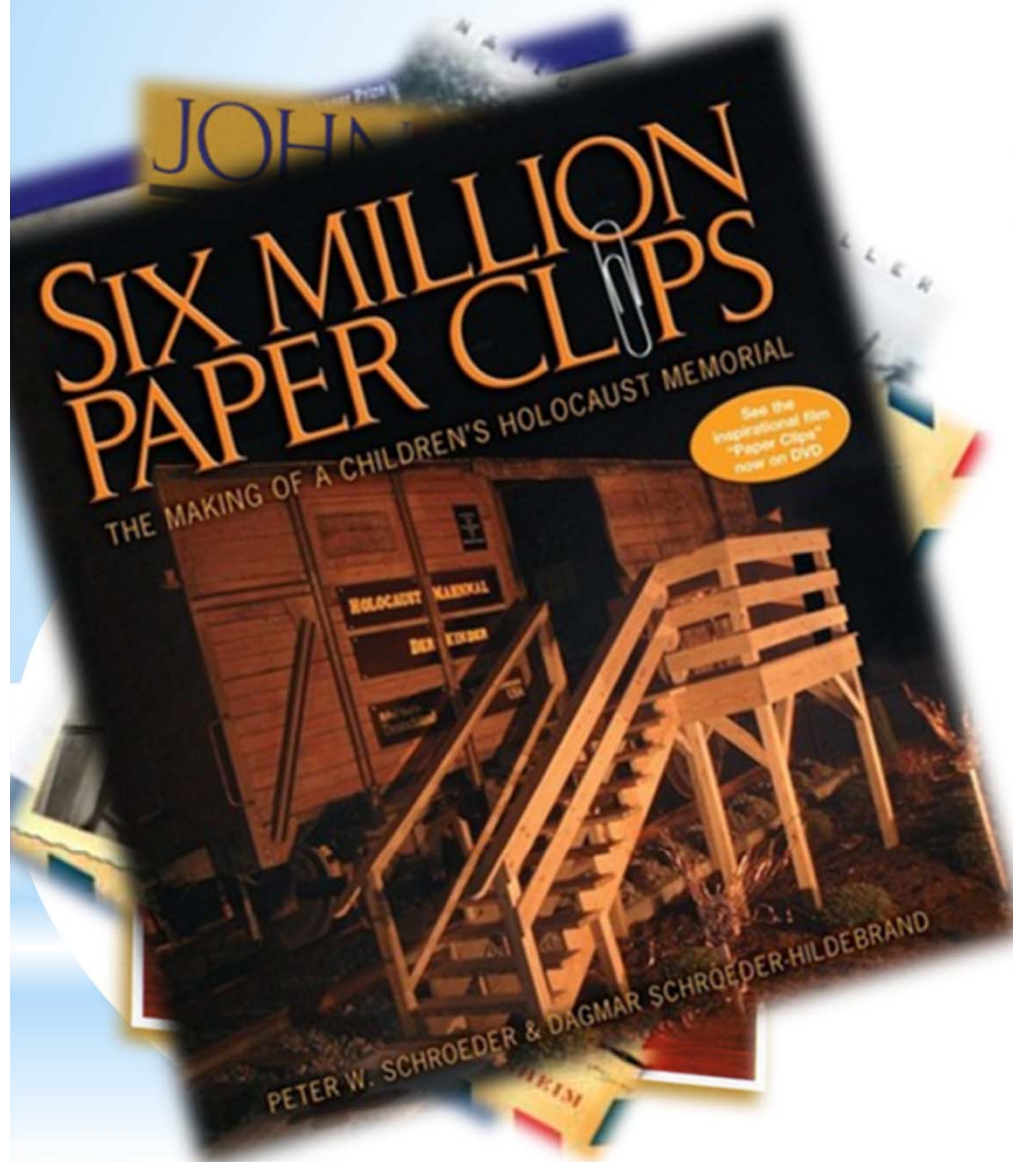
The students will read,  
study and discuss...

Students choose another biography or a fictional work to explore how courage is projected through these works.



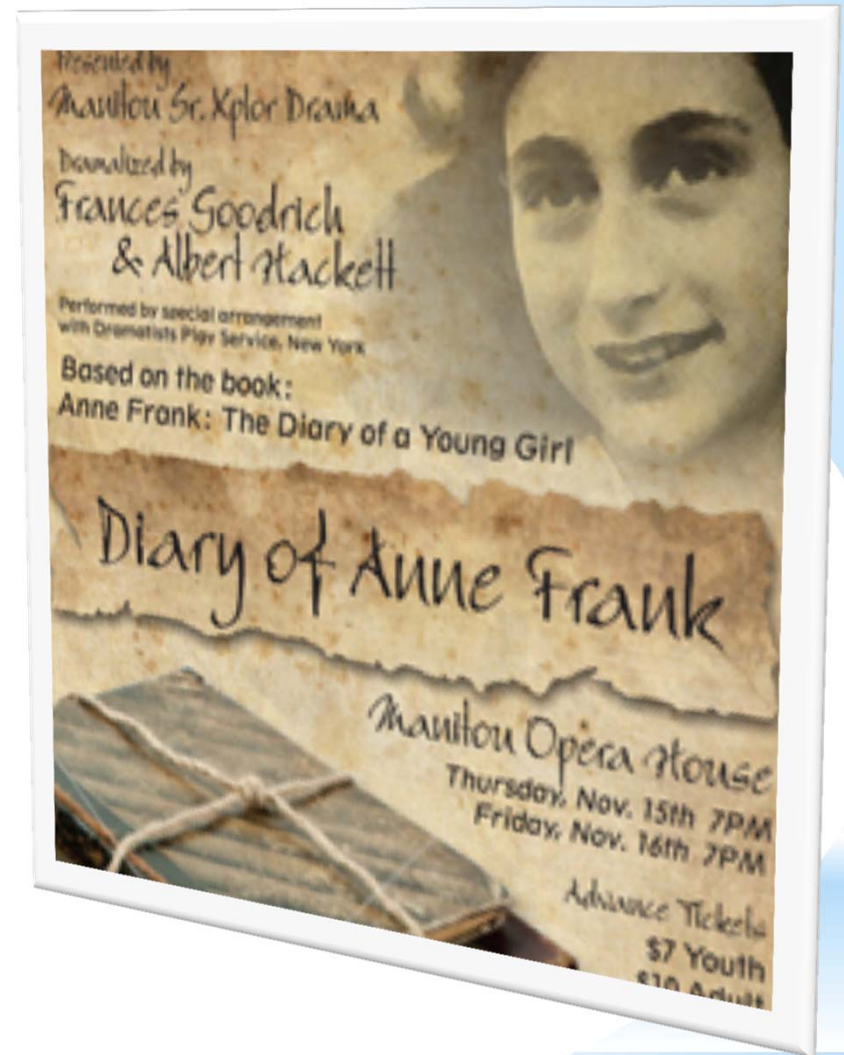
# How are people that face conflict courageous?





Students see how and where these stories fit within informational texts on World War II. They explain how knowing the historical context of a story may enhance the understanding of a story.

They also compare the ways in which Frank's diary is similar to and different from the play version her story. Students will analyze two accounts of the same event and describe important similarities and differences in the details they provide.



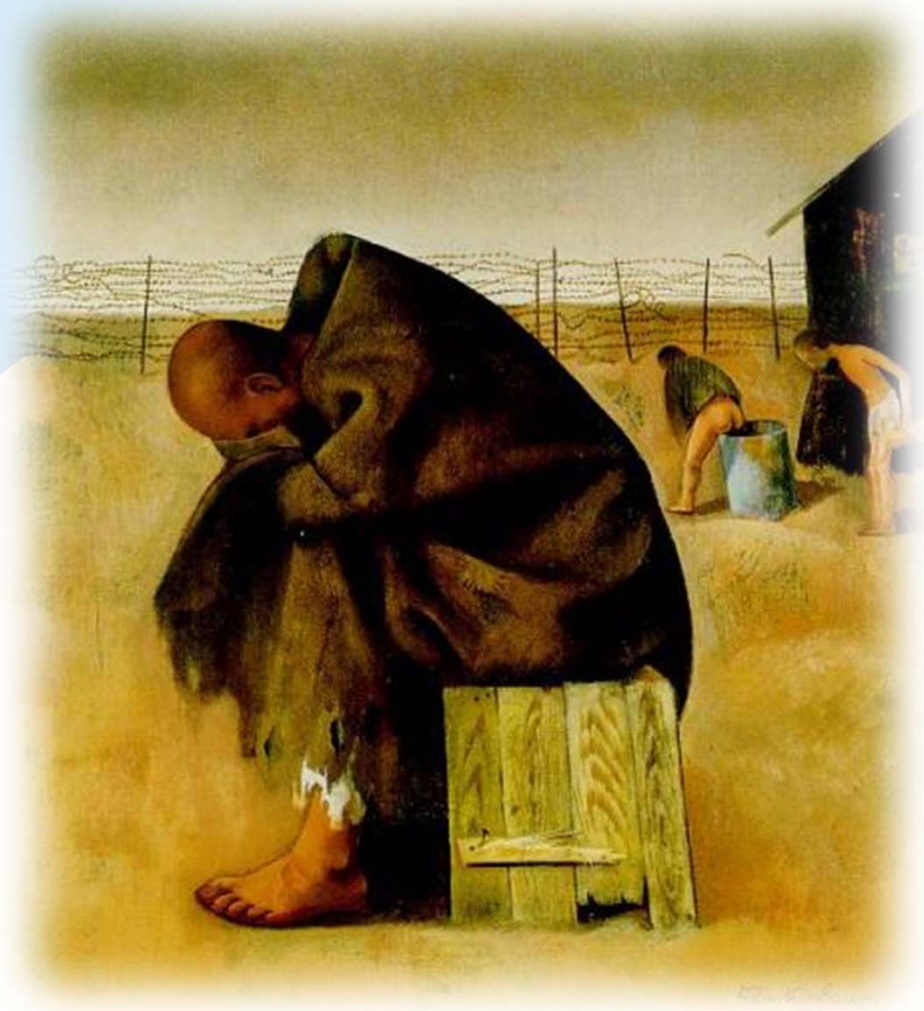
**Integration of knowledge and ideas can be done with diverse formats and media, including, visually and quantitatively, as well as in words.**

# *Anne Frank the Only Known Footage*

<http://www.youtube.com/watch?v=qyFW7GMqcdI>

**MEDIA**



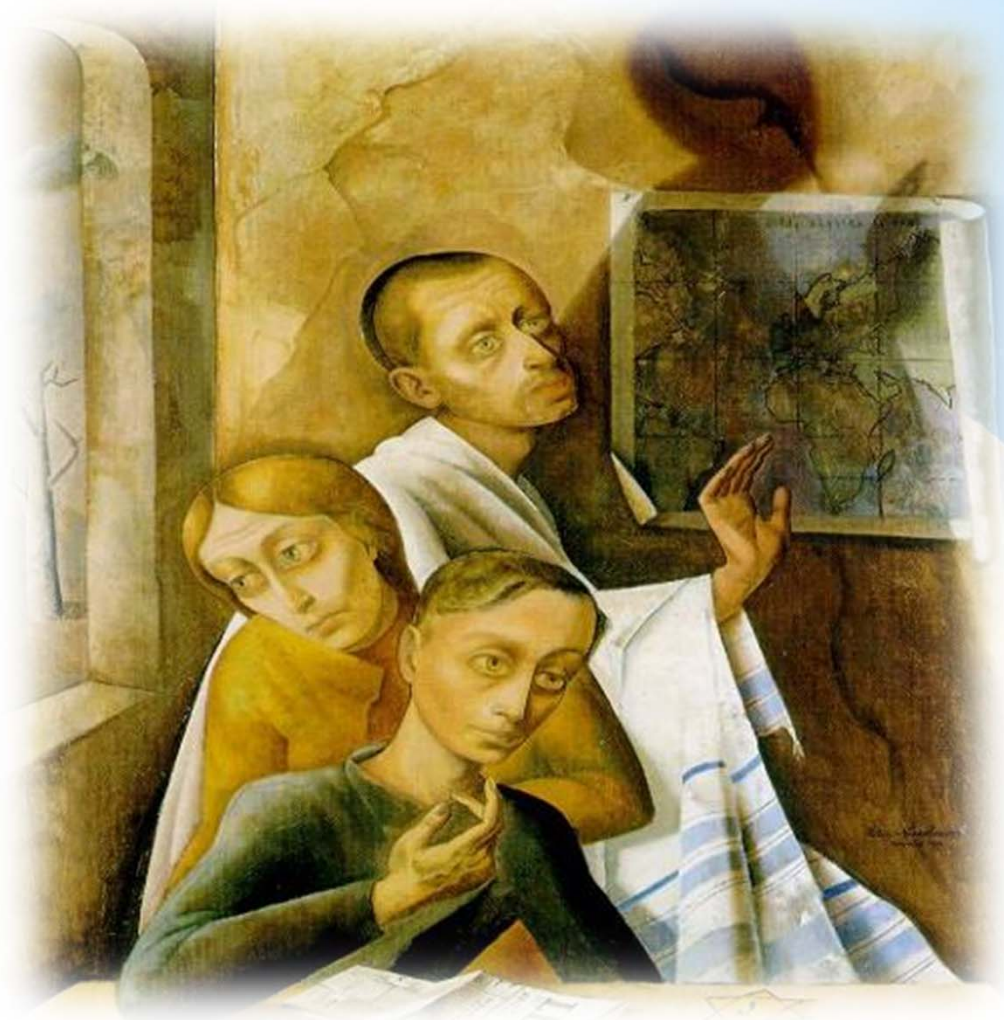


By Felix Nussbaum. Born in 1904, he died at Auschwitz in 1944.

ART

*Threesome* (1944), by Felix  
Nussbaum (1904-1944).

Nussbaum portrays himself as a pious Jew in hiding with his wife Felka and his son Jaqui. The triangular composition is reminiscent of renaissance sacral art. The painter identifies himself fully with the religion to which he was thrown back as a result of the persecution by National Socialism, whereas his wife merely endures the situation. Felix Nussbaum describes here in one of his last pictures the situation of all those persecuted which lies somewhere between fear of death and vague hope.





هولوکاست (کوره های آتش سوزی هیتلر)!



**POLITICAL CARTOONS**

*First they came for the Socialists,  
and I did not speak out--  
Because I was not a Socialist.*

*Then they came for the Trade  
Unionists, and I did not speak out--  
Because I was not a Trade Unionist.*

*Then they came for the Jews, and I  
did not speak out--  
Because I was not a Jew.*

*Then they came for me--and there  
was no one left to speak for me.*

~Martin Neimoller



*Martin Neimoller (1892-1984) was a prominent protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps.*

# POETRY

# Wladyslaw Szpilman

The music that you have been listening to during this presentation is Wladyslaw Szpilman playing Mazurka in A minor, Op. 17, No. 4.

Wladyslaw Szpilman was a Polish pianist, composer and memoirist. Szpilman is widely known as the protagonist of the 2002 Roman Polanski film *The Pianist*, which is based on his book "The Pianist" recounting his survival of the German occupation of Warsaw and the Holocaust.



**MUSIC**