# M/J Language Arts 2

## Course: 7th Grade M/J Course Credit Recovery

### PACING DATE(S)

<table>
<thead>
<tr>
<th>Traditional</th>
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<tbody>
<tr>
<td>Start</td>
<td>Monday 07/08/13</td>
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<td>End</td>
<td>Friday 08/02/13</td>
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**20 Instructional Days**

### Daily Instructional Routine

- Opening
- Whole Group Instruction
  - Literary Analysis
  - Reading Strategy
  - Vocabulary in Context
- Guided Instruction
- Independent Practice
- Differentiated Instruction (Small Group Instruction)
- Reading-Writing Connection

### JULY 8, 2013 – AUGUST 2, 2013

#### WEEK 1
- July 8 – July 12
  - Memoir
  - "Dirk the Protector"
    by Gary Paulsen
  - Literary Analysis: P.O.V. in a Memoir
  - Reading Strategy: Cause and Effect
  - Assessments:
    - Selection Test
    - Culminating Writing

#### WEEK 2
- July 15 – July 20
  - Informational Non-Fiction
  - "Pro Athletes' Salaries Aren't Overly Exorbitant"
    by Mark Singletary
  - "Do Professional Athletes Get Paid Too Much?"
    by Justin Hjelm
  - Literary Analysis: Argument
  - Reading Strategy: Evaluate Reasoning
  - Assessments:
    - Selection Test
    - Culminating Writing

#### WEEK 3
- July 22 – July 26
  - Short Story
  - "The War of the Wall"
    by Cade Bambara
  - Literary Analysis: Theme
  - Reading Strategy: Monitor
  - Assessments:
    - Selection Test
    - Culminating Writing

#### WEEK 4
- July 29 – August 2
  - Poetry
  - "The Delight Song of Tsoai-Talee"
    by N. Scott Momaday
  - "Four Skinny Tree"
    by Sandra Cisneros
  - Literary Analysis: Mood & Figurative Language
  - Reading Strategy: Set a purpose for reading
  - Assessments:
    - Selection Test
    - Culminating Writing

McDougal Littell

LITERATURE 7TH grade
WEEK 3  

**The War of the Wall** by Cade Bambara  pgs. 326-336  
**July 22, 2013 – July 26, 2013**

### LESSON OBJECTIVES
Students will . . .

- explore the key idea of **community**
- identify theme
- read a short story and a magazine article
- monitor reading comprehension by asking questions
- build vocabulary for reading and writing
- understand and use denotations and connotations of words to unlock shades meaning

### BENCHMARKS

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
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<tbody>
<tr>
<td>LA.7.1.7.3</td>
<td>Determine the main idea or essential message</td>
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<tr>
<td>LA.7.1.7.8</td>
<td>Use strategies to repair comprehension of grade-appropriate text when self-monitoring.</td>
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<tr>
<td>LA.7.1.6.6</td>
<td>Distinguish denotative and connotative meanings of words.</td>
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### July 22, 2013  Monday

**Opening**
- Author Online *(TE/SE 327)* & **Background** *(TE 327 & 329)*

**Whole Group Instruction**
- **Teach-Theme** *(TE/SE 327); (Resource Manager-Introduce Graphic Organizer pg. 53)*

**Independent Practice**
- **First Read-Students Independently Read** *(SE 328-334)*
- **Clarify Text**-Discussion; *(On-line Resource pg. 53)*

### July 23, 2013  Tuesday

**Opening**
- **Review Literary Analysis: Strategy: Theme** *(TE/SE 327)*

**Whole Group Instruction**
- **Teach-Reading Strategy: Monitor** *(TE/SE 327); Resource Manager Introduce Graphic Organizer pg. 55)*

**Independent Practice**
- **Literary Analysis questions** *(SE 335- #’s 1,2&3)*

### July 24, 2013  Wednesday

**Opening**
- **Review Reading Strategy: Monitor** *(TE/SE 327)*

**Whole Group Instruction**
- **Teach-Vocabulary In Context** *(TE/SE 327); On-line Resource pg.57and Frayer Model)*

**Independent Practice**
- **Vocabulary - (On-line Resource pg. 58)**
- **Vocabulary In Writing** *(SE 336)*
- **Literary Analysis** *(SE 335- #’s 4,5,6,7&8)*

### July 25, 2013  Thursday

**Opening**
- **Review Vocabulary In Context** *(TE/SE 327)*

**Whole Group Instruction**
- **Teach-Vocabulary Strategy: Denotations and Connotations** *(TE/SE 336)*

**Independent Practice**
- **Paired Read for Denotations and Connotations** *(SE 328-334); (On-line Resource pg. 59)*

### July 26, 2013  Friday

**Opening**
- **Review-Vocabulary Strategy** *(TE/SE 336)*

**Whole Group Instruction**
- **Review-Previous Grammar Skills**
- **Rereading-Students Independently Read** *(SE 328-334); (On-line pg. 60)*

**Guided Instruction**
- **Writing- Teacher / Peer Conferencing**

**Independent Practice**
- **Culminating Writing Assessment:** (Revise Writing Prompt using Grammar Skills previously taught)

**Selection Assessment**

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Office of Academics and Transformation – Department of Language Arts and Reading
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<tbody>
<tr>
<td></td>
<td><strong>DIFFERENTIATED INSTRUCTION</strong></td>
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<td><strong>Less-Proficient Readers</strong></td>
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<tr>
<td>• Targeted passages, short excerpts that deal with the key story events, concepts, and skills, appear on page 328 (lines 1-14), page 332-333 (lines 145-166), page 334 (lines 200-220). If your students are having trouble comprehending this selection, focus solely on these passages. Read aloud each excerpt with your students. Monitor their understanding of conflict, making inferences, and resolution.</td>
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<td>• Additional Selection Questions and Question Support (<em>Resource Manager</em>, page 47 and page 61) allow you to provide customized practice with comprehension and literary analysis skills.</td>
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<td><strong>Advanced Learners/Pre-AP</strong></td>
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<td>• <strong>Activity 1: Analyze Motivation</strong> [paired activity option] Have students recall what they know about the narrator's relationship to Jimmy Lyons (lines 11-14). Challenge them to create a flashback scene involving these two characters that would help explain why the narrator made such an effort to chisel Jimmy's name into the wall. Their scenes should also help explain why the narrator resents the painter's work so strongly.</td>
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<td>• <strong>Activity 2: Analyze a Minor Character</strong> Have students review the scenes in which Side Pocket appears (lines 45-82 and 193-199) and develop a brief character sketch of this colorful minor character. They might fill out a chart with these categories: personality, manners, favorite pastimes, favorite section of the library, role in the story.</td>
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THE WAR OF THE WALL

Literary Analysis

THEME

A story’s theme is its message. You can determine a story’s main theme by:

• noting the setting and how it relates to the theme
• making inferences about the feelings of the narrator and other characters from their comments and actions
• noting what conflicts arise

Directions: Fill in the chart with details from the story to help you identify the theme. Then answer the question that follows.

<table>
<thead>
<tr>
<th>Comments/Actions</th>
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<table>
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<th>Setting</th>
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<th>Conflicts</th>
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What do you think the theme is? ________________________________

__________________________________________________________

__________________________________________________________
THE WAR OF THE WALL

Reading Strategy

MONITOR
When you monitor, you check your understanding as you read. This helps you stay on track. One good way to monitor your reading is to ask and answer questions. Sometimes you can find the answer by reading on. Other times you will have to reread the text for the details you need.

Directions: As you read the story, complete this chart by writing questions and answers about the story and characters. An example has been provided for you.

<table>
<thead>
<tr>
<th>My Questions</th>
<th>Answers</th>
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<tr>
<td>What is the lady painting on the wall?</td>
<td>A mural in memory of Jimmy Lyons.</td>
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THE WAR OF THE WALL

Vocabulary Study

CLOZE PRACTICE

| aroma  | inscription | trance  | beckon  | masterpiece |

A. Directions: As your teacher reads each set of sentences, listen for the boldfaced word. Then discuss possible meanings of the word.

1. The **aroma** of fresh-baked bread drew us toward the kitchen. The **aroma** of her perfume reminds him of roses.

2. The sunshine and warm breezes **beckon** me to leave my work and go outside. My teacher will nod and **beckon** me to the front of the class when it is time to read my story.

3. The **inscription** on the wall honored soldiers from our city. My friend gave me a book for my birthday. The **inscription** on the inside shows that we share a love of reading.

4. My last birthday cake had a skateboarding theme. My mother considered it her **masterpiece**. The painting that won first prize at the art show was hailed as a true **masterpiece**.

5. As she stared out the window daydreaming, Hannah looked as if she was in a **trance**. The movie took people on a trip to a magical world. People left the theater in a **trance**.

B. Directions: Listen as your teacher reads the story. Then complete the story, using words from the box.

Li worked hard on her story. She was hoping to create a **6.________________** that would last for years. Sometimes she got so lost in her thoughts she sat in a **7.________________**. At other times, the sweet **8.________________** of the flowers in her garden made it difficult to stay at her desk. They would **9.________________** to her to join them out in the sunny garden, but Li resisted the temptation. When she finished, she wrote an **10.________________** to dedicate the book to her mother and father.
A. **Directions:** Fill in each blank with the correct word from the box.

1. a great work of art __________________________
2. daydream __________________________
3. a smell __________________________
4. call __________________________
5. something carved in marble __________________________

B. **Directions:** Write a paragraph to describe what picture you would like to see painted in a public space in your neighborhood. Use at least **two** of the words from the box.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Vocabulary Strategy

DENOTATIONS AND CONNOTATIONS

A word’s denotation is its literal meaning, or meaning found in a dictionary. A word’s connotation comes from the meaning it has beyond its definition. For example, both house and home have the same denotation: a place in which to live. Home, however, also carries the connotations of family, belonging, and love.

A. Directions: Complete the chart by writing the denotation of each word. Put a plus symbol (+) in the third column if the word has a positive connotation. Put a minus symbol (–) in the third column if it has a negative connotation. Put a zero (0) if the word does not have any connotation.

<table>
<thead>
<tr>
<th>Word</th>
<th>Denotation</th>
<th>Connotation</th>
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<tbody>
<tr>
<td>1. fat</td>
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<td>2. chubby</td>
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<td>3. scrawny</td>
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<td>4. slender</td>
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<td>5. unusual</td>
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<td>6. odd</td>
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<td>7. stingy</td>
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<tr>
<td>8. thrifty</td>
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<td>9. mediocre</td>
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<td>10. normal</td>
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THE WAR OF THE WALL

Reading Check

Directions: Recall the events from Toni Cade Bambara’s short story. Then answer the questions in phrases or sentences.

1. What is the painter doing that bothers the narrator and his cousin Lou?

2. What does the painter do to that annoys the narrator’s mother?

3. Why do the narrator and Lou purchase a can of paint?

4. How do the people in the neighborhood feel when they see what the painter has done to the wall?

5. What do the narrator and the painter have in common?
LITERARY ANALYSIS
For questions 1–3, see page 335 of the Pupil Edition.

Directions: Answer each question.

4. Monitor Complete the following sentences.
   One question that helped me understand the story was ________________________
   ________________________
   One answer that helped me understand the story was ________________________
   ________________________

5. Make Inferences Circle only one of the phrases in parentheses. Then complete the sentence.
   I think Lou and the narrator feel (ashamed of/proud of) buying the paint after reading the inscription because ________________________
   ________________________

6. Analyze Characters Mama’s first impression of the painter is negative. Circle the character traits that Mama thinks the painter has.
   a. polite  b. rude  c. picky  d. passionate  e. angry

7. Identify Theme The characters learn that they misjudged the painter; she really cares about the neighborhood. They also learn that she is Jimmy Lyons’s cousin. Complete the following sentence.
   The theme of the story is ________________________

8. Evaluate Circle only one of the phrases in parentheses, and then complete the sentence.
   I think the painter was (an outsider/a community member) because ________________________
   ________________________
THE WAR OF THE WALL

Selection Test B/C

Comprehension

Read each of the following questions. Then choose the letter of the best answer.
(6 points each)

1. What is the first reaction of the narrator and Lou when they see the painter lady at the wall?
   A. They tell her to go away and leave their wall alone.
   B. They decide they want to help her paint.
   C. They demand that she get Mr. Eubanks’s permission to paint the wall.
   D. They want to play handball against the wall.

2. Mama thinks the painter lady’s reason for painting the wall is to
   A. improve the look of the town
   B. draw attention to her art
   C. make a good impression on the town
   D. earn money for her artwork

3. Why does the painter include portraits of local people along with famous African American heroes?
   A. She wants to prove that she can paint many different faces.
   B. This is her way of showing how she feels about her cousin’s friends.
   C. She needs to add more people in order to fill the entire wall.
   D. It is the only way she knows to get the people to like her.

4. Everyone is impressed by the mural wall because
   A. the artist did not charge a lot of money for her work
   B. the people in the painting are very realistic
   C. they realize that the painter is paying tribute to them
   D. they appreciate the work that the painter put into the mural

5. Which is the theme of the story?
   A. Heritage is a strong source of pride
   B. Friendship is an important part of life.
   C. Personal sacrifice builds character.
   D. Art helps make life more pleasant.
Vocabulary
Choose the answer that best explains the meaning of each underlined word. (6 points each)

6. Beckon means to
   A. draw
   B. respond
   C. overlook
   D. summon

7. A masterpiece is a
   A. great art work
   B. famous artist
   C. tourist location
   D. scientific discovery

8. Which is a trance?
   A. trail
   B. daydream
   C. record
   D. dance

9. An aroma appeals to the sense of
   A. taste
   B. smell
   C. touch
   D. sight

10. An inscription is
    A. erased
    B. colored
    C. engraved
    D. signed

Written Response
Short Response  Answer the following questions based on your knowledge of the story. (10 points each)

11. Identify two people or things in the mural.

12. Explain how Lou and the narrator change during the story. Give one example from the story to support your answer.

Extended Response  Answer one of the following questions based on your knowledge of the story. Write one or two paragraphs. (20 points)

13. Explain why the painter lady makes the mural. Give one example from the story to support your answer.

14. Challenge  Tell why the ending of the story is believable. Give two examples from the story to support your answer.
The War of the Wall

Literary Analysis

Comments/Actions: Narrator: So we just flat out told the painter lady to quit messing with the wall. It was our wall and she had no right coming into our neighborhood painting on it. Mama said that since the painter lady was from the North, you couldn’t expect her to have any manners. Lou gasped and dropped the paint bag and ran forward, running his hands over a rainbow. The painter lady had painted Jimmy Lyons’s name in a rainbow.

Setting: a wall in a small, close-knit community

Conflicts: Lou and the narrator vs. the painter lady, Mama vs. the painter lady

Theme: Making hasty judgments about people can lead to problems.
Answer Key

Reading Strategy
p. 55

Responses will vary. Possible questions and answers are provided.

**Question:** Why are Lou and the narrator annoyed that the lady is painting the wall?
**Answer:** They feel that since she is an outsider, she has no right to deface “their” wall.

**Question:** Who is the lady?
**Answer:** She is Jimmy Lyons’s cousin.

**Question:** Where is she from?
**Answer:** a city in the northern part of the U.S.

**Question:** Why do the neighborhood people bring her food?
**Answer:** They are friendly and hospitable.

**Question:** Why won’t she eat the food?
**Answer:** She is on a special diet.

**Question:** Why won’t she eat pork?
**Answer:** It is against her religious beliefs.

**Question:** Why did the painter lady include portraits of the neighborhood people as well as famous African-American heroes?
**Answer:** She is showing that they are all heroes to her.

**Question:** Why are the people in the neighborhood so impressed by the painting the artist did on the wall?
**Answer:** They recognize that she is paying tribute to them and their culture.
Answer Key

Vocabulary Study
p. 57

A.
1. aroma—“scent or fragrance”
2. beckon—“signal”
3. inscription—“writing”
4. masterpiece—“best ever, greatest work”
5. trance—“daze”

B.
6. masterpiece
7. trance
8. aroma
9. beckon
10. inscription
**Answer Key**

**Vocabulary Practice**

*p. 58*

A.

1. masterpiece
2. trance
3. aroma
4. beckon
5. inscription

B. Answers will vary. Accept responses that accurately use two of the words from the box.
Vocabulary Strategy

A. Sample answers:

1. having too much body fat; obese –
2. round and plump +
3. thin and bony –
4. long and thin+
5. not usual, ordinary, or common; rare +
6. different from the usual; strange –
7. not generous –
8. careful in the use of money +
9. not exceptional; ordinary –
10. usual; standard; typical +
Reading Check

1. painting a wall in their neighborhood
2. She asks too many questions about the food served at the mother’s restaurant.
3. They plan on painting graffiti on top of the painter’s work.
4. They are impressed by it and seem to like it very much.
5. They both wanted to honor Jimmy Lyons.
**Literary Analysis**

4. The most important questions and answers relate to the main conflict and to the theme of the story. Examples: What was the lady painting on the wall? Why was she painting it? What are Lou and the narrator going to do to the wall?

5. I think Lou and the narrator feel ashamed of buying the paint. After reading the inscription, they no longer want to ruin the painting.

6. b, c

7. Students’ responses should reflect an understanding that the community had misjudged the painter. Example: “Making hasty judgments about people can cause problems.”

8. Some students may say that she is an outsider because she is from New York and doesn’t relate well to the people in the community. Others may say she is part of the community because her cousin Jimmy grew up there, and she painted the wall to show respect for him and the community.
Answer Key

Selection Test A
p. 63

Comprehension
  1. B
  2. C
  3. A
  4. D
  5. C

Vocabulary
  6. B
  7. A
  8. A
  9. C
  10. C

Short Response
  11. They help out at the narrator’s mother’s restaurant (line 87).

  12. Responses will vary. Students may mention the following details:
      A. The painter lady is an outsider; she is from New York (lines 21–22).
      B. She wears paint-spattered jeans, a chalky T-shirt, and a floppy-brimmed straw hat (lines 47–48).
      C. She is dreamy and distracted, completely immersed in her art (lines 73–75).
      D. She is skilled at her craft. The portraits are very realistic (lines 190–212).
      E. She is respectful (lines 213–220).

Extended Response
  13. Responses will vary. The mural makes the people feel proud of their heritage by showing all of the following:
      A. national heroes (lines 179–185)
      B. their roots (lines 193–199)
      C. local people depicted as heroic (lines 189–192, 200–220)
Comprehension
1. A
2. B
3. B
4. C
5. A

Vocabulary
6. D
7. A
8. B
9. B
10. C

Short Response
11. Responses will vary. The mural included the following:
   A. famous African-Americans, including Dr. King, Malcolm X, and Harriet Tubman (lines 179–185)
   B. African flags (lines 193–199)
   C. neighborhood people (lines 200–208)
   D. an inscription to the people of Taliaferro Street (213–220)

12. Responses will vary. Students may cover the following points:
   • At first, Lou and the narrator are very hostile toward the painter lady.
   • They rudely tell her to get away from the wall (lines 1–4).
   • They want to deface the wall with paint (lines 154–160).
   • By the end of the story, they admire the painter. They have a greater appreciation of their heritage as well.
   • Lou gasps and runs toward the wall in admiration (lines 209–210).
   • The narrator is so impressed that he can’t breathe (line 211).
**Answer Key**

**Extended Response**

13. Responses will vary. The painter lady makes the mural for the following reasons:
   
   A. to pay tribute to her cousin, who died in Vietnam (lines 11–14, 213–220)
   
   B. to pay tribute to all her cousin’s friends and neighbors on Taliaferro Street (lines 217–220)
   
   C. to honor their common heritage (lines 177–208)

14. Responses will vary. The ending is realistic for the following reasons:

   A. The painter lady has shown respect from the beginning, getting permission from the barber before beginning to paint (lines 4–6).

   B. Jimmy Lyons was mentioned in the very beginning of the story, suggesting that his name will be important in the end as well (lines 11–14).