

Module Summary

What did she want? No one had ever asked her that and she took it most seriously. What do I, Alyce the inn girl, want?... She thought all that wet afternoon and finally, as she served Magister Reese his cold-beef-and-bread supper, she cleared her throat a time or two and answered: "I know what I want. A full belly, a contented heart, and a place in this world."

—Karen Cushman, *The Midwife's Apprentice*

For an adolescent, perhaps no inquiry is more pressing than the question of the self. As we strive to figure out how we fit in and what our place might be, society's impact is palpable, calling us to ask: How does society influence identity? Can a social hierarchy limit opportunity? To what extent are we free to shape the course of our lives?

Module 1 explores these questions of identity in society by taking students on a literary expedition across a famously inflexible social setting: Medieval Europe. Though it may seem distant, this medieval exploration illustrates the influence of societal forces on identity formation—an influence that remains undeniable in seventh graders' modern setting.

Our students begin their literary journey with a stay in a lord's castle, brought to life through Richard Platt's historical fiction narrative, *Castle Diary*. Through the eyes of a curious young page, students observe the medieval social hierarchy's power in action, meeting nobles, servants, knights, and poachers whose fates are tied to the rigid societal structure in which they live. Next, Chaucer whisks students away on a rollicking pilgrimage through his captivating classic anthology, *The Canterbury Tales*, retold by Geraldine McCaughrean. On the road to Canterbury, characters from disparate social classes swap stories and bond, revealing the power of narrative to transcend both social divisions and time. Karen Cushman's novel, *The Midwife's Apprentice*, then brings students to the foot of a dung heap, from which an orphaned girl emerges to make her way in the world. Her inspiring fight to carve a place for herself within medieval society illuminates the complexity and rewards of any quest to transform one's life despite injustice, deepening students' thinking about the relationship between society and the self.

For their End-of-Module (EOM) Task, students write their own narratives set in the Middle Ages. They apply historical fiction elements learned throughout their study—historical details supplied by *Castle Diary*, narrative techniques modeled by *The Canterbury Tales*, and writing experimentation supported by *The Midwife's Apprentice*—to demonstrate how society can support and limit the development of identity.

Essential Question

How does society both support and limit the development of identity?

Suggested Student Understandings

- The daily lives of medieval Europeans were shaped by a rigid social order, in which one's birth determined much about one's life.
 - Daily opportunities are influenced by social class, but it is possible to challenge the social order and construct personal identity.
 - Historical fiction explores how individuals may have experienced challenges created by society, offering a vivid sense of life in other times and places.
 - Authors purposefully use narrative elements and techniques to create strong characters, striking settings, and compelling stories.
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Texts

CORE TEXTS

Novels (Literary)

- *Castle Diary: The Journal of Tobias Burgess*, Richard Platt
- *The Midwife's Apprentice*, Karen Cushman

Story (Literary)

- *The Canterbury Tales*, Geoffrey Chaucer, retold by Geraldine McCaughrean

SUPPLEMENTARY TEXTS

Audiobook

- Prologue to *The Canterbury Tales*, various readers (<http://witeng.link/0710>)

Historical Accounts

- “What Is a Midwife?,” Karen Carr (<http://witeng.link/0741>)
- Selections from *The Middle Ages Teacher’s Guide*, Western Reserve Public Media (http://witeng.link/PBS_Middle-Ages-Teacher-Guide)
 - “Introduction to the Middle Ages Era” (9-10)
 - “Clergy” (43)
 - “Knights” (42)
 - “Nobles” (40-41)
 - “Peasants” (45-46)
 - “Tradesmen” (44)

Music

- “Lamento de Tristano,” Anonymous (<http://witeng.link/0711>)

Paintings

- *Joachim among the Shepherds*, Giotto di Bondone (<http://witeng.link/0712>)
- *Pilgrims Leaving Canterbury*, From Lydgate’s *Siege of Thebes* (<http://witeng.link/0709>)
- *The Three Living and The Three Dead*, Master of the Dresden Prayer Book (<http://witeng.link/0716>)

Poetry

- “Identity,” Julio Noboa Polanco (<http://witeng.link/0740>)

Module Learning Goals

KNOWLEDGE GOALS

- Identify factors that influence identity (what makes us who we are?).
- Describe the varied groups that formed the medieval period’s social hierarchy, and explain how one’s social class influenced daily life.

- Identify characteristics that make *The Canterbury Tales* an enduring classic.
- Understand narrative elements and techniques, analyzing their function in works of fiction and exploring them in the students' own narrative writing.

READING GOALS

- Determine a theme and analyze its development over the course of the text (RL.7.2).
- Provide an objective summary of the text (RL.7.2).
- Analyze how particular elements of a story interact, especially in regard to how the medieval setting shapes characters' identities (RL.7.3).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (RL.7.4).

WRITING GOALS

- Write a medieval historical fiction narrative using effective technique, relevant descriptive details, and a well-structured event sequence with a conclusion (W.7.3, W.7.3.e).
- Engage and orient the reader by establishing a medieval context and point of view and introducing a character from the Middle Ages (W.7.3.a).
- Use narrative techniques, such as dialogue, pacing, and descriptive detail, and sensory language to develop experiences, events, and characters (W.7.3.b, W.7.3.d).

SPEAKING AND LISTENING GOALS

- Notice mood and tone in speaking and listening.
- In Socratic Seminars, collaborate by building on and responding to the thinking of others, and track goals toward progress in speaking and listening (SL.7.1, SL.7.6).

LANGUAGE GOALS

- Purposefully use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and help pace writing (L.7.1.b).
- Choose language carefully, recognizing and eliminating wordiness and redundancy, in order to express ideas precisely and concisely (L.7.3.a).
- Use context and common, grade-appropriate Greek and Latin affixes and roots to help determine or clarify the meaning of target words and phrases (L.7.4).
- Interpret figures of speech such as similes, metaphors, imagery, personification, and allusion; and apply these elements in writing to create depth and interest (L.7.5.a).

Module in Context

- Knowledge:** In Grade 7, students investigate identity in society. Module 1 develops key foundational knowledge by immersing students in the Middle Ages—a period characterized by a rigid social order. Texts from and about the Middle Ages introduce students to the concepts of identity, social order, social class, and hierarchy. Then, *The Midwife’s Apprentice* prompts students to consider the tension between societal forces and individuals who challenge them. This exploration lays the groundwork for a year of exploring the relationship between identity and complex concepts such as race, crisis, and power.
- Reading:** Students build a foundation that will support their work throughout the year, developing habits of mind as readers and skills in annotating, identifying textual evidence, summarizing, and determining theme. Beginning most intensively with *The Canterbury Tales*, students learn to analyze narrative elements and techniques, inferring how the narrator’s point of view shapes the telling of the stories and how the medieval setting impacts character development. These reading skills form a basis for monitoring comprehension and analyzing complex texts.
- Writing:** This first module activates interest in writing with a focus on one of the most engaging writing forms: the narrative. Students write creatively, examining and experimenting with craft techniques, such as dialogue, pacing, sensory language, and description. Through their experimentation with narrative techniques, students not only prepare to effectively blend content and craft when they complete their historical fiction EOM Tasks for Module 1—they also develop skills they can use to enliven their informational and argument writing in upcoming modules.
- Speaking and Listening:** Students have ample opportunity to develop their speaking and listening skills in this module’s four Socratic Seminars. To begin, students learn how to set speaking and listening goals, and they track their progress throughout each Seminar. This understanding of discussion goal-setting will serve students as they work to improve their speaking and listening skills throughout the year.

Standards

FOCUS STANDARDS

Reading Literature	
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.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.
Writing	
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Language	
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Speaking and Listening	
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTINUING STANDARDS

Reading Literature	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.7.6	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.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write a diary entry from the poacher's point of view. In it, the poacher should reflect on 1) his place in the social hierarchy and 2) how his society has shaped his identity.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how the medieval social hierarchy shapes identity. ▪ Use sensory language to convey experiences. ▪ Establish character and point of view. 	RL.7.3, W.7.3, W.7.4
2. List four narrative elements or techniques that exemplify what <i>The Canterbury Tales</i> can teach readers about storytelling. Provide textual evidence that illustrates how <i>The Canterbury Tales</i> models each element or technique.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how narrative elements and techniques develop strong storytelling. 	RL.7.1
3. Use descriptive details to slow the pacing and “explode” a moment in the life of Alyce, <i>The Midwife's Apprentice's</i> protagonist.	<ul style="list-style-type: none"> ▪ Establish a medieval setting. ▪ Use narrative techniques to capture action and convey experiences. ▪ Write an engaging beginning and an ending that provides resolution. 	W.7.3, W.7.4

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read pages 63–68 of <i>Castle Diary</i> . Respond to multiple-choice questions to demonstrate comprehension, determine word meaning, and analyze Platt's use of historical detail.	<ul style="list-style-type: none"> ▪ Demonstrate understanding of how historical fiction writers use historical details. 	RL.7.1, RL.7.2, RL.7.4, RL.7.9
2. Read chapter 10 of <i>The Midwife's Apprentice</i> . Respond to multiple-choice questions, and write a paragraph to demonstrate understanding of word meaning, characterization, and theme.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of characters from the medieval historical fiction. 	RL.7.1, RL.7.2, RL.7.4

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Explain how the medieval social order influences identity, experience, and opportunity.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how the medieval social hierarchy influenced identity. ▪ Pose opinions about identity in the medieval social order. ▪ Respond to others' perspectives about identity in the Middle Ages. 	RL.7.3, SL.7.1, SL.7.6

2. Explain what <i>The Canterbury Tales</i> ' varied stories of medieval characters and society teach modern readers about strong storytelling and vivid characterization.	<ul style="list-style-type: none"> ▪ Demonstrate understanding of how writers use storytelling elements and techniques to engage an audience. ▪ Offer relevant critical comments about narrative elements and techniques. ▪ Respond to others' perspective about narrative elements and techniques. 	RL.7.3, SL.7.1, SL.7.6
3. Analyze which big ideas are most important to chapter 7 of <i>The Midwife's Apprentice</i> : sin, justice, good and evil, judgment, and punishment.	<ul style="list-style-type: none"> ▪ Demonstrate understanding of themes relevant to medieval customs and beliefs. ▪ Offer opinions about themes relevant to medieval customs and beliefs. ▪ Respond to others' perspectives about themes. 	RL.7.2, SL.7.1, SL.7.6
4. Explain how medieval society supports and limits Alyce's identity in <i>The Midwife's Apprentice</i> .	<ul style="list-style-type: none"> ▪ Demonstrate understanding of how medieval society can support and limit a character's identity. ▪ Offer opinions about identity development in medieval society. ▪ Respond to others' perspective about identity development in medieval society. 	RL.7.3, SL.7.1, SL.7.6

End-of-Module Task	Criteria for Success	Standards
Write an Exploded Moment narrative that demonstrates how medieval society supports or limits the protagonist's identity.	<ul style="list-style-type: none"> ▪ Demonstrate how medieval society supports or limits your protagonist's identity. ▪ Use dialogue, descriptive details, and sensory language to develop your setting, events, and characters. ▪ Use details that clearly set your story in the Middle Ages. ▪ Use a variety of sentence structures effectively. ▪ Write a beginning that establishes character, point of view, and setting. ▪ Write an ending that provides resolution. ▪ Organize your plot sequence clearly so your reader can follow what is happening. ▪ Write consisely, using precise language. ▪ Use at least three words from your Vocabulary Journal. 	W.7.3, W.7.4

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.7.6

* While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: <i>How does society influence identity and experience?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	"Identity"	Wonder What do I notice and wonder about "Identity"?	Experiment How does figurative language work?	<ul style="list-style-type: none"> ▪ Build knowledge about the concept of identity. ▪ Experiment with figurative language (L.7.5). ▪ Interpret similes, metaphors, and imagery in context, and apply them to a poem (L.7.5.a).
2	"Clergy" "Knights" "The Middle Ages–The Medieval Years" "Nobles" "Peasants" "Tradesmen"	Know How do these texts build my knowledge of the medieval social order structure?		<ul style="list-style-type: none"> ▪ Summarize the structure of medieval society's hierarchy (RI.7.2). ▪ Use a Frayer Model to analyze new academic vocabulary and clarify its meaning using Greek affixes (L.7.4, L.7.4.b).
3	<i>Castle Diary: The Journal of Tobias Burgess</i> , pages 7–29	Wonder What do I notice and wonder about Tobias Burgess?	Experiment How does figurative language work?	<ul style="list-style-type: none"> ▪ Formulate questions and initial impressions of Tobias's identity based on <i>Castle Diary's</i> first entries (RL.7.1). ▪ Use figurative language to express personal identity in a poem (L.7.5). ▪ Recognize and explain the difference between precise, concise prose and wordy writing (L.7.3.a).

Focusing Question 1: How does society influence identity and experience?				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
4	<i>Castle Diary: The Journal of Tobias Burgess</i> , pages 30–42	Organize What is happening in <i>Castle Diary</i> ?	Experiment How does figurative language work? Examine Why are speaking goals important?	<ul style="list-style-type: none"> ▪ Summarize understanding of <i>Castle Diary</i>'s plot, setting, and characters (RL.7.2). ▪ Use figurative language to express key aspects of Tobias's life and identity (L.7.5). ▪ Identify wordiness and apply strategies to communicate ideas concisely and precisely (L.7.3.a).
5 ✓NR	<i>Castle Diary: The Journal of Tobias Burgess</i> , pages 42–68	Reveal What does a deeper exploration of historical details reveal in <i>Castle Diary</i> ?	Experiment How do speaking goals work?	<ul style="list-style-type: none"> ▪ Analyze details about daily life in the middle ages (RL.7.9). ▪ Experiment with speaking goals (SL.7.1). ▪ Distinguish among the connotations of target vocabulary synonyms and rank them to better understand the words and their context (L.7.5.b, L.7.5.c).
6	<i>Castle Diary: The Journal of Tobias Burgess</i> , pages 69–90	Reveal What does a deeper exploration of point of view reveal in <i>Castle Diary</i> ?	Examine Why is sensory language important? Experiment How does sensory language work?	<ul style="list-style-type: none"> ▪ Analyze the poacher's perspective to determine the medieval social hierarchy's influence on daily life (RL.7.6). ▪ Build skills in establishing character and point of view in writing (W.7.3). ▪ Clarify the meaning of new content vocabulary using context clues, Greek or Latin affixes and roots, and lexical resources (L.7.4).

Focusing Question 1: <i>How does society influence identity and experience?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
7 ✓SS ✓FQT	<i>Castle Diary: The Journal of Tobias Burgess</i>	Know How does <i>Castle Diary</i> build my knowledge of identity, experience, and opportunity in the Middle Ages?		<ul style="list-style-type: none"> ▪ Engage in a collaborative conversation, drawing on evidence, posing questions, responding to others, using formal English, and tracking progress toward goals (SL.7.1, SL.7.6). ▪ Express understanding of how <i>Castle Diary's</i> medieval setting shapes characters' identities (RL.7.3). ▪ Create diary entry using first person point of view and sensory language to express insight into medieval identity (W.7.3).

Focusing Question 2: <i>What do The Canterbury Tales reveal about identity and storytelling?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
8	<i>The Canterbury Tales, Prologue</i>	Wonder What do I notice and wonder about <i>The Canterbury Tales</i> ?		<ul style="list-style-type: none"> ▪ Formulate observations and questions about the prologue to <i>The Canterbury Tales</i> (RL.7.1). ▪ Verify the predicted meaning of target words based on the suffix <i>-age</i>, class discussion, and lexical resources (L.7.4.b, L.7.4.d).

Focusing Question 2: <i>What do The Canterbury Tales reveal about identity and storytelling?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
9	<p><i>The Canterbury Tales</i>, Prologue</p> <p><i>The Canterbury Tales</i>, audiobook</p> <p><i>Pilgrims Leaving Canterbury</i></p> <p>“Lamento di Tristano”</p>	<p>Organize</p> <p>What is happening in <i>The Canterbury Tales</i>?</p>		<ul style="list-style-type: none"> ▪ Analyze how the author’s use of descriptive details supports characterization (RL.7.1, RL.7.3). ▪ Summarize the setting, plot, conflict, and characters of <i>The Canterbury Tales</i> (RL.7.2). ▪ Identify and eliminate redundancy in writing (L.7.3.a).
10	<p><i>The Canterbury Tales</i>, “The Knight’s Tale”</p> <p>“Knights,” Western Reserve Public Media</p>	<p>Reveal</p> <p>What does a deeper exploration of characterization reveal in “The Knight’s Tale”?</p>	<p>Examine</p> <p>What are the elements of fluency?</p> <p>Execute</p> <p>How can I use the elements of an effective summary to write my own?</p>	<ul style="list-style-type: none"> ▪ Summarize the sequence of events in “The Knight’s Tale” (RL.7.2). ▪ Analyze how the “The Knight’s Tale” reflects his character (RL.7.3). ▪ Define <i>chivalrous</i> using context clues and the Latin affix <i>-ous</i>, and apply it appropriately in a sentence (L.7.4.a, L.7.4.b).
11	<p><i>The Canterbury Tales</i>, “The Miller’s Tale”</p>	<p>Reveal</p> <p>What does a deeper exploration of characterization reveal in “The Miller’s Tale”?</p>	<p>Examine</p> <p>How do details help narratives come to life for readers?</p> <p>Experiment</p> <p>How can I incorporate the elements of fluency into my own fluent reading?</p>	<ul style="list-style-type: none"> ▪ Identify specific textual details that help the narrative come to life for the reader (RL.7.1). ▪ Analyze how the author’s choices about plot, description, and narrative structure develop the character of the Miller (RL.7.3, W.7.2). ▪ Identify phrases and clauses and explain their function in specific sentences (L.7.1.a).

Focusing Question 2: <i>What do The Canterbury Tales reveal about identity and storytelling?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
12	<i>The Canterbury Tales</i> , “The Miller’s Tale”	<p>Reveal</p> <p>What does a deeper exploration of language and tone reveal in “The Miller’s Tale”?</p>	<p>Experiment</p> <p>What are figures of speech, and how do they work to show character and convey tone?</p> <p>Execute</p> <p>How can I demonstrate fluency?</p>	<ul style="list-style-type: none"> ▪ Practice writing figures of speech (similes and metaphors) to describe characters and convey tone (W.7.3.b). ▪ Analyze how the author’s choices about language and tone reveal the character of the Miller (RL.7.3). ▪ Identify and interpret figures of speech and sensory language in the context of “The Miller’s Tale” (L.7.5).
13	<i>Joachim among the Shepherds</i>	<p>Organize</p> <p>How does Giotto use composition and space to tell a story?</p>		<ul style="list-style-type: none"> ▪ Closely observe and analyze a work by Giotto and cite specific visual evidence to support analyses (RL.7.1, SL.7.2). ▪ Clarify the meaning of target vocabulary using context clues, Greek or Latin affixes and roots, and lexical resources, and apply the target word appropriately (L.7.4).
14	<i>The Three Living and the Three Dead</i> <i>The Canterbury Tales</i> , “The Pardoner’s Tale”	<p>Wonder</p> <p>What do I notice and wonder about “The Pardoner’s Tale?”</p>		<ul style="list-style-type: none"> ▪ Formulate observations and questions about “The Pardoner’s Tale” (RL.7.1). ▪ Identify and interpret instances of personification and allusion in the context of “The Pardoner’s Tale” (L.7.5.a).

Focusing Question 2: <i>What do The Canterbury Tales reveal about identity and storytelling?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
15	<i>The Canterbury Tales</i> , “The Pardoner’s Tale”	Distill What is the central idea of “The Pardoner’s Tale,” and how is this idea developed over the course of the story?	Examine How and why do storytellers pace their stories?	<ul style="list-style-type: none"> ▪ Analyze how the author develops and reveals a central idea in “The Pardoner’s Tale” (RL.7.2, RL.7.3). ▪ Apply various strategies to communicate ideas concisely and precisely in writing (L.7.3.a).
16	<i>The Canterbury Tales</i> , “The Wife of Bath’s Tale”	Organize What is happening in “The Wife of Bath’s Tale?”	Examine How do storytellers engage and orient their readers?	<ul style="list-style-type: none"> ▪ Analyze the interaction between character and plot in “The Wife of Bath’s Tale” (RL.7.3). ▪ Clarify the meaning of new content vocabulary using context clues, Greek or Latin affixes and roots, and lexical resources (L.7.4).
17 ✓VOC	<i>The Canterbury Tales</i>	Reveal What does a deeper exploration of narrative techniques reveal about effective storytelling?	Examine How and why do storytellers explore specific moments in their stories? Experiment How can adding description help me show an important moment in a story?	<ul style="list-style-type: none"> ▪ Explore how word choices, details, and other narrative techniques “explode” a moment of a narrative (RL.7.3). ▪ Demonstrate understanding of grade-level vocabulary (L.7.6).

Focusing Question 2: <i>What do The Canterbury Tales reveal about identity and storytelling?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
18 ✓SS	<i>The Canterbury Tales</i>	Know How does <i>The Canterbury Tales</i> build my knowledge of strong storytelling?	Examine Why is noticing another speaker's mood, tone, or intent important in collaborative discussions? Experiment How does noticing mood, tone, and intent work?	<ul style="list-style-type: none"> ▪ Engage in a collaborative conversation, drawing on evidence, posing questions, responding to others, acknowledging new information, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Track progress toward specific goals for participating more effectively in group discussion (SL.7.1.b). ▪ Identify and explore how simple and compound sentences signal differing relationships among ideas (L.7.1.b).
19 ✓FQT	<i>The Canterbury Tales</i> , Epilogue	Know How does <i>The Canterbury Tales</i> build my knowledge of strong storytelling?		<ul style="list-style-type: none"> ▪ Demonstrate knowledge of what <i>The Canterbury Tales</i> exemplifies about strong storytelling (RL.7.1). ▪ Identify and explore how complex and compound-complex sentences signal differing relationships among ideas (L.7.1.b).

Focusing Question 3: <i>In The Midwife's Apprentice, how does the protagonist's identity change over time?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
20	<i>The Midwife's Apprentice</i> , Chapter 1 <i>Castle Diary: The Journal of Tobias Burgess</i> "What Is a Midwife?"	Wonder What do I notice and wonder about <i>The Midwife's Apprentice</i> ?		<ul style="list-style-type: none"> ▪ Build content knowledge about the role of midwives in medieval society. ▪ Formulate observations and questions about <i>The Midwife's Apprentice</i> (RL.7.1). ▪ Use a Frayer Model to study the word relationship between and clarify the meanings of <i>protagonist</i> and <i>antagonist</i> (L.7.4, L.7.5.b).
21	<i>The Midwife's Apprentice</i> , Chapters 2–3	Organize What is happening in <i>The Midwife's Apprentice</i> ?	Examine What narrative techniques do writers use to create an Exploded Moment?	<ul style="list-style-type: none"> ▪ Identify narrative elements in chapters 1, 2, and 3 of <i>The Midwife's Apprentice</i> (RL.7.3). ▪ Describe the narrative techniques authors use to develop vivid writing (W.7.3). ▪ Identify and interpret idioms in context (L.7.5.a).
22	<i>The Midwife's Apprentice</i> , Chapters 4–5	Reveal What does a deeper exploration of characterization reveal in chapters 4 and 5 of <i>The Midwife's Apprentice</i> ?		<ul style="list-style-type: none"> ▪ Describe Alyce's development between chapters 4 and 5 of <i>The Midwife's Apprentice</i> (RL.7.2, RL.7.3). ▪ Experiment with different sentence structures to better understand how to signal differing relationships among ideas (L.7.1.b).

Focusing Question 3: In <i>The Midwife's Apprentice</i> , how does the protagonist's identity change over time?				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
23	<i>The Midwife's Apprentice</i> , Chapter 6	Distill What is a theme of <i>The Midwife's Apprentice</i> ?	Execute How can I incorporate the elements of fluency into my reading of <i>The Midwife's Apprentice</i> ?	<ul style="list-style-type: none"> ▪ Analyze how the events in chapter 6 support the book's theme of identity development (RL.7.2, RL.7.3). ▪ Identify and correctly punctuate coordinate adjectives (L.7.2.a).
24 ✓SS	<i>The Midwife's Apprentice</i> , Chapter 7	Distill What is a theme of <i>The Midwife's Apprentice</i> ?	Improve How can I track my progress toward speaking goals?	<ul style="list-style-type: none"> ▪ Analyze how Alyce's conflict with the villagers develops themes in chapter 7 (RL.7.2, RL.7.3). ▪ Engage in a collaborative conversation, drawing on evidence, posing questions, responding to others, acknowledging new information, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Study the word relationship between target content words to help clarify their meaning (L.7.4.d, L.7.5.b).
25	<i>The Midwife's Apprentice</i> , Chapters 8–9	Reveal What does a deeper exploration of descriptive details reveal in chapters 8 and 9?	Experiment How do snapshots and thoughtshots work?	<ul style="list-style-type: none"> ▪ Analyze how Cushman uses descriptive details to develop Alyce's story (RL.7.3). ▪ Experiment with descriptive details (W.7.3.d). ▪ Explain how phrases and clauses affect writing (L.7.1.a).

Focusing Question 3: <i>In The Midwife's Apprentice, how does the protagonist's identity change over time?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
26 ✓NR	<i>The Midwife's Apprentice</i> , Chapters 10–11	Reveal What does a deeper exploration of conflict reveal in chapters 10 and 11?		<ul style="list-style-type: none"> ▪ Independently determine word meaning, theme, and characterization in chapter 10 (RL.7.2, RL.7.4). ▪ Identify and describe Alyce's conflicts in chapter 11. ▪ Complete sentence frames using sets of appropriately punctuated modifiers (L.7.2.a).
27	<i>The Midwife's Apprentice</i> , Chapters 12–13	Reveal What does a deeper exploration of point of view reveal in chapters 12 and 13?	Experiment How can snapshots and thoughtshots convey character information?	<ul style="list-style-type: none"> ▪ Analyze how Cushman develops the contrast between how Alyce views herself and how others view her (RL.7.6). ▪ Use descriptive details to convey information about characters (W.7.3.d). ▪ Distinguish among the connotations of synonyms of the target vocabulary and rank them to better understand the word and its context (L.7.5.b, L.7.5.c).
28	<i>The Midwife's Apprentice</i> , Chapters 14–15	Reveal What does a deeper exploration of character development reveal in chapters 14 and 15?	Experiment How do baby steps work?	<ul style="list-style-type: none"> ▪ Analyze how Alyce's interactions with other characters reveal her growth. ▪ Use descriptive details to adjust narrative pacing (W.7.3.d). ▪ Appropriately use coordinate adjectives to add description in writing (L.7.2.a).

Focusing Question 3: In <i>The Midwife's Apprentice</i> , how does the protagonist's identity change over time?				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
29	<i>The Midwife's Apprentice</i> , Chapters 16–17	Distill What is the essential meaning of <i>The Midwife's Apprentice</i> ?	Experiment How do narrative beginnings and endings work?	<ul style="list-style-type: none"> ▪ Analyze how Cushman uses descriptive details, historical details, and theme in the resolution (W.7.3.a, W.7.3.e). ▪ Experiment with effective introductions and conclusions in narrative writing (W.7.3.a, W.7.3.e). ▪ Use context and apply common, grade-appropriate Greek or Latin affixes and roots as clues to determine the meaning of a word (L.7.4.a, L.7.4.b).
30 ✓FQT ✓SS	<i>The Midwife's Apprentice</i>	Know How does <i>The Midwife's Apprentice</i> build my understanding of the connection between individual identity and society?	Excel How can I improve my speaking and listening skills? Execute How can I use narrative techniques in Focusing Question Task 3?	<ul style="list-style-type: none"> ▪ Engage in a collaborative conversation, drawing on evidence, posing questions, responding to others, acknowledging new information, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Explain how Alyce's identity is supported and limited by her society (RL.7.3). ▪ Create a scene that uses narrative techniques to express understanding of Alyce's identity (W.7.3). ▪ Apply different sentence structures to signal differing relationships in writing (L.7.1.b).

Focusing Question 4: What elements make for an engaging historical narrative?				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
31 ✓VOC ✓EOM	All Module Texts	Know How do End-of-Module Task models build my knowledge of historical fiction elements?	Examine What are the elements of a successful historical fiction narrative?	<ul style="list-style-type: none"> ▪ Identify building blocks of effective narratives (W.7.3). ▪ Analyze sample EOM task narratives (W.7.3). ▪ Demonstrate understanding of grade-level vocabulary (L.7.6).
32 ✓EOM	<i>The Midwife's Apprentice</i> , pages 30–32	Know How does Cushman's writing build my knowledge of what an effective historical fiction narrative is?	Execute How can I use elements of historical fiction to create my own historical fiction narrative?	<ul style="list-style-type: none"> ▪ Analyze narrative elements and techniques in an excerpt from <i>The Midwife's Apprentice</i> (W.7.3). ▪ Formulate ideas for a short narrative featuring a character from the Middle Ages (W.7.3). ▪ Employ phrases and clauses appropriately to enhance writing (L.7.1.a).
33 ✓EOM	All Module Texts	Know How has the study of medieval stories in this module built my knowledge of stories, identity, and the Middle Ages?	Execute How can I use elements of historical fiction to create my own historical fiction narrative?	<ul style="list-style-type: none"> ▪ Write a short narrative, set in the Middle Ages and featuring a clearly described character, conflict, and resolution (W.7.3). ▪ Provide thoughtful and informed peer review (W.7.5).

Focusing Question 4: <i>What elements make for an engaging historical narrative?</i>				
	CENTRAL TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
34	All Module Texts	<p>Know</p> <p>How do effective peer feedback and self-reflection build my knowledge of how to tell a story?</p>	<p>Excel</p> <p>How do I improve my historical fiction narrative?</p> <p>Experiment</p> <p>How can I read my narrative fluently?</p>	<ul style="list-style-type: none"> ▪ Review and revise draft of narrative assignment (W.7.3, W.7.5). ▪ Edit and revise writing to demonstrate command of English conventions and understanding of grade-appropriate words and phrases (L.7.1, L.7.5, L.7.6).
35	All Module Texts	<p>Know</p> <p>How do our historical fiction narratives offer insights into identity and medieval life?</p>	<p>Excel</p> <p>How do I use my best fluency skills to present my story?</p>	<ul style="list-style-type: none"> ▪ Present writing clearly, fluently, and with expression to engage and entertain listeners (SL.7.6).