**Core Values Literature Connection**

**Middle School**

**Quarter 4**

The Core Values Literature Connection Guide will assist teachers in infusing Miami-Dade County Public Schools’ Core Values throughout the ELA curriculum. The document is aligned to the District Pacing Guides for the 2015-2016 school year. It is designed to help teachers make connections between literature and the District’s Core Values.

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| **Grade 6** | | | | |
| **Week/Dates** | **Text** | **Core Value** | | **Connection** |
| 30-31 | ***“The Prince and the Pauper”*** *(Mark Twain, dramatized by Joellen Bland), p. 142 (drama)* | Fairness/Pursuit of Excellence | | On a magical day in London, two boys are born into two different families, and they just happen to look exactly like one another. One boy, Tom Canty, is poor. The other boy, Prince Edward of Wales, is obviously rich.  Fast forward a bit, and Tom is a young boy living in the slums of London. He has an abusive father and grandmother, a kind mother and sisters, and a pretty sad life. But he has a dream: one day, he wants to meet a real-life prince.  Tom and the Prince switch roles because they both want to swap lives because they want to experience something better. |
| 32-33 | *“****All Summer in a Day”***  *(Ray Bradbury), p. 64 (short story)* | Respect/Kindness | | This piece is a work of science fiction set in an elementary school on the planet Venus, where colonists from earth have established underground settlements full of long tunnels. In these complexes they live their lives and raise their children. Unfortunately, on Venus, rain is constant. It falls without stop, day in and day out, in massive showers. However, for one day, once every seven years, the rain does cease and the sun is briefly visible. The connection revolves around that a little bit of kindness goes a long way. |
| 34-36 | *Mixed Media: Integrating 21st Century Literacies – Research Project*  *Refer to Unit 9: “The Power of Research”, p. 933*  *Discovery Education Model Lesson*  *Taking Flight: The Inspiration and Determination of Trailblazing Aviators* | Teacher Choice  (Based up the discover lesson select an appropriate core value) | |  |
| 37-39 | ***Novel Study***  ***Suggested titles****:*  *Number the Stars (Lois Lowry)*  *The Devil's Arithmetic (Jane Yolen)*  *Milkweed (Jerry Spinelli)*  *Stones in Water ((Donna Jo Napoli)*  *Daniel’s Story (Carol Matas)* | Respect/Integrity | | The central theme of **Number the Stars** is the difficulty of growing up. One could make the case that Lowry uses the context of World War II as a way of making these difficulties stand out clearly. The novel focuses on Annemarie Johansen's personal experiences with growing up, but her experiences are common to most young people. Growing up is presented as a struggle for identity. |
| **Grade 7** | | | | |
| **Week/Dates** | **Text** | | **Core Value** | **Connection** |
| 30-31 | ***“Thank You M’am”*** *(Langston Hughes), p. 62 (Short Story)*  ***“If I Can Stop One Heart From Breaking”*** *(Emily Dickinson), p.68 (poetry)* | | Respect/Kindness/Fairness/Honesty | Merely alluding to the economic problems that cause widows to work late shifts and parents to leave unemployed teenagers unsupervised, Langston Hughes focuses on the universal power of love and trust in “Thank You, M’am.” Hughes portrays the nobility of common people and the vitality of his African American culture in his works. Mrs. Luella Bates Washington Jones, whose name ironically recognizes both the slavery codes of the founders of the United States and the dignity of the common person, gives spiritual and physical gifts to the young boy.  This large woman first recognizes the dignity of the boy’s name, Roger. Then she offers him cleanliness and self-esteem. Equality and trust are other spiritual gifts. As a woman who must heat ham and beans on a hot plate, Mrs. Luella Bates Washington Jones knows that food and money are necessary to maintain dignity. Finally, she gives Roger the greatest gift of all: the right to direct his own life. She closes the door; he is left to choose what he will do. As in most of Hughes’s poems, satires, and sketches, circumstances and society may be unfair, but the individual has a choice. Roger, like Mrs. Luella Bates Washington Jones, must create his own dignity and freedom. |
| 32-33 | ***“Interview with Marie Lily Cerat”*** *from Teaching for Change*  ***“Plea from a Haitian American Teacher”*** *by Marie Lily Cerat*  *taken from Thinking Schools* | | Respect/Integrity/Kindness |  |
| 34 | ***Jabberwocky*** *(Lewis Carroll) p. 594* | | Pursuit of Excellence | In "Jabberwocky," "Good vs. Evil" is linked with the theme of "Violence." When good (our hero) and evil (the Jabberwock) meet in this story, violence ensues. "Jabberwocky" pits the individual (one lone man) against a mythical beast. Since this beast doesn't exist in our world, it becomes something bigger, a kind of metaphor for Evil with a capital E. If it were simply human vs. human – say, white knight vs. black knight – you could draw the same conclusions, but perhaps the outcome would be less surprising. One small man triumphing over a big huge beast is an order of magnitude unto itself. |
| 35 | *“****The Highwayman”*** *(Alfred Noyes), p. 575 Civics (poetry)* | | Pursuit of Excellence/Cooperation | This might not be the first theme that jumps out at you, but it's definitely a major thread running through "The Highwayman." First there's the courage of the highwayman, who has to be brave to do his job. Whether or not that's the right kind of bravery is another question. Then there's Bess and her very brave (and maybe foolish?) sacrifice, as she tries to protect her lover. On top of that we get the British soldiers, who show us what the opposite of bravery looks like. It seems to us that this poem raises a lot of questions about the definition and the usefulness of bravery – questions that it intentionally doesn't answer. |
| 36-38 | *Project: 13 Important Life Lessons from Shel Silverstein see brightdrops.com* | | Teacher Choice  Select a core value that aligns to the poetry of Shel Siverstein. | Select poems and align a core value that you can make connections to and with the students. |
| 39 | *Mixed Media Presentation: Integrating 21st c. Literacies*  *Suggested: Student portfolio reflecting academic growth throughout 7th grade.* | |  |  |
| **Grade 8** | | | | |
| **Week/Dates** | **Text** | | **Core Value** | **Connection** |
| 30-31 | **Speech to the Young; Speech to the Progress-Toward”** p.612 (poetry)  (Gwendolyn Brooks)  “**Mother to Son”** (Langston Hughes), p. 612-(poetry) CIVICS LESSON  OR  **“I Want to Write” and “Sit-Ins”** (Margaret Walker), p. 834 (poetry) from A Dream of Freedom (Diane McWhorter), p. 839 - (nonfiction excerpt)  CIVICS LESSON | | Respect/Pursuit of Excellence | An observer to the world. I have a unique view of the world and want to share it. It's all in love from the people of the "blues". Love, Knowledge, and Sharing amongst all is the first steps towards solving all the problems amongst humanity. |
| 32-33 | **“The Diary of Anne Frank”**  (Frances Goodrich and Albert Hackett),  p. 484 (drama)  **“A Diary from Another World**”  (Gerda Weissmann Klein), p.545 (article)  from The Last Seven Months of Anne Frank: Interview with Hannah Pick-Goslar (Willy Lindwer), p.547 (interview) | | Pursuit of Excellence/Fairness/Honesty | In the Diary of Anne Frank, Anne’s "family" expands the year she turns thirteen to include four other people who are not related to her by blood. Throughout The Diary of Anne Frank, the family is at times healthy and at times dysfunctional. However, Anne herself never seems to recognize anybody outside her own blood relations as family.  A Diary from Another Gerda Weissmann Klein's celebrated memoir tells the moving story of a young woman's three frightful years as a slave laborer of the Nazis and her miraculous liberation. All But My Life stands as the ultimate lesson in humanity, hope and friendship. |
| 34-36 | **Literature: The Konbit,** Poetry, Folktales p.33-37 | | Responsibility | This folktale revolves around the idea of sustainability. |
| 37-39 | **Novel Study**  **from “The Pearl”** (John Steinbeck),p.810 | | Respect/Kindness/Fairness/Honesty | **The Struggle to Preserve Virtue**  If the pearl symbolizes goodness, Kino’s struggle to protect the cherished pearl might represent the human struggle to preserve cherished qualities or attributes—moral virtue, innocence, integrity, the soul—from the destructive forces of the outside world. Just as these destructive forces corrupt and conspire to seize Kino’s pearl, they can work against the virtuous inner qualities that the pearl might represent. According to this reading, Coyotito’s death and Kino’s voluntary relinquishment of the pearl at the end of the novel suggest that the destructive forces of the world are too powerful to be overcome. |