



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Lesson 1: Defining Justice

Focus Standard(s): L.7.4a

Additional Standard(s): RI.7.1

Estimated Time: 55 minutes

Text(s): “Restorative Justice” (Handout 1.2); “Retributive Justice” (Handout 1.3)

Resources and Materials:

- Chart Paper
- Markers
- Handout 1.1: My Idea of Justice Concept Map
- Handout 1.2: Informational Text 1 – Restorative Justice
- Handout 1.3: Informational Text 2 – Retributive Justice
- Handout 1.4: Guide for In-Context Vocabulary Journal
- Handout 1.5: Ideas to Remember for Performance Task
- [Anchor Chart](#)
- CSCSB.ORG http://www.cscsb.org/restorative_justice/retribution_vs_restoration.html
- Discussion Video: [What Does Justice Mean to You](#)
- Kids.Net.Au http://encyclopedia.kids.net.au/page/re/Retributive_justiceHow_Can_Restorative_Justice_Change_the_Criminal_System?

Lesson Target(s):

- Use the overall context of a sentence or paragraph to determine the meaning of an unknown word or phrase.
- Use a word’s position and function in a sentence to determine the meaning of an unknown word or phrase.

Guiding Question(s):

- Can justice be defined?
- How does context affect the way we perceive words?

Vocabulary

Academic Vocabulary: Put on word wall.

- Context

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.

Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students’ ability to use strategies. See RL.4 AND L.4 in your grade level standards.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the meaning of words.

Direct Instruction Text Vocabulary: Put on word wall

- Justice
- Restorative
- Retributive

Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Unit Purpose and Expected Outcomes:

Tell student that they will be working towards completing two goals by the end of this unit.

Goal 1: Complete the Performance Task.

Display and discuss the performance task:

You have read Part 1 (Chapters 1-16) of Ben Mikaelson’s novel *Touching Spirit Bear* and informational texts concerning the different interpretations people have of justice as well as healing as a goal of justice. Pretend you a member of Cole’s Healing Circle who is deciding his fate. Thinking through the point of view of one of Cole’s Healing Circle members, write a formal response to the other members of the Healing Circle about which the path you feel will lead to justice: the criminal justice system (and jail) or Native American circle justice (and banishments for a time). Use evidence from both the story and the informational texts to support your argument.

Explain that the point of this task is for them to show evidence that have comprehended the text and learned the skills that will be taught and practiced in this unit.

Goal 2: Complete a Fresh/Cold Read Task.

Explain to students that they also be presented with a text that they have not read before and answer the following questions:

1. Who is the speaker of this text? How do you know?
2. What are the other various topics/subjects addressed in this text? List the topics/subjects associated with them.
3. Summarize the text in one sentence.
4. Write an essay that addresses both A and B:

A. What is the speaker’s point of view about _____? How is this point of view developed throughout the text? Use details from the text to support your answer.

B. Explain how similar or different this speaker’s point of view about _____ is from a character in a different text. Use evidence from both texts to support your answer.

Explain that the point of this task is for them to show evidence that have comprehended the text and learned the skills that will be taught and practiced in this unit.

Have students closely analyze the performance task and fresh/cold-read questions. Have them create a checklist of items they need to learn or be able to do. Model an example of how to do this. Have students share ideas. Tell students that they will periodically revisit this checklist to self-evaluate their progress.

Anticipatory Set/Introduction to the Lesson:

Watch the video [What Justice Means to Me](#) at the beginning of class. As a whole group, discuss the concept of justice. Distribute **Handout 1.1: My Idea of Justice Concept Map**. Tell students to complete the first box of the map, writing their own concept of justice. Have them discuss their concepts with a partner, and then share whole group.

Understanding Lesson Purpose and Student Outcomes:

Post and discuss the agenda on the board:

Activity 1: Students create a graphic organizer featuring their initial perception of what the word means, clues provided in the text to help determine the meaning of the word, and the true definition with guidance from the teacher.

Activity 2: Students continue to use the graphic organizer to determine the meaning of unfamiliar words independently.

Explain to students that the goal of this lesson is for them to develop their understanding of the word justice. Explain that additionally, they will learn how to use context clues to help them determine the meaning of unknown words.

Activity 1: Guided Practice: Using Context to Determine the Meaning of Unfamiliar Words (15 minutes)

Post a four-column chart drawn on chart or butcher paper. The columns should be labeled, “Unfamiliar Word”, “What I Think It Means”, “Clues from the Text,” and “Actual Meaning.” Tell students to draw the chart in their notebooks.

While students are drawing, discuss how good readers encounter words that are unfamiliar (use context to help determine the meaning). Distribute **Handout 1.2: Informational Text 1 Restorative Justice**. Read the title of the text aloud to students. Using Think

Aloud, note that restorative is an unfamiliar word. Have students circle the word and add it to the first column of their vocabulary charts. Ask students to make inferences on what they think the word means. Tell students to write their thoughts on the second column of their charts.

Read aloud the first paragraph of the text to students. Using Think Aloud, note the clue in the first paragraph. Tell students to underline the clue in their text, and write it on the third column of their charts. Using Think Aloud, model how to use the context to create a definition of the unfamiliar word based on evidence from the text. Instruct students to create a definition for the word based on textual evidence and write it on their charts.

Discuss as a class the information on the charts and work together to create a working definition for the word restorative. Tell students to write the definition on the “My Idea of Justice” graphic organizer.

Activity 2: Independent Practice: Using Context to Determine the Meaning of Unfamiliar Words (15 minutes)

Distribute **Handout 1.3: Informational Text 2 Retributive Justice**. Have students read the text with a partner, circle the unfamiliar word, “retributive,” and write it on the first column of their charts of **Handout 1.4: Guide for In-Context Vocabulary Journal**.

Have students discuss the word with their partners and write what they think it means on the second column of their charts. Tell students to continue to read the article and underline what they think is a context clue. Have them write the clue on the chart, discuss the clues with their partners, and create a definition based on the clues.

Have students share/discuss their definitions whole group then work together to create a working definition for the word retributive. Have students write the class definition on the “My Idea of Justice” graphic organizer.

Restorative: Having the ability to restore or renew that which is lost or taken away.

Retributive: A theory of justice that considers punishment to be the best response to crime.

Context clues are words and phrases in the text that give hints to a word’s meaning. There are several types of context clues readers can look for when trying to figure out unfamiliar text. Many of the types have signal words.

Model and guide students using context to determine word meaning. Have students work with a partner to create the 3-column graphic organizer illustrating how to use context to determine meaning of unfamiliar words.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Draw an illustration of their idea of justice then discuss their concept in a small group guided by the teacher.
- Color code the text to determine the meaning of the unfamiliar word. Highlight the unfamiliar word in one color, then the context clue in a different color.
- Work in a small guided group with the teachers.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Write a paragraph describing their own concept of justice. Have them add a scenario to illustrate the concept.
- Add an additional column to the chart and create their own sentence using the unfamiliar word.
- Research appropriate sources to verify the definitions of both words. Research roots, affixes and origins of the words and share.

Reflection and Closing:

Tell students that they will periodically use **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned that will benefit them on their performance task. Distribute the handout and direct students to record what they learned about justice that they will need to apply to their performance task.

Note: Students may need multiple copies of this handout as the unit progresses.

Homework

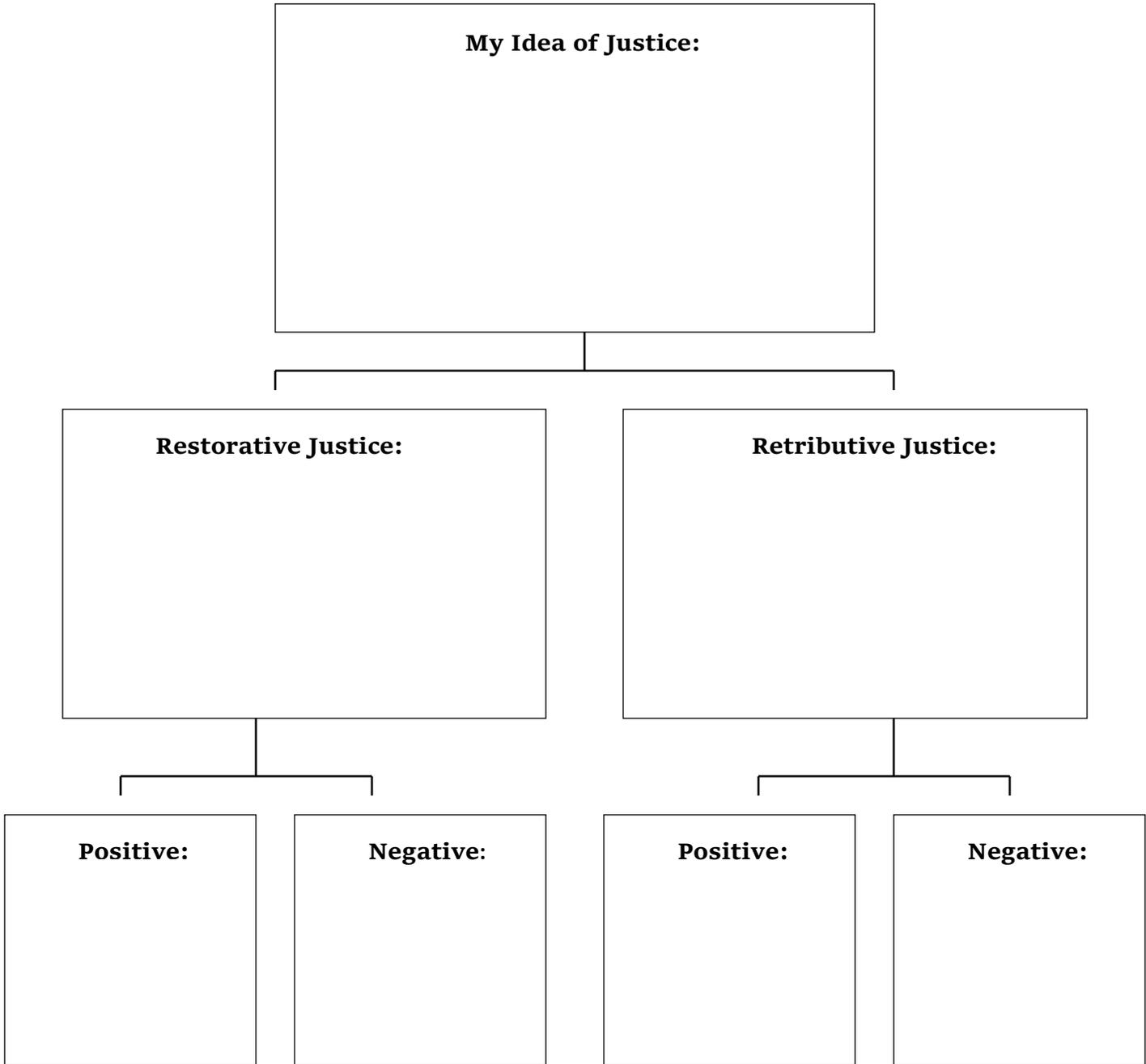
Provide students with a typed document that explains the performance task and provides a section for questions and parent signature. Have students attach their personal checklists created at the beginning of class to this document. Have students discuss the performance task and their personal checklist with their parents. Have the parent sign.

My Idea of Justice

Name: _____

Date: _____

Directions: use this graphic organizer to take notes as you read and discuss



Handout 1.2: Informational Text 1 – Restorative Justice

Definition of Restorative Justice

Restorative justice is an approach to crime that recognizes how crime affects the victim, the community in which the crime was committed, and the offender. Its primary focus is to repair damage caused by the offence, to make reparation to the community and to the victim, and to return the offender to a productive place in the community. For justice to be truly restorative, the community, the victim, and the offender must take active roles.

Restorative Justice Presents the Following Criteria:

- Restorative justice emphasizes the ways in which crime hurts relationships between people living in a community.
- Restorative justice gives crime victims more opportunities to regain their personal power by stating their own needs.
- Restorative justice involves offenders taking personal responsibility for their actions, and then working actively to repair the harm that they have caused to the victims and the community – making things as right as possible.

Restorative justice encompasses a variety of practices at different stages of the criminal process, including diversion from arrest and prosecution, actions taken in parallel with court decisions, and meetings between victims and offenders at any stage of the criminal process. Restorative justice may be used not only in adult and juvenile criminal matters, but also in a range of civil matters, including family welfare and child protection, and disputes in schools and workplace settings.

Handout 1.3: Informational Text 2 - Retributive Justice

Retributive justice is a theory of criminal justice wherein harsh punishments, often indistinguishable in practice from simple revenge, are justified on the grounds that the offender did something similar to his or her victim(s). The phrase, “an eye for an eye, a tooth for a tooth,” is a commonly heard justification for this theory. Punishment is expected to act as a deterrent.

Characteristics of Retributive Justice:

- Crime is an act against the state, a violation of a law, an abstract idea.
- The criminal justice system controls crime.
- Offender accountability defined as taking punishment.
- Crime is an individual act with individual responsibility.
- Punishment is effective.
- Threats of punishment deter crime.
- Punishment changes behavior.
- Focus on establishing blame or guilt, on the past (did he/she do it?).
- Imposition of pain to punish and deter/prevent.

Adapted from the following sources:

CSCSB.ORG http://www.cscsb.org/restorative_justice/retribution_vs_restoration.html

Kids.Net.Au http://encyclopedia.kids.net.au/page/re/Retributive_justice

Handout 1.4: Guide for In-Context Vocabulary Journal

Teacher Note: This is the suggested format for Vocabulary-in-Context to be used throughout the unit. Students can glue a downsized form into an Interactive Notebook or can use a full-sized copy in their binders.

Word + What I Think It Means

Why I Think So (textual evidence)

Example: Skiff (p.3)—some kind of boat or water craft	Cole is sitting in the skiff, which is described as a craft; waves/water mentioned; it has a “bow”

Handout 1.5: Ideas to Remember for the Performance Task

Ideas to Remember	Example/Explanation	How will I apply this idea to my performance task?

For training or questions regarding this unit,
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