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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 147 Week of: 3/13/17 |
| **Unit Vocabulary: Various Literary Terms**  |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**ELACC8SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies | **Common Core Standard(s)**:**ELACC8RL2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELACC8RL6:** 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. | **Common Core Standard(s)**:**ELACC8RL9:** Analyze how a modern work of fiction draws on themes, patterns, of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **ELACC8SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. | **Common Core Standard(s)**: **ELACC8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **ELACC8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **ELACC8RL10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. **ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. | **Common Core Standard(s)**: **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2:** Determine the theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. **ELACC8SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **ELACC8SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| **Objectives:** I can: use background knowledge as well as prior knowledge to strengthen my understanding of a text. | **Objectives:** I can: understand dystopian literature. | **Objectives:** I can: determine the purpose dystopian literature serves in the literary cannon. | **Objectives:** I can: discuss a text with my peers to help me understand it better. | **Objectives:** I can: analyze a text to draw a representation of a map from the reading. |
| **Mini Lesson:** As students enter the room, have copies of the novel on their desks, or one copy of the book cover on the overhead/smartboard.Students should turn to the first available page in their interactive notebooks and answer questions on page 1.When was the Second WorldWar? Who was Adolf Hitler?Who or what is an anti-Semite?What happened to the Jews inEurope during the War? Whatis the Talmud? Who won the war? What do you think “He who saves a life of one man saves the entire world?” means? What country or countries made up the occupying forces? Who was opposing them? Where were the opposing forces located? How were forces on either side identified? Students will listento and follow along with the Prologue of the book Schindler’s List. Students will then think of an individual whohas done something worthtelling to a large audience.Write a small summary that describes the person and theincident. **Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Definition: dystopian, utopian. Choose one German character and one Jewish character, besides Oskar Schindler, introduced in the prologue. How are these two characters introduced by the author? Are they portrayed sympathetically, or given less-than-stellar introductions? Do you see the characters as all bad, all good, or a mixture of both? Why do you think Keneally introduced them the way he did? How do you feel about each character after reading just the introduction? Write at least one paragraph about each character, answering the above questions. Plus, choose one of the above characters and using just the information in the Prologue; describe how this character has adapted to wartime conditions. How do you think this character acted before the war? What conditions of the war required the character to adapt, or provided the opportunity to adapt? Do you think the adaptation is something that will remain with the character after the war, changing him or her permanently? Describe your character before and after the war, along with how you think he or she adapted or changed during the war, and why.Poland in 1943 was a very different place than the United States in 1943. Choose one element, such as food, transportation, the war effort, leadership (President/Chancellor), foreign relations, or some other element approved by your instructor. Using at least one valid reference compare and contrast your element in both Poland and the United States in 1943. How were they the same? How were they different? Describing your element, what you found, and cite your reference source.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Could there be any “truth” to dystopian tales? Discuss with students about Genghis Khan, Adolf Hitler, and Chinese censorship. Students will listen to Chapters 1-5 in class. Choose one of four "sides" in the conflict: Polish non-Jew, Polish Jew, German occupier, Polish resistance. Using information from your research, write at least one page describing how you think you would have tried to survive the War. Would you have needed to pretend to be someone you weren't? Would you have tried to escape Poland? If so, how? Could you have made yourself wealthier? How? If you became wealthy, what would you have done--leave the country, help the Jews at your own risk, and help your own family and friends? Describe who you are, the conditions you would have faced, and what you think you might have done. Remember, the goal here is survival.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Have students discuss the previous days reading. Students will make a list of 4 good/bad things about Schindler. Definition: omniscient point of view. In small groups, find books written in the following styles, one of which must be a historical book: First-person, present tense. First-person, past tense. Third person, past tense. What was the subject matter of these books? Were they fiction or non-fiction? Do you think the tense and viewpoint affects the decision to write fiction versus non-fiction, or the type of book helps determine viewpoint? Write at least one page detailing the books you used for comparison purposes along with short descriptions of their writing styles, and comparing them to the Keneally book.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will take a quiz on the first five chapters of the novel.Class will then practice some basic German on Duolingo.com **Activating Strategies:** Previous lessons**Resource/Materials:** novel text |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Peer*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Peer*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Group*Assessment:* None |
| **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* None*Performance Based:* None |
| **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading**  | **Homework: Unfinished Work and Reading**  | **Homework: Unfinished Work and Reading**  |

Resources and Reflective Notes:
**Novel Study:** Schindler’s List by Thomas Keneally plus student choice book.

**Disclaimer:** Lesson Plans are subject to change!