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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)**:**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)**:**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. **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, prior knowledge, and research to write a paper. | **Objectives:** I can: understand how Hitler used depersonalization. | **Objectives:** I can: infer about characters in a text from the reading. | **Objectives:** I can: illustrate items discussed in text and research to clarify items. | **Objectives:** I can: be responsible to make-up any missing assignments. |
| **Mini Lesson: Definition:** Cognitive dissonance. **Review** Prologue to Chapter 5.**Have** you ever experienced cognitive dissonance? Do you think Oskar Schindler experienced it when he signed on as an Abwehr agent? Did he, perhaps, experience cognitive dissonance in one aspect ofthis undertaking, but not in others? If so, how do you think he resolved his cognitive dissonance? Answer thequestions in a one page paper.**Research** some of the reasonsthat Hitler came to power. What were his arguments to the people as he grew in power? Why do youthink people supported him? What did he offer that people wanted tofollow? How do you think people who later experienced cognitive dissonance reconciled their feelings?Do you find any examples of things that German people said or did to support your statement? Write at least one page answering these questions, and cite your academic sources. **Class** will listen to Chapter 5-7.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Definition:** depersonalization. Discuss as a class what it is? Does it occur today? **You've** been directed to eject someone from class. You don't know the person, and the person being ejected is only referred to as "Troublemaker." You'll get in trouble if you don't do this job. Troublemaker doesn't want to leave. Do you do it? Why or why not? Write 1 paragraph about why you do or do not take this action. Now the person being ejected is a friend of yours. Do you take the same action? Why or why not? Again, write 1 paragraph and what emotions you go through. **Hitler** used various techniques, including depersonalization, to justify his actions. Find at least one example of propaganda from the thirties, and compare it to at least one propaganda item from the forties. How are they alike? How are they different? Is the propaganda an example of depersonalization? Write at least two paragraphs describing what you found and a short analysis comparing your two sources.**Class** will listen to Chapters 8-9.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Definition:** Pragmatic or Pragmatism. **Discussion:** Do you see a pragmatic person in the book? Why? **Think** about Genia, the little girl in the red cap in Chapter 4. Write a paragraph about her life before she comes to the ghetto and a paragraph after she leaves it. **Review** Chapters 6-10.**Class** will listen to Chapters 10-11.**Test:** Quiz B**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Definition:** Ostbahn. **Make** a list. What lands were considered the Incorporated Territories in 1939? What people were being moved, and from where to where? Make lists of everything you find. Can you find any numbers of people transported in 1939? **Using** the information from above, color the map showing the Incorporated Territories and date when they came under German control. Then draw the Ostbahn lines. How many come to Mogilska, and from where? Can you find any documentation of how many Jews were "resettled" in 1939? List the information on the back of the map. **Analyze** why Schindler might have invited each man to the dinner party, and what he may have discovered based on the conversation at the end of Chapter 5. Do you think Oskar Schindler invited these men to dinner because he liked them? If not, what in the conversation or prose tells you about at least the possibility of another reason? Do you see a reaction in Schindler regarding the information about the transportation of the Jews? Write at least two paragraphs answering the above questions, and use at least one specific reference from Chapter 5 in each paragraph, citing page numbers from your book.**Class** will listen to Chapters 12-13.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to Chapters 14-15. **Students** will complete any missing work.**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:* Individual*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!