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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 147 Week of: 4/10/17 | | | |
| **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)**: **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. | **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. | | **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. | **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. | **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: understand the complex concepts in the novel. | **Objectives:** I can: analyze the difference between theme, motif, and symbol. | | **Objectives:** I can: research historical items relevant to the text. | **Objectives:** I can: analyze the characters in a novel. | **Objectives:** I can: prepare for the milestone test. |
| **Mini Lesson: Students** will listen to chapters 13-15. **Definition**: symbol, theme, motif. **Symbols:** girl in the red coat, road paved with Jewish headstones. **Class** will practice answering questions for milestone review.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson: Class** will listen to Chapters 16-18. **Class** will review chapters 11-15. **Class** will practice answering questions for milestone review.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson: Class** will listen to Chapters 19-21. **Class** will take Quiz D. See if you can locate images or transcriptions of the items in the suitcase. What would it have felt like to find that suitcase and open it up, twenty-five years after Oskar's death?  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson: Class** will listen to chapters 22-25. **Class** will write one page essay on risks taken by an important individual. **Students** will prepare a menu for day in the life of the Jewish prisoner of 1,000 calories for the day. | **Mini Lesson:** In Chapter 18, Oskar travels to Budapest on a freight rail car. Find out the distance from Cracow to Budapest, and estimate how long Oskar would have been gone. Remember, it's a round trip, and freight trains usually travel slower than passenger trains. How much of a risk do you think his absence posed to Schindler? What does the book say about any actions he took to mitigate that risk? Prepare a map showing the distances and times and any other information you were able to discover about his trip. |
| **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:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *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!

Symbols: When was that symbol first introduced? Has it shown up again in the book? In what context does the symbol show up--is it always the same, or does it change?

Wednesday: In 1999, a suitcase was discovered in the attic of the house in which Oskar Schindler had died (he passed away in 1974 in Hildesheim, Germany). Inside were over 7,000 photographs and documents, including the list of Schindler's Jewish workers. The contents of the suitcase, including the list of the names of those he had saved and the text of his farewell speech before leaving "his Jews" in 1945, are now at the Holocaust Museum of Yad Vashem in Israel.

Thursday: What risks has Oskar Schindler taken to this point in the novel? Has he ever been in danger, either personally or professionally, because of those risks? How has he managed to reduce or negate those risks? Oskar has several things going for him that help him navigate the web of Nazi rules and intrigue around him and allow him to do what he wants without much in the way of reprisal. What are they, and how do they help? Write at least one page on what you discussed, and cite at least one specific example from the book.