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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 147 Week of: 5/1/17 |
| **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. **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.  | **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. **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. | **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. **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. | **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. | **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. **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. |
| **Objectives:** I can: research and analyze items from a text. | **Objectives:** I can: analyze the novel text. | **Objectives:** I can: understand and analyze repeated phrases in a text. | **Objectives:** I can: analyze the themes embedded in text. | **Objectives:** I can: analyze the themes embedded in text. |
| **Mini Lesson: Class** will listen to chapters 31. Do some research to find out if Josef and Rebecca both survived the War.? Which one(s) lived, and where did he/she/they go? Were there any speeches or statements regarding the "marriage" inside Plaszow? Did they consider it valid? If both survived, was there another ceremony performed later? Did either of them make any statements regarding the hope for a future that a marriage ceremony provided?**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to Chapters 32. Find out by whom (or governmental) the "labor camps" (concentration camps) were started. Why they were first started. Were you able to find differing opinions in the same period? Write one half pages detailing what you found.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to Chapters 33. List one way each that Schindler and Goeth share the following characteristics: physique, lifestyle, attitude; now, list one way that they differ in each of these characteristics. **Go** over quiz questions.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to chapters 34. Students will take quiz E and complete any missing work.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to chapters 35. **Find** all of the concentration camps in Poland; then all of the ghettos set up. Write on the back the distinction between the camps. What they made, how many were held there, died there, etc…**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:* 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!