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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 11/28/16 |
| **Unit Vocabulary: Various Literary Terms (34)** |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RI2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  | **Common Core Standard(s)**:**ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories. **ELACC8RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELACC8RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | **Common Core Standard(s)**:**ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories. **ELACC8RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELACC8RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | **Common Core Standard(s)**:**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Common Core Standard(s)**:**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| **Objectives:** I can: analyze how historical context enhances my experience of a text. | **Objectives:** I can: use language to persuade. | **Objectives:** I can: analyze how specific rhetorical strategies enhance the power of a speech. | **Objectives:** I can: effectively communicate my opinion in essay form writing a clear introduction, body and conclusion. | **Objectives:** I can: effectively communicate my opinion in essay form writing a clear introduction, body and conclusion. |
| **Mini Lesson:** Teacher will provide background on Du Bois and King and the historical context of each writer. Teacher will review civil rights background. Class will begin reading “Black Like Me”. **Activating Strategies:** Previous lessons**Resource/Materials:** Promethean, novel text | **Mini Lesson:** Teacher will introduce: rhetoric and rhetorical strategies. Class will read “Of the Wings of Atlanta” by WEB DuBois and discuss the rhetorical statements in the reading. Class will continue reading “Black Like Me”.**Activating Strategies:** Previous lessons**Resource/Materials:** folder, novel | **Mini Lesson:** Class will watch video about Birmingham Church Bombing. Students will then read “Eulogy for Martyred Children” by MLK. Class will discuss rhetorical appeals in speech. Students will read novel text.**Activating Strategies:** Previous lessons**Resource/Materials:** video, folder, novel text | **Mini Lesson: S**tudents will work on their stereotyping essay without turning it in. A notebook check will be conducted by the teacher while the students are working in the lab. **Activating Strategies:** Previous lessons**Resource/Materials:** computer lab, composition books | **Mini Lesson:** Teacher will review essays with the class to work on paragraph set up, grammar, punctuation, and conclusion paragraphs as well as citing textual evidence. **Activating Strategies:** Previous lessons**Resource/Materials:** google classroom, promethean board |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole GroupAss*essment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole Group*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole Group*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* Notebook Check | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole 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:* Notebook Check*Summative:* None*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* Test*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:** The Fog Machine by Susan Follett and Black Like Me by John Howard Griffen plus a novel of the student’s choice on their Lexile enjoyment level about Civil Rights.

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