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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 147 Week of: 4/17/17 |
| **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. | **Common Core Standard(s):** Various | **Common Core Standard(s):** Various | **Common Core Standard(s):** Various | **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: analyze news information and relate it to the novel text. | **Objectives:** I can: analyze the information used in war. | **Objectives:** I can: relate information learned. | **Objectives:** I can: relate information from text to other texts. | **Objectives:** I can: analyze the themes embedded in text. |
| **Mini Lesson: Students** will listen to chapters 22-25. News articles from local news newspapers regarding the Jewish concentration camps. What information came into your town? Where did it come from? How old was the news when it reached town? Summarize information in two paragraphs.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to Chapters 26-27. Discuss methods used to smuggle information and/or items like photographs and fake documents. Were codes or ciphers used? Invisible ink? What paths did this information or items take leaving Nazi-occupied territories? Write at least one page describing what you found, and listing at least one valid reference source.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Mid-Book Test. Catch up on missing work.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to chapters 28-29. **Class** will discuss other polish people who helped the Jews like Schindler. Some people say that one of the morals or themes of this book is the triumph of good over evil. But if six million Jews (and some say up to 11 million people total) died, how can this be considered a "triumph," or that good won out over evil? Do you believe that "good over evil" is a valid theme or moral, or should something else replace it? Explain your reasoning.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson: Class** will listen to chapters 30. Students will identify one theme (other than good versus evil) you believe exists in the story. State the theme, and provide at least one specific example from the book, writing at least half a page about your chosen theme. **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!