|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 147 Week of: 5/8/17 | | | |
| **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: write myself into an existing situation. | **Objectives:** I can: understand the role of women during WWII. | | **Objectives:** I can: research others who have been courageous in saving Jews. | **Objectives:** I can: research the life and perseverance of others. | **Objectives:** I can: reflect on the horrible aspects of the Holocaust. |
| **Mini Lesson: Class** will take benchmark test. Many Jewish people, in an effort at safety, created new, non-Jewish personas for themselves. If this level of danger happened, who would you become? Create a "new you," with a name, background, and family. How long do you think it would take you to memorize it?  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson: Class** will listen to Chapters 36. Research the expected roles for white, middle-class American women during WWII. Were the roles different for European women? What about blacks, or Native Americans? What about Jewish women? Write at least one page describing what you found. How do Emilie Schindler's actions in Chapter 36 fit into--or not--what you discovered. Is she a "typical" European woman during the war? What do you think various people or groups expected of her? Did Emilie Schindler, like Oskar, use those expectations to her advantage? What evidence do you find of that in the book?  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson: Class** will listen to Chapters 37. See if you can identify women credited with savings Jews during WWII. Choose one and research her further. What was her name? Where did she live? How many Jews is she credited with saving? How did she do it? Write at least one page.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson: Class** will listen to chapters 38. Students will take Quiz F. Then they will research the life of Poldek Pfefferberg and complete a one page essay on the man. Why do you think he had such perseverance?  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson: Class** will listen to Epilogue. **Students will complete any missing work. Students will review for the test.**  **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!