**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **8th Grade Regular, \*Honors** |
| **Week of:****Feb. 1 - 5** | **Unit Name:** **Animal Farm** |

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| ***(1A)\**Essential Question(s):** **What connections can we draw from Animal Farm, which was written in 1946, to our present day political situation?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of WWII, Communist Russia, and current political situations around the world** |
| **Common Core Standards**[CCSS.ELA-LITERACY.RL.8.1](http://www.corestandards.org/ELA-Literacy/RL/8/1/)Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.[CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/)Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.[CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/)Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.[CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/)Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.[CCSS.ELA-LITERACY.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.[CCSS.ELA-LITERACY.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/)Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.[CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/)Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.[CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/)Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc. Modifications in reading; peer tutoring, discussions-whole group, small-group work, use of technology** | ***(1D)* Resources/Materials:** **Teacher:** **Students:**  |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?**Small group work and discussions; participation in whole group discussion to reinforce concepts and clarify understanding**Daily: Cold Call, Grammar****This Week: Animal Farm** |

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| MONDAY – HONORS: Assign AF Final, due Monday, Feb. 8 ***(1C)* Learning Target:** **Regular – I will pass a quiz over Ch. 6, and will participate in a discussion of how Napoleon justified moving into the farmhouse. I will connect this to the use of propaganda, then and now.****Honors – In a one paragraph essay, explain if and how you were surprised at the end of the novel.*****(1C)* Do Now: \*Write a one paragraph essay about the IRONY of the novel.****Regular: Review vocabulary words; use in sentences.**  | (***1F)*Embedded Formative Assessment: Share out comments about end of AF; review Vocab – cold call word usage in sentences.** ***(1B)*Closing Activity: Discussion on relevance of AF to today’s politics.****Assign Final to Period 2, 3; due FEBRUARY 8** |
|  TUESDAY***(1C)* Learning Target:** **Honors: I will begin a rough draft on my Final. I will peer edit what I have written during the last 15 minutes. I will demonstrate progress by completing two paragraphs.****Regular –** I understand **the purpose of the violence against the animals in Ch. 7, and can write a one paragraph essay about it.*****(1C)* Do Now: Hyphen usage** | (***1F)*Embedded Formative Assessment:** **Honors: Progress on Final****Regular: One paragraph on violence of Ch. 7*****(1B)*Closing Activity: Cold call use of Vocab. Words, in a sentence.****HW: Regular – Read Ch. 8** |
| WEDNESDAY***(1C)* Learning Target:****Regular – From Chapter 8, I can write a one paragraph essay about the TONE.****Honors -** I will demonstrate comprehension of TONE by comparing/contrasting *Comrade Napoleon* with *Beasts of England.*  I will cite certain lines to support my statements, in a five paragraph essay.***(1C)* Do Now: Hyphen use** | (***1F)*Embedded Formative Assessment:** **Honors: Completion of poem analysis****Regular: Tone Essay*****(1B)*Closing Activity: Odyssey of the Mind exercise** |
| THURSDAY***(1C)* Learning Target**Regular – I will listen to Ch. 9 and will then write an essay about Boxer and how Napoleon spins the event to convince the animals of his leadership. This is DUE FRIDAY.Honors -  **I will continue a rough draft on my Final. I will peer edit what I have written during the last 15 minutes. I will demonstrate progress by working on a different essay and writing two paragraphs.*****(1C)* Do Now: Hyphen use** | (***1F)*Embedded Formative Assessment:** **Regular: Should begin essay that is due tomorrow.****Honors: Final progress*****(1B)*Closing Activity: Both levels: oral reflection on relevance of AF to current politics** |
| FRIDAY ***(1C)* Learning Target:****Regular – I will listen to Chapter 10. I will share out comments on the book’s finale.** **Honors – I will compare the AF animated movie with the novel, and share out comments. I will offer the most relevant to the class.** ***(1C)* Do Now: Hyphen, dash, semi-colon quiz** | (***1F)*Embedded Formative Assessment:** **Regular: Share out comments****Honors: Share out comments.*****(1B)*Closing Activity: Think outside the box – Categories.** |
| **Vocabulary** **Innocuous****Cacophony****Nettle****Mull (over)****Legacy****Tureen****Rally****Bleet****Taciturn****Denounce****\*Contempt (contemptuous, contemptuously)****\*Memorabilia** |
| **Latin/Greek Roots:****Cum = together, with cumulative, cumulus, community, commemorate****Dens/dentis = tooth dentist, dental, indent(ured)** |
| **Literary Elements:****These TEN Literary Elements:****Irony – verbal, dramatic, situational****Allegory****Rhetoric****Allusion****Colloquial/Formal language****Denotation****Connotation****Paradox****Style****Diction** |

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| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-Designing student assessment | Formative Assessment includes, but is not limited to:Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment.  |