**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 content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-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. |