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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade English** |
| **Week of:**  **April 6 - 10** | **Unit Name:**  **The Outsiders** |

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| ***(1A)\**Essential Question(s):**  **How influential are your friends? What is the social structure of your group?** | ***(1A/1B)* Connections (prior/future learning):**  **Understanding of group dynamics of your friends.** |
| **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** | ***(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? Mentoring, small group discussions**  **Daily: Cold Call, Vocabulary**  **This Week: The Outsiders** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocab. Words and Literary Elements. I will demonstrate this by using five words in a conversation with a peer.**  ***(1C)* Do Now: “Page One” activity** | (***1F)*Embedded Formative Assessment: Comprehension of Vocabulary Words**  ***(1B)*Closing Activity: Discuss “Page One”** |
| TUESDAY  ***(1C)* Learning Target: I understand the background of The Outsiders. I will write a five paragraph essay of my experience thus far with peer pressure, group/friend dynamics, cliques, etc. – due Wed. Per. 4: Work on this in class.**  ***(1C)* Do Now: What are personality characteristics of leaders? Of followers? Which are you?** | (***1F)*Embedded Formative Assessment: How does Johnny affect the other members of his gang? I will add this to the Character Analysis Chart.**  ***(1B)*Closing Activity: I can discuss how an author’s background influences her writing.** |
| WEDNESDAY  ***(1C)* Learning Target: I am getting to know the Socs and the Greasers. I will demonstrate this by beginning a Character Analysis chart about them.**  ***(1C)* Do Now: How important is belonging to a group to you? Explain.** | (***1F)*Embedded Formative Assessment: Character the Analysis Chart.**  ***(1B)*Closing Activity: Which character to do you most identify with right now?** |
| THURSDAY  ***(1C)* Learning Target: I can identify an emerging theme in The Outsiders, and can cite supporting evidence.**  ***(1C)* Do Now: Why is connection to a novel important to its popularity – if it is?** | (***1F)*Embedded Formative Assessment: Discussion of themes.**  ***(1B)*Closing Activity: Thematic posters** |
| FRIDAY  ***(1C)* Learning Target: Pop quiz – Vocab words.**  ***(1C)* Do Now: Character Analysis Charts** | (***1F)*Embedded Formative Assessment: Vocab. quiz**  ***(1B)*Closing Activity: Expand Character Analysis Charts** |
| **Vocabulary:**  **Madras**  **Cowlick**  **Unfathomable**  **Sage**  **Clammy**  **Nonchalant(ly)**  **Gallant**  **Aloof**  **Rueful**  **Befuddled**  **\*Roguishly**  **\*Incredulous** | |
| **Latin/Greek Roots:**  **Rumpo/ruptum = break, split, burst rupture, corrupt, bankrupt**  **Pax/pacis = peace appease, pacifist, payment** | |
| **Literary Elements:**  **Anaphora = repetition of the same word or groups of words at the beginning of phrases, clauses, or sentences:**  **In war, men die; in war, countries suffer; in war, no one wins.**  **Synecdoche = using a part to represent a whole: I asked for her hand in marriage.**  **Metonymy = using a closely related object as a substitute for the object or idea in mind: These orders came directly from the crown.** | |

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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. |