**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:** **Sept. 28 – Oct. 2** | **Unit Name:** **Call of the Wild, Double Negatives** |

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| ***(1A)\**Essential Question(s):** **Does an author’s background inform and expand our understanding of a novel? Explain.** | ***(1A/1B)* Connections (prior/future learning):** **Prior knowledge of Klondike Gold Rush** |
| ***(1A)* Common Core/State 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.****All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:** Novel, Media resources about Klondike Gold Rush |
| ***(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?****Daily: Cold Call, grammar; Critical Questions, Reading Assignments****This Week: Call of the Wild, Double Negatives** |

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| MONDAY***(1C)* Learning Target: I understand this week’s Vocabulary Words. I will use one I am comfortable with in a two minute conversation with a peer. I will share out one with the class. I will display my Buried Onions cover/book cover and submit my essays.*****(1C)* Do Now: What do you know of the California Gold Rush or the Klondike Gold Rush?** |  (***1F)*Embedded Formative Assessment: Final Buried Onions essays DUE.*****(1B)*Closing Activity: Share out prior knowledge of Gold Rushes.** |
| TUESDAY***(1C)* Learning Target: After reading the Foreword of COTW, I can speculate about why Jack London wrote this book. I will demonstrate this by writing a paragraph about it, with a citation.*****(1C)* Do Now: What do you think biological criticism of a novel is? Speculate what your answer might be in your Do Now books.** | (***1F)*Embedded Formative Assessment: Share thoughts about author’s purpose.*****(1B)*Closing Activity: Read Chapter One, to decide whether to read it aloud or not.** |
| WEDNESDAY***(1C)* Learning Target: I can use TBE to support my character analysis of Buck. I will demonstrate this by explaining my citations.*****(1C)* Do Now: Double Negatives**  | (***1F)*Embedded Formative Assessment: Character Analysis of Buck*****(1B)*Closing Activity: Share out impressions of diction of COTW.****HW – Read Ch. 2, listing unfamiliar words/phrases** |
| THURSDAY***(1C)* Learning Target: I understand 3rd person point of view. I will explain why London chose to narrate the book from Buck’s POV, in a paragraph.*****(1C)* Do Now: Comma splice practice** | (***1F)*Embedded Formative Assessment: Explanation of 3rd person.*****(1B)*Closing Activity: Read handout, “The Klondike Gold Rush.” List five key points, in Do Now books.****HW – Read Ch. 3, listing unfamiliar words/phrases** |
| FRIDAY ***(1C)* Learning Target: I will read the projected quote. I will demonstrate this by answering the questions pertaining to it, for a grade.*****(1C)* Do Now: Read article on Naturalism. List five key points, in Do Now books.** | (***1F)*Embedded Formative Assessment: Naturalism Points, Quote analysis*****(1B)*Closing Activity: Comma splice/Double Negative quiz** |
| **Vocabulary – next two weeks****Toil grapple****Veranda futile****Plunge treachery****Ebb vile****Obscure ravenous** **Realm cunning****Imperious docile****Insular pacify****Pamper callow****Progeny morose** |
| **Latin/Greek Roots****Dico/dictum = speak, say dictate, predict, dictionary****Dorsum = back dorsal, endorse** |
| **Literary Elements/Rhetorical Devices****Symbol****Naturalism****Virtue****Vice****3rd person omniscient POV** |
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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.  |