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| **LESSON PLAN** | | | | | | | | | |
| **SOUTHWEST MIDDLE SCHOOL** | | | | | | | | | |
| Subject/Level: 8th grade Language Arts | | | | Date: | | | | Teacher: Moshé | |
| Standard | | Standard + | | Honors | | | Elective Level:  6th  7th  8th | | |
| **Guiding Question**:  Does every contribution count? What happens if a person doesn’t do his/her part? What is historical fiction? | | | | | | | | | |
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| **Writing Link:** | | | | | | | | | |
| **Students will journal about various topics before reading the story “The Drummer Boy of Shiloh”** | | | | | | | | | |
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| **Interdisciplinary Connections** | | | | | **How Is This Lesson Differentiated? (circle one)** | | | | |
| Social Studies – Civil War | | | | | Bloom’s Taxonomy Level:  KCApAnES  Cooperative Learning  Graphic Organizer  Manipulatives  Rubric | | | | |
| **Materials/Technology Needed:** Overhead/LCD Projector  Media (Video/DVD/CD) Computer(s)/Internet | | | | | | | | | |
| **Lesson Components** | | **Description of Activities** | | | | | | | |
| ***Focus/Review or Link to Prior Learning*** | | **Students will review various genres of literarture, including nonfiction, fiction, and historical fiction. We will discuss how you can tell the difference between nonfiction and historical fiction.** | | | | | | | |
| ***Purpose/NCSCOS/Objective# SIOP (Language) Objective***  ***SWBAT:*** | | **RL2 – Students will be able to determine a theme and analyze its relationship to characters and setting.** | | | | | | | |
| ***Content/Strategy*** | | **Agenda:**  **DEAR**  **Grammar**  **Review of story**  **Poem- DO Not Go Gentle Into That Good Night**   1. Do you agree with the speaker that people should fiercely resist death, clinging passionately to their lives? Or should people die calmly? 2. How does the repetition of the villanelle's two refrains, "Do not go gentle into that good night" and "Rage, rage against the dying of the light" make you feel as a reader? Does your reaction to these repeated lines change as the poem progresses? 3. How would the poem sound different if Thomas had written "gently" instead of "gentle" in the refrain? 4. Another famous poem about death is John Donne's "A Valediction Forbidding Mourning," which begins with the words "As virtuous men pass mildly away." What would the speaker of "Do Not Go Gentle into That Good Night" have thought of the idea that "virtuous men" decide to "pass away" in a mild way? (Extra Bonus Project: compare and contrast Donne's poem with Thomas's!) 5. Literary critics like to talk about Dylan Thomas's lyricism – the musical quality of his poetry. What aspects of "Do Not Go Gentle" might give a critic the impression of a song or song lyrics? What do you think the relationship is between poetry and music?   [**http://www.youtube.com/watch?v=mTv1Dmu5CYc**](http://www.youtube.com/watch?v=mTv1Dmu5CYc)  **Audio/visual of Rodney Dangerfield reading poem ion “Back to School.”** | | | | | | | |
| ***Guided Practice*** | | **Read the poem and summarize each stanza (see attached for answers)** | | | | | | | |
| ***Independent Practice*** | | **Students will compare and contrast the poem to the story.** | | | | | | | |
| ***Formative Assessment/Closure*** | | **SIOP Ball Toss strategy** | | | | | | | |
| ***Homework/Assignments*** | | **Outside reading for next approach paper** | | | | | | | |
| **LESSON REFLECTION** | | | | | | | | | |
| ***Differentiation*** | ***Student Engagement*** | | ***Teacher Input*** | | | ***Critical Thinking*** | | | ***Lesson Effectiveness*** |
| ***1 2 3 4*** | ***1 2 3 4*** | | ***1 2 3 4*** | | | ***1 2 3 4*** | | | ***1 2 3 4*** |