

# English Unit Plan on Immigration:

## Exploring Borders

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### Exploring Borders: “Borders” by Thomas King      Day 1

#### Standards:

- **CCSS.ELA.R.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.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### Objectives:

- Students will be able to make predictions based on knowledge of words.
- Students will be able to analyze the impact of word choice on tone.
- Students will be able to collaboratively discuss a text.

#### Agenda:

- Journal: Write about a time you were faced with a decision where the two answers/solutions seemed unfit and you wanted to choose an alternative that wasn't allowed or possible? (10 min)
- Share and Discuss Writing Prompt (15 min)
- Probable Passage: Use the selected words from Thomas King's short story “Borders.” Discuss afterwards.
  - Identity, nationality, pride, Blackfoot, borders, conformity, citizenship
- Homework: Read “Borders,” annotate it and bring comments, questions, or thoughts to class the next day.

#### Assessment:

- Students' journals will be collected periodically throughout the unit so the teacher can read through their entries. This entry will be collected later.
- Students will turn in their probable passage at the end of class in order for the teacher to assess that they have participated. This should be graded solely upon completion and effort, not correctness.

# It's A Matter of Pride

## Day 2

### Standards:

- **CCSS.ELA.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA.W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Objective:** Students will be able to articulate their thoughts and analysis of a text in written and verbal expression.

### Agenda:

- Short-Answer Reading Quiz (15 min)
- Think, Pair, Share: Project the following questions onto the whiteboard. (20 min)
  - Why does the mother refuse to declare citizenship of one country or another?
  - What influence does the media have in the story?
  - What do you think the Blackfoot mother should have done: stand her ground or give in to the border control?
- Open Discussion (10 min)
- Journal: While something like this might not happen in real life, how might the *bigger idea* be a very real concern for migrants and newcomers to this nation? Explain. (10 min)

### Assessment:

- The reading quiz serves as a formative assessment.
- The classroom discussions and Think, Pair, Share also allow the teacher to gauge how students are understanding the concepts and note any confusions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

## Reading Quiz: "Borders" by Thomas King

1. What is the conflict of the story? What *type* of conflict is it?  
(5 points)
2. Why are they trying to cross the border? (5 points)
3. What happens at the climax of the story? (5 points)

# Introduction to *The Circuit*

## Day 3

### Standards:

- **CCSS.ELA.R.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.R.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Objective:** Students will be able to make predictions about a text and then revisit their predictions to accommodate their learning and understanding from the text.

### Agenda:

- Anticipation Guide: (5 min)
- KWL on *The Circuit*. Discuss afterwards. (10 min)
  - Know: What might an 8-10 year old boy be doing in the summer? What might a migrant child be doing?
  - Want to Know: What might an 8-10 year old boy want to know about? Also, what do *you* (the student) want to know more about?
- Introduce *The Circuit*, by Francisco Jimenez (15 min)
  - Made predictions based on title and cover.
  - Anticipation Guide
- Read Aloud: Read the first chapter, “Under the Wire,” of *The Circuit* together as a class. The teacher should begin reading and then may pass it along to any student(s) who wish to also read aloud. (15 min)
- KWL: Return to the last column of the KWL, Learn. Have students write about what they’ve learned from the first chapter of the novel. (5 min)
- Homework: Read Chapters 2-3, “Soledad” and “Inside Out”

### Assessment:

- The KWL and Anticipation Guide will help the teacher form an idea of where students are jumping off from as they begin the unit.

# ANTICIPATION GUIDE FOR *THE CIRCUIT*

**Directions:** For each statement, indicate whether you think it is true or false in the “Before Reading” column. Later and upon reading, return to the statements and revise your answers. Mark these responses in the “After Reading” category. Also, include a one sentence support for your new decision.

Statement and Support	Before Reading	After Reading
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	True	False	True	False
1. All immigrants are illegal.				
Support:				
2. Immigration may be a dangerous process.				
Support:				
3. Once you’re in a new country, life as an immigrant becomes easy.				
Support:				
4. Immigration should be outlawed.				
Support:				
5. A migrant is the same as an immigrant.				
Support:				
6. Migrants may be citizens of the U.S.				
Support:				
7. It is cheap to immigrate to a new country.				
Support:				

**Standards:**

- **CCSS.ELA.R.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.R.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.W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**Objectives:**

- Students will be able to determine the meaning of words based on prior knowledge and context clues.
- Students will be able to express an argument in clear, logical writing using support from the text.

**Agenda:**

- Whole Class Discussion: What did you think of the reading? Why is chapter 3 called “Inside Out”? (10 min)
- Work Time: Students may work independently or with a partner to keep track of the information from *The Circuit*. By the unit’s end, students will need to have completed a chapter summary for each chapter, character descriptions of all major characters, and a Spanish-English word list chart. (35 min)
- Journal: Is it fair for Panchito’s parents to make him take care of Trampito? Why or why not? What do you think about Panchito’s classroom? Would you like to be in his place? Why or why not? (10 min)
- Homework: Read chapters 4-5, “Miracle in Tent City” and “El Angel de Oro”

**Assessment:**

- Students’ work on the packet of information from the reading will serve as a formative assessment throughout the unit.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

## Chapter Summaries of *The Circuit* by Francisco Jimenez

For each chapter, write a 2-3 sentence summary. You may want to include major events, change of scenery, or newly introduced characters.

Chapter 1: Under the Wire, p. 1-8

Chapter 2: Soledad, p. 9-13

Chapter 3: Inside Out, p. 14-26

Chapter 4: Miracle in Tent City, p. 27-44

Chapter 5: El Angel de Oro, p. 45-50

Chapter 6: Christmas Gift, p. 51-56

Chapter 7: Death Forgiven, p. 57-60

Chapter 8: Cotton Sack, p. 61-72

Chapter 9: The Circuit p. 73-83

Chapter 10: Learning the Game, p. 84-95

Chapter 11: To Have and to Hold, p. 96-112

Chapter 12: Moving Still, p. 113-134

### **Characters in *The Circuit***

Choose six (6) characters from the novel and do a brief character study of them below.



Character Name:	Characteristics (3):	Main actions:
1. Pancho		
2.		
3.		
4.		
5.		
6.		

*Spanish - English Word List*

*As you read Francisco Jimenez's *The Circuit*, keep track of the Spanish words/phrases the narrator uses. Use the context of the sentence or your Spanish class knowledge to help you translate.*

<i>Spanish Word:</i>	<i>Sentence it's used in:</i>	<i>English meaning:</i>	<i>Page #:</i>

**Standards:**

- **CCSS.ELA.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Objective:** Students will be able to work individually or in small groups to construct meaning of the chapters, characterization, and word meanings.

**Agenda:**

- Short-Answer Reading Quiz (15 min)
- Work Time/Silent Read: Students may continue to work independently or with a partner to keep track of the information from *The Circuit*. By the unit's end, students will need to have completed a chapter summary for each chapter, character descriptions of all major characters, and a Spanish-English word list chart. (35 min)
- Journal: How have the schools and Panchito's teachers been helpful or not in his learning of English? What could they have done better to help him out? (10 min)
- Homework: Read chapters 6-8, "Christmas Gift," "Death Forgiven," and "Cotton Sack."

**Assessment:**

- Students' work on the packet of information from the reading will serve as a formative assessment throughout the unit.
- Students will also submit their journals today for review.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Hour:** \_\_\_\_\_

## Reading Quiz: *The Circuit*, chapters 4-5

1. What happened in Tent City? What was the miracle? (5 points)
2. What was the *angel de oro* ? (2 points)
3. What could *el angel de oro* be symbolic of? That is, what might it represent to Panchito and his family? (8 points)

**Standards:**

- **CCSS.ELA.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.W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Objective:** Students will be able to analyze information from a video text and compare it to that of literature.

**Agenda:**

- Written Conversations: With a partner, students will compare and contrast “Borders” and *The Circuit*. Students will pass their conversations three times. (15 min)
- Xmas in Tent City: Students will watch the video of author Francisco Jimenez talk about “Xmas in Tent City.” (5 min)
- Whole Class Discussion (25 min)
- Journal: What do you think of the novel so far? What has been the most difficult part for Panchito and his family? (10 min)
- Homework: Read chapters 9-10, “The Circuit,” and “Learning the Game”

**Assessment:**

- Students will turn in their Written Conversations. This will serve as another formative assessment.

**Standards:**

- **CCSS.ELA.R.8.9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- **CCSS.ELA.R.8.6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.
- **CCSS.ELA.W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Objectives:**

- Students will be able to compare the reading and make connections to their own experiences (text-to-self connections).
- Students will be able to analyze individual characters and discuss their contribution to the novel.

**Agenda:**

- Think, Pair, Share: Students will compare and contrast their childhood with that of Panchito's. (20 min)
- Work Time: Students may work independently or in pairs on the materials in their packet. (25 min)
- Journal: What advice would you give to Panchito and his family members? (10 min)
- Homework: Finish the novel--read chapters 11-12, "To Have and To Hold" and "Moving Still"

**Assessment:**

- Students will turn in their Think, Pair, Share. This will serve as another formative assessment.

## Moving Still

## Day 8

**Standards:**

- **CCSS.ELA.W.8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **CCSS.ELA.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Objective:** Students will be able to participate in grade level appropriate discussions about literature elements such as setting, theme, plot, and tone.

**Agenda:**

- Journal: Do you think Panchito's family had unrealistic or idealized expectations of California? Why or why not? Would it have mattered? (10 min)
- Return to the Anticipation Guide and respond. Students will discuss and share answers with a partner. (10 min)
- Four Corners: Students will move about the room in groups to varying stations. At each station they will discuss the question or scene with their group. (30 min)
  - The stations should focus on the four topics: theme, setting, plot, and tone.
- Homework: Finish the materials in the packet for the next day.

**Assessment:**

- Students will be assessed based on their participation in whole group discussion and during the four corners.

## **“The New Colossus”**

## **Day 9**

**Standards:**

- **CCSS.ELA.R.8.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **CCSS.ELA.R.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Objective:** Students will be able to compare and contrast two different types of text and analyze common themes.

**Agenda:**

- Read: Students will first read silently and then aloud, Emma Lazarus’s poem “The New Colossus.” (5 min)
- Small Groups: Students will work in groups of 3 - 4 to discuss and analyze the poem. They will use a worksheet to guide them. (15 min)
- Whole Class Discussion: What are the two differing attitudes towards immigrants and migrants presented in the three texts we’ve studied? How can we reconcile holding both of these attitudes as a nation? What do you think about this? Where do you stand? (15 min)
- Introduce Essay: Students will go through the writing process using Writing Workshop to craft an analytical compare and contrast essay using the three texts. Questions to prompt their thinking are as follows: (5 min)
  - How do the three texts we’ve studied in this unit, “Borders” by Thomas King, *The Circuit* by Francisco Jimenez, and “The New Colossus” by Emma Lazarus, approach differing attitudes towards immigration? What are the two differing attitudes towards immigrants and migrants presented in the three texts we’ve studied? How can we reconcile holding both of these attitudes as a nation?
- Journal: Write your thoughts and/or ideas about the discussion, topic, or essay. (10 min)
- Homework: Outline for essay due on Day 11; Student journals are also due on Day 10.

**Assessment:**

- Students will turn in their worksheet on the poem.

# The New Colossus

by Emma Lazarus



Not like the brazen giant of Greek fame,  
With conquering limbs astride from land to land;  
Here at our sea-washed, sunset gates shall stand  
A mighty woman with a torch, whose flame  
Is the imprisoned lightning, and her name  
Mother of Exiles. From her beacon-hand  
Glow world-wide welcome; her mild eyes command  
The air-bridged harbor that twin cities frame.  
"Keep ancient lands, your storied pomp!" cries she  
With silent lips. "Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!"

*'The New Colossus' by Emma Lazarus*

1. What is the poem about? (Summarize)
2. How does the author get her message across? What literary devices does she use?
3. What is the main theme or message of the text?
4. Why is this important?

*Immigration Analytical Essay*

For this assignment, you will go through the writing process and writing workshop to craft an analytical compare/contrast essay based on the three texts we have seen this unit: the short story “Borders” by Thomas King, *The Circuit* by Francisco Jimenez, and the poem “The New Colossus” by Emma Lazarus. We have also discussed topics such as theme, word choice, tone, and structure over the past few weeks. These may be elements you wish to include in your essay. Questions to prompt your thinking and get your started are as follows:

How do the three texts we’ve studied in this unit, “Borders” by Thomas King, *The Circuit* by Francisco Jimenez, and “The New Colossus” by Emma Lazarus, approach differing attitudes towards immigration? What are the two differing attitudes towards immigrants and migrants presented in the three texts we’ve studied? How can we reconcile holding both of these attitudes as a nation?

Write your initial ideas and thoughts here:

This assignment is due on \_\_\_\_\_ for a total  
of **125** points.

NOTE: Part of your grade will require ALL drafts!

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

Analytical Compare/Contrast Essay Rubric

Criteria:	Advanced	Proficient	Progressing	Not Met
<b>Writing Workshop:</b> Student actively participated in every workshop, both giving and receiving feedback. (20 pts.)	Student actively participated in every workshop, giving insightful feedback to peers. (16-20 pts.)	Student actively participated in every workshop, giving appropriate feedback to peers. (11-15 pts.)	Student participated in most workshops, or is progressing towards giving constructive feedback. (6-10 pts.)	Student did not participate in two or more of the workshops, or feedback was superficial, irrelevant, or inappropriate. (0-5 pts.)
<b>Writing Process:</b> Student's drafts show progress, revisions, and change on a structural level. (20 pts.)	Student submits an outline and at least two rough drafts that exhibit substantial revisions. (16-20 pts.)	Student submits an outline and at least two rough drafts that exhibit moderate revisions. (11-15 pts.)	Student submits an outline and two rough drafts that exhibit superficial revisions. Or one piece is missing. (6-10 pts.)	Student is missing more than one item, or submissions fail to exhibit any revision. (0-5 pts.)
<b>Organization:</b> Progression of ideas, sentence fluency, and transitions. (30 pts.)	Student organizes ideas in a logical manner that enhances the overall impact of the writing. (25-30 pts.)	Student organizes ideas in a logical order that contributes to the writing, but some pieces may be choppy or out of order. (16-25 pts.)	Student attempts to organize ideas, but some sentences and paragraphs are choppy that may cause confusion. (6-15 pts.)	Student fails to organize ideas in any order. Sentences and paragraphs are choppy and detract from meaning. (0-5 pts.)
<b>Ideas:</b> Content, depth of thought, conclusions. (40 pts.)	Student discusses complex ideas that reflect deep critical thinking. Ideas are fully developed and conclusions reach beyond surface level issues. (30-40 pts.)	Student discusses thoughtful topics and shows good thinking and planning. Ideas may not be fully developed, and conclusions make an attempt at further implications. (20-29 pts.)	Student discusses surface level or obvious ideas. Writing shows little thought and conclusions hold no implications or meaning. (10-19 pts.)	Student discusses superficial or irrelevant ideas. Thoughts are disorganized, unrelated, or do not reach any conclusions. (0-9 pts.)

<b>Writing:</b> Clarity, grade level, word choice, and grammar and mechanics. (15 pts.)	Student's writing displays clarity, advanced word choice that heightens impact of writing, and is free of spelling or grammar mistakes. (12-15 pts.)	Student's writing is mostly clear with good word choice that contributes to the writing, and is mostly free of spelling or grammar mistakes. (8-10 pts.)	Student's writing is confusing at times, with attempts at conscious word choice, but may exhibit patterns or excessive spelling or grammar mistakes. (3-7 pts.)	Student's writing is not clear, shows a disregard for word choice, and has many spelling or grammar mistakes that hinder reading and understanding. (0-2 pts.)
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Total: \_\_\_\_\_ / 125 points

Comments:

## RAFT Stations

## Day 10

### Standards:

- **CCSS.ELA.R.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.R.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- **CCSS.ELA.W.8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Objective:** Students will be able to consider multiple viewpoints and express them in writing.

**Agenda:**

- RAFT: As a free writing warm up exercise to get students thinking about the various types of people immigration affects, students will circulate the room to different stations with different RAFT prompts. Students should rotate in groups of no more than 5, and will remain at each station for 5-8 minutes. (30 min)
  - R = Role, A = Audience, F = Format (genre), T = topic
- Writing Time: Students will work individually on their outlines. (20 min)
- Homework: Outline of essay due Day 11; First rough draft due Day 12.

**Assessment:**

- The teacher will circulate the room to observe the rotations and students writing on each RAFT prompt.
- Students will submit their journals for review.

## Writing Workshop: Outlines

## Day 11

**Standards:**

- **CCSS.ELA.R.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **CCSS.ELA.W.8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- **CCSS.ELA.SL.8.1**. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Objective:** Students will be able to participate in Writing Workshop, giving and receiving constructive criticism and feedback.

**Agenda:**

- Mini-Lesson: What is Writing Workshop?
  - The teacher will give a brief 10 minute or shorter lesson on how a writing workshop runs.
- Writing Workshop: Students will be assigned to groups of 3 or 4 where they will share drafts/ideas and provide feedback and suggestions. Approximately 5-8 minutes should be spent workshoping each group member's writing. (25 min)
- Writing Time: Students will be given time to begin making revisions. (15 min)
- First Draft of essay due Day 12.

**Assessment:**

- The teacher will circulate through the workshop groups to observe, comment, and assist.

## **Writing Workshop: Draft One**

## **Day 12**

**Standards:**

- **CCSS.ELA.W.8.5**. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- **CCSS.ELA.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Objective:** Students will be able to participate in Writing Workshop, giving and receiving constructive criticism and feedback.

**Agenda:**

- Writing Workshop: Students will return to their groups of 3 or 4 where they will share drafts/ideas and provide feedback and suggestions. Approximately 5-8 minutes should be spent workshopping each group member's writing. (30 min)
- Writing Time: Students will be given time to begin making revisions. (20 min)
- Homework: Revisions and draft 2 due Day 14.

**Assessment:**

- The teacher will circulate through the workshop groups to observe, comment, and assist.

## **Writing Conferences**

## **Day 13**

**Standards:**

- **CCSS.ELA.W.8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.



- **CCSS.ELA.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Objectives:**

- Students will know the difference between editing and revising.
- Students will be able to revise their writing based upon organization, structure, and clarity.

**Agenda:**

- Writing Time: Students will be given time to revise their drafts or conference quietly with a partner. (55 min)
- Student-Teacher Conferences: In the mean time, students will meet with the teacher for brief 3-5 minute writing conferences.
- Homework: Near-Final draft due Day 14.

**Assessment:**

- The teacher will assess student progress and work through the one-to-one conferences.

## **Writing Workshop: Draft Two**

**Day 14**

**Standards:**

- **CCSS.ELA.W.8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA.L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA.W.8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Objective:** Students will be able to identify correct conventions in English grammar.

**Agenda:**

- Mini-Lesson on an aspect of grammar that seems most prevalent based on student-teacher conferences. (10 min)
- Writing Workshop: Students will be placed in groups of 3 or 4 where they will share drafts for feedback on surface level issues such as mechanics, spelling, punctuation, and grammar. Approximately 5-8 minutes should be spent workshoping each group member's writing. (30 min)
- Writing Time: Students will be given time to begin making revisions. (10 min)
- Homework: Final draft due Day 15.

**Assessment:**

- The teacher will circulate through the workshop groups to observe, comment, and assist.

## **Fishbowl Discussions**

## **Day 15**

**Standards:**

- **CCSS.ELA.W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- **CCSS.ELA.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Objectives:**

- Students will be able to participate in Fishbowl Discussions with peers about literature and real world issues such as immigration.
- Students will be able to reference texts they have read as support in verbal discussion and arguments.

### **Agenda:**

- Students will hand in their final essays.
- Fishbowl Discussions: The class will be split in half and chairs organized in either a horseshoe shape or circle. One half of the class sits on the inner circle and are the discussion leaders. They are allowed to talk only; meanwhile the outside circle of students must listen to the discussion and take notes. Then they switch roles. (20 minutes each time)
  - This is meant to be a student led discussion.
- Journal: Student will reflect on their experience in the fishbowl, the unit, or anything else. (10 min.)

### **Assessment:**

- Final essays
- The teacher will observe the fishbowl but will not contribute to it.
- Journal entries will also be handed in as an exit ticket.