GRADE EIGHT UNIT 5 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/ speaking	Grammar focus	Student learning strategies
Evaluate the impact of censorship on the expression of personal viewpoints and values. **Vocabulary:** abandon, argumentative, banned, censorship, claim, Concentration camp, controversial, filter, frisk, ghetto, Holocaust, Human Rights, incite, logical, obscene, propriety, strategy, strict, suppression, surveillance, Swastika, Tactic	Cite specific textual evidence to support claims or arguments. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints	Compare and contrast ideas and claims in two different texts. Determine the meaning of words and phrases as they are used in a text.	What clues in the word help remember its meaning? How can you remember the meaning? Write a sentence using the word with a hint about its meaning. Find synonym/ Antonyms. Draw a picture. Write a definition.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the development of ideas.	Write arguments to introduce and support claims with clear reasons and relevant evidence; acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Engage effectively in a range of collaborative discussions Make oral presentations	Comparative adjectives, Conjunctions Prepositional words and phrases, Sequence/ transitional words and phrases Subject-verb agreement, Superlatives Capitalization and Punctuation	The 5 Ws+H, Context Clues, Marking the Text, Evidence and Logical Reasoning, Pros and Cons, Emotional Appeal

Grade Level: 8   Unit 5 Overview   (Reading Literature & Information / Writing Narrative & Argument)
Content: English Language Arts/ English as a Second Language
Unit Title: Censorship: Banned Expression of Personal Viewpoints and Values

Unit Overview: This unit synthesizes authentic literature and informational text, photographs, visual art, and media excerpts to engage and empower students to begin evaluating the impact of censorship on the expression of personal viewpoints and values. In Lesson 1, students will build their close reading skills by interpreting actual photographs from WWII, by viewing Holocaust survivor testimonials, and by listening to read-alouds from Art Spiegelman's *Maus: A Survivor's Tale: My Father Bleeds History* (1991) and/or Art Spiegelman's Maus II: *A Survivor's Tale: And Here My Troubles Began* (1991). Students will identify and analyze the point of view and tone in these images, video files, and textual excerpts with their peers. In Lesson 2, by analyzing a historic photo, viewing a video file about censorship, and reading a supporting nonfiction text, students will begin to develop academic discourse skills about individuals who have persisted in the face of censorship. In Lesson 3, students will continue to acquire information and vocabulary related to censorship and viewpoint, as they will further analyze images, video files, and textual excerpts, and how different types of claims, reasons, and evidence are used in the art of argumentation to express personal viewpoints. In Lesson 4, students will compare and contrast facts, claims, and viewpoints in op-ed articles through a discussion weighing the pros and cons in each article. In the 5th Lesson, students will read two opinionated editorial articles on similar topics and view two videos (based on the articles) to identify and evaluate the reasoning and evidence in each. Students will demonstrate their growing competency in argumentative literacy by first identifying pros and cons in small groups and then by composing a comparison-contrast paragraph/essay with a clear and relevant introduction, reasons, and textual evidence, including opposing claims. In the final Lesson 6, students will evaluate the reasoning and evidence provided in multiple types of argumentative writing: ads, a persuasive speech, and op-ed articles. Finally, to make a statement of their own about the world they inhabit, students will apply their culminating content knowledge and skills from the previous lessons in the unit to create and present a visually supported persuasive advertisement, speech, or editorial about a current or historical international, national, or local issue.

In addition to important text-dependent questions specified in each lesson throughout the Unit, the following questions may be posed at the beginning, and at the end of each lesson, as well for vocabulary tasks to promote deeper thinking (*adapted from Kagan- learning strategies*):

Activate Prior Knowledge and Build Background:
1.   What do you already know about this topic?
2.   What interests you about this topic?
3.   What would you like to learn about this topic?
4.   Tell a partner why this topic is important.
5.   What do you predict this lesson will be about?
6.   What questions do you have about this topic?

Lesson Closings:
1.   How will you remember what you learned about this topic?
2.   What is the most important thing you learned about this topic? Why?
3.   How will you apply what you learned about this topic to your own life?
4.   What else would you like to learn about this topic?
5.   How does what you learned about this topic fit in with what you already know about it?
6.   How would you teach this topic to your friend?

Thematic and Guiding Questions and Enduring Understandings
Thematic Questions:

1. How has censorship impacted people in the past? How have people struggled to express their banned personal viewpoints and values?
2. Which personal viewpoints or values do you want to express the most and guard against censorship?

Guiding Questions:

3. What language do students need in order to demonstrate comprehension and engage in the topic of defining censorship, personal viewpoints and values?
4. Which listening, reading, speaking, and writing skills are necessary to comprehend, interpret, and evaluate narrative and argumentative texts about censorship, personal viewpoints and values?

Enduring Understandings:

5. Listening, speaking, reading, and writing about the topic of censorship, personal viewpoints and values require specific academic language.
6. Listening to and reading about the topic of censorship, personal viewpoints and values require the ability to recognize, analyze, summarize, and compare and contrast key points of view, tone, claim, specific details, evidence, logical reasoning, and emotional appeal in narratives and arguments.
7. Speaking and writing about the topic of censorship, personal viewpoints and values require the ability to express and produce a specific point of view and claim with attention to tone, key details, evidence, logical reasoning, and counter arguments in narratives and arguments in an organized and coherent manner.

Performance Task

Which international, national, or local issue concerns you currently? Which personal viewpoints or values do you want to express the most and guard against censorship?

Students will choose one out of the three (3) performance tasks below to express a clear personal viewpoint, tone, or claim; using details, evidence, logical reasoning, and/or an emotional appeal on a self-selected international, national, or local topic of concern. In the process, students will research and cite other media, art, photographs, song lyrics, music, and/or texts. Students will ultimately present their visual written compositions to their school community in a "Gallery Walk". They may use any of the following tools: Prezi/PowerPoint Presentation, poster, Microsoft Publisher news article, video, a blog, digital storytelling, Google Doc, etc. with direct teacher guidance and peer support.

Students will compose a persuasive advertisement.	Students will compose a persuasive speech.	Students will compose an opinionated editorial / letter of complaint.

CCSS Assessed in this unit

Reading Literature:

RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from grade 8 text(s).

RL.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.

RL.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.

Reading Informational

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from grade 8 text(s).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other 8th grade texts.

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and

responds to conflicting evidence or viewpoints.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing

W.8.1.a Write arguments to introduce and support claims with clear reasons and relevant evidence; acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b Write arguments to support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1 c. When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.d When writing arguments, establish and maintain a formal style

W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.8 Gather relevant information from multiple print and digital sources using search terms effectively and assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9.b Draw evidence from informational texts to support analysis, reflection, and research; 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 evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced").

Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

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.

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.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

WIDA ELD Standards

Standard 1: Social and Instructional Language: English language learners communicate for Social and Instructional purposes within the school setting

Standard 2: The Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Standard 5: The Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Interdisciplinary Connections

Common Core History / Social Studies Standards

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the course distinct from prior knowledge or opinions.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies.

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationships between a primary and secondary source on the same topic.

NJ Core Curriculum Content Standards in Social Studies

6.3 Active Citizenship in the 21st Century: By the end of Grade 8, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Central Texts	Lexile levels
1. *Maus: A Survivor's Tale* (1991) by Art Spiegelman and / or *Maus II: A Survivor's Tale: And Here My Troubles Began* (1991) by Art Spiegelman. Part autobiography, biography, WWII history, and fiction, these Pulitzer-Prize winning "comic books" are imaginatively compiled graphic novels about the Holocaust, appealing to middle school students to read and discuss significant topics in world history.	N/A
2. "The Complete *Maus* by Art Spiegelman"-video available from http://vimeo.com/18535852. This promotional video to the CD-ROM version of the text, published by The Voyager Company in 1995, presents interesting background information about the author's creative writing process and page design of the award-winning graphic novel.	N/A
3. United States Holocaust Memorial Museum Holocaust Encyclopedia with Survivor Testimonials - http://www.ushmm.org/wlc/en/media_list.php?MediaType=oh . This easy-to-use online encyclopedia is a searchable video database of oral histories told by actual survivors of the Holocaust, as an accessible autobiographical / biographical resource for both teacher and students to accompany the reading of Spiegelman's *Maus*.	N/A
4. "Censorship Incites Protests in China"-video (3:03 mins.) available from http://www.nytimes.com/video/world/asia/100000001992694/censorship-sparks-protests- in-china.html . This *New York Times* video introduces the nonfiction topic of censorship by showing a protest against journalistic censorship in China and the political reasons on both sides of the issue. The video opens in Chinese with English subtitles, with the verbal report in English.	N/A
5. Censorship in China Article - http://www.nytimes.com/2013/01/09/world/asia/faceoff-in-chinese-city-over-censorship-of- newspaper.html?_r= . This *New York Times* article complements the above video "Censorship Incites Protests in China" and is recommended for the teacher for deeper comprehension of the topic.	1380L
6. "Malala Inspires the World" – video available from http://action.scholastic.com/Video-Archive (Action-111813 - Malala). In this famous moving first speech since the Taliban attacked her and continued censorship of women's rights in Pakistan, Malala Yousafzai speaks at the U.N. about the power of education as *the* solution against poverty and terrorism. This informational video will hook the attention of middle school students to discuss the causes and effects of censorship and possible	

solutions on both international and personal levels. 7. "The Bravest Girl in the World" – Article (12/9/13) – available from www.upfrontmagazine.com. This *New York Times Upfront Magazine* cover article complements the above video "Malala Inspires the World" for in-class reading and discussion. 8. "Malala the Brave" (11/18/13) - Differentiated articles to complement the above video "Malala Inspires the World" for in-class reading and discussion for Lexile levels 420-750 available from http://action.scholastic.com/Differentiated-Articles 9. "Riding with the 12 O'Clock Boys" by Lofty Nathan (12/3/13) Op-Ed Article available from http://www.nytimes.com/2013/12/03/opinion/riding-with- the-12-oclock-boys.html & Video (4:19 mins.) available from http://www.nytimes.com/video/opinion/100000002582022/riding-with-the-12-oclock-boys.html?playlistId=1194811622299 . In this opinionated editorial article and video, adults and young boys present two different perspectives of riding dirt bikes in an urban area in Baltimore. This nonfiction video and article will promote voicing of opinions from middle school students. 10. "I Have a Dream" (2012) by Dr. Martin Luther King Jr. (Abridged) (illustrated by Kadir Nelson.) This award-winning illustrated nonfiction text is an excellent example of historically relevant and effective speech-making against censorship and oppression, as per Rev. Dr. MLK, Jr. It provides students with profound inspiration for their own culminating project. **NOTE**: Due to the social studies/history content, some reading levels of the above texts may be challenging for students. Please refer to the central texts within each individual lesson in the unit for additional adapted and/or support texts and resources to read, review, analyze, and discuss texts with students thoroughly and repeatedly.	420-750L 1380L 1130L

Lessons	Title	Overview	Assessment
Lesson 1	**Historical Viewpoints by Mice, Pigs, and Dogs – and last but not least, by People**	In this introductory lesson, students will begin to build their close reading skills by initially identifying WH-questions and interpreting the viewpoint and mood / tone in WWII photographs and Holocaust survivor testimonials, as well as by forming predictions on the cover page and analyzing excerpts from a Holocaust-themed graphic novel through text-dependent questions. Students will create a point of view study guide in small groups or pairs as a formative assessment.	Oral & Written Responses to WH-and Text-Dependent Questions, Marking the Text, Student-Created Digital POV Study Guide
Lesson 2	**Claim the Word in the Media!**	In Lesson 2, students will focus on building on the skills and content acquired in the first lesson. Students will identify and cite the point of view, claim, and tone in a historical image, a current video file, and a nonfiction text excerpt / paragraph. Students will predict the headlines / titles and key academic vocabulary / word meanings using context clues and identify two claims / arguments the author makes about censorship by finding sentences that best support their answer. Students will demonstrate their understanding by marking the text, responding to text-dependent questions, and by creating context clues clue cards for key academic vocabulary.	Student-Created Context Clues Clue Cards, Marking the Text, and Oral & Written Text-Dependent Analysis Responses
Lesson 3	**Another Argument!**	In Lesson 3, students will continue to analyze	Pros & Cons Graphic

	-- Censored Details & Argumentative Sentences in Music and Education	vocabulary and syntax related to censorship and viewpoint as they will further interpret images, videos, and nonfiction textual excerpts, and how different types of claims, reasons, and evidence are used in both censorship and expression of personal viewpoint. Students will demonstrate their comprehension and skills by completing a pros and cons graphic organizer and responding to analysis questions about the texts.	Organizer Completion and Oral & Written Text-Dependent Analysis Responses
Lesson 4	**Similar to & Different from: Comparing and Contrasting Debates**	In Lesson 4, students will compare and contrast authors' claims, evidence/reasons, counterclaims, and calls to action in two (2) different debates in opinionated editorial articles with visuals to analyze how the differing structure of each contributes to their argumentative/persuasive meaning and style. Students will demonstrate their comprehension and skills by completing a Venn diagram/a T-chart and by participating in a Balance Beam Group Discussion.	Venn Diagram / T-Chart Completion, Oral & Written Text-Dependent Analysis Responses and Balance Beam Group Discussion / Debate
Lesson 5	**Op-Ed Evaluation: Whose Argument Is Stronger? (Pros vs. Cons)**	In Lesson 5, students will read two opinionated editorial articles and watch two videos (based on the articles) on similar topics / themes to identify and evaluate the reasoning and evidence of the authors. Students will demonstrate their growing competency in argumentative / persuasive literacy skills by first discussing and identifying pros and cons in small groups and then by composing a comparison-contrast paragraph / essay with a clear and relevant introduction, reasons, and textual evidence, including opposing claims.	Pros / Cons Graphic Organizer / T-chart Completion and Compare and Contrast Paragraph / Essay
Lesson 6	**Let's Walk the (Gallery) Walk and Talk the Talk: I am Pro- / Con-____! (Visually Supported Argumentative / Persuasive Presentations)**	In the final lesson of the unit, students will first analyze persuasive / argumentative writing types (advertisement, speech, opinionated editorial), analyze to discuss a famous historical speech and an editorial, and then apply their acquired content knowledge and skills from the whole unit by brainstorming, planning, drafting, revising, editing, and publishing a visually supported persuasive / argumentative piece to express their own point of view about a current or historical international, national, or local issue of their choice.	Argumentative / Persuasive Ad / Speech / Op-Ed / Letter of Complaint

Curriculum Development Resources

Common Core Standards www.corestandards.org

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS Standards www.13.state.nj.us/standards

www.13.state.nj.us/NJCCCS/Technologytoolbox

NJDOE Assessments

http://www.state.nj.us/education/modelcurriculum/ela/8u5.shtml

Understanding Language www.ell.stanford.edu
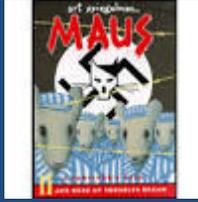
Lesson Plan #1

Lesson Overview:
In this introductory lesson, students will begin to develop their close reading skills by building background through exposure to WWII photographs, Holocaust survivor testimonials and excerpts from *Maus: A Survivor's Tale* (1991) and / or Maus II: *A Survivor's Tale: And Here My Troubles Began* (1991) by Art Spiegelman. Students will learn to mark the text and verbally and in writing identify and analyze the viewpoint and tone in these images, video files, and textual excerpts through teacher-led text-dependent questioning and scaffolding and as a culminating activity, create a digital point of view study guide of their own in small groups and / or pairs.

Lesson Title: Historical Viewpoints by Mice, Pigs, and Dogs – and last but not least, by People	**Timeframe:** 5 days (45 minutes per class period)

Central Texts

Central Texts:
1.   BIrkenau Gate Photograph from http://en.wikipedia.org/wiki/File:Birkenau_gate.JPG
2.   Aushwitz Entrance Photograph from http://en.wikipedia.org/wiki/File:Barbered_wire_near_by_the_entrance_of_Auschwitz_I.jpg
3.   Deported Children during the Holocaust from http://upload.wikimedia.org/wikipedia/commons/e/e3/Children_headed_for_deportation.JPG
4.   Map of WWII Holocaust Europe from http://en.wikipedia.org/wiki/File:WW2-Holocaust-Europe.png
5.   Anatomy of a Scene: 'The Book Thief' -Video from New York Times - http://learning.blogs.nytimes.com/category/global-history/
6.   *Maus: A Survivor's Tale* (1991) and / or *Maus II: A Survivor's Tale: And Here My Troubles Began* (1991)by Art Spiegelman (teacher- selected excerpts)
7.   Sample from *Maus* – video at http://regularrumination.com/2009/07/31/review-maus-a-survivors-tale-i-my-father-bleeds-history-by- art-spiegelman/
     8. "The Complete *Maus* by Art Spiegelman"-video at http://vimeo.com/18535852
9.   Free *Maus* Preview – video at http://www.scribd.com/doc/88684161/The-Complete-Maus-A-Survivor-s-Tale#.UpuiAJt14YI
10. Why *Maus* Has been Banned / Challenged – video at http://cbldf.org/banned-comic/banned-challenged-comics/case-study-maus/\
11. Richard Panchyk and Senator John McCain's http://www.scribd.com/doc/161271848/World-War-II-for-Kids-A-History-with-21-Activities
12. United States Holocaust Memorial Museum Holocaust Encyclopedia with Survivor Testimonials from http://www.ushmm.org/wlc/en/media_list.php?MediaType=oh

Interdisciplinary Connections: Social Studies

Integration of Technology: Smartboard / LCD Projector with Speakers, Computer, Internet Connection, Digital Storytelling websites (i.e. www.storybird.com, www.prezi.com)

Equipment Needed: Smartboard / LCD Projector with Speakers, Computer with Internet Connection

WIDA Performance Indicators

Listening & Speaking: Orally answer WH-questions about the main idea, key details, author's viewpoint and mood in WWII photographs, Holocaust survivor testimonials, and historical narrative excerpts using a word bank / sentence

frames. **WIDA ELD 1, 2 and 5; CCSS- SL.8.2, SL.8.6, RH.6-8.1, RH.6-8.2; NJCCSS 6.3**	
ELP 1-2: Use L1, visuals, gestures, visual word banks and sentence frames.	**ELP 3-4:** Use content-related vocabulary in simple and some complex sentences.
Reading: After viewing WWII and Holocaust photos, video files, and textual excerpts; using highlighted key sentences and key content vocabulary, answer text-dependent questions about the main idea, key details, author's viewpoint and tone. **WIDA ELD 1, 2 and 5; CCSS- RI.8.4, RI.8.5, RI.8.6, RH.6-8.1, RH.6-8.2; NJCCSS 6.3**	
ELP 1-2: Use one or two key sentences from the text, a visual word bank, and native language explanations to answer text-dependent questions.	**ELP 3-4**: Use simple and some complex sentences and content-based related vocabulary to respond to text-dependent questions.
Writing: After viewing WWII and Holocaust photos, survivor testimonials, and historical narrative excerpts, write a digital point of view study guide with visuals to explain how the author's choice of words represents point of view and tone in a historical narrative. **WIDA ELD 1, 2 and 5; W.8.4, W.8.8, W.8.9.b, L.8.1, L.8.2, L.8.3, L.8.6; NJCCSS 6.3**	
ELP 1-2: Use sentence frames and a visual word bank with key content vocabulary or paraphrase in L1 to explain the viewpoint and mood.	**ELP 3-4:** Use simple and some complex sentences and content-related vocabulary from a word bank to explain how the author's choice of words represents the point of view.

Goals/Objectives Differentiation by ELP levels Instructional Strategies/Focus	Activate and build background and text dependent questions (TDQs)

Key Vocabulary: ban(-ned), censorship, concentration camp, defiance, Holocaust, point of view, rights, survivor, tone/mood **L.8.3, L.8.4, L.8.6**
 	
    Additional vocabulary for ELP 1-2: author, details, historical, expression, attitude
    Additional vocabulary for ELP 3-4: challenge(d), controversial, suppression, swastika, testimonials
 	
Language forms and conventions: Narrative writing and speaking, prepositional words and phrases, sequence, transitional words and phrases, subject-verb agreement, WH- questions **L.8.1, L.8.2**	

Speaking /Listening
SWBAT form and answer WH- questions about viewpoint and mood in WWII photos and Holocaust survivor testimonials. **SL.8.1, SL.8.2, SL.8.6, L.8.1, L.8.3, L.8.4, L.8.6, RH.6-8.6**
    Differentiation for ELP 1-2:
1.   Answer questions by verbally filling in sentence frames with words from word bank
    Differentiation for ELP 3-4:
2.   Answer questions by completing sentence starters
 	
Preparing the Learner: Activate prior knowledge/ build background: Students will view various teacher-selected WWII photos and/or Holocaust survivor testimonial forming and answering various WH- questions (What / Which? Where? When? Who? Why? How?) about viewpoint and mood:
1.   United States Holocaust Memorial Museum Holocaust Encyclopedia with Survivor Testimonials - http://www.ushmm.org/wlc/en/media_list.php?MediaType=oh
2.   Photo of Birkenau - http://en.wikipedia.org/wiki/File:Birkenau_gate.JPG
3.   Photo of Auschwitz - http://en.wikipedia.org/wiki/File:Barbered_wire_near_by_the_entrance_of_Auschwitz_I.jpg
	Which word would you choose to describe the photo or video? Why?
	Where and when do you think it was taken?
	Whose point of view is depicted in the photo?
	What can we learn about

4.   Photo of Deported Holocaust Children -
        http://upload.wikimedia.org/wikipedia/commons/e/e3/Children_headed_for
        _deportation.JPG
	censorship and personal rights from this photo?

Speaking / Listening
SWBAT listen to a teacher read aloud and view video footage to answer TDQs to identify the 5 W + H (What / Which? Where? When? Who? Why? How?) questions verbally.**, SL.8.1, SL.8.2, SL.8.6, L.8.4**
 	
Reading
SWBAT determine answers to the 5 Ws + H questions by finding evidence in a historical fiction narrative. **RI.8.4, RH.6-8.1: NJCCSS 6.3**
 	
Writing
SWBAT answer WH- questions about a historical fiction narrative in writing. **W.8.4, W.8.9.b, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6**
     Differentiate for ELP Levels 1-2:
1.   Student pairs or small groups will answer WH- questions using sentence frames and a visual word bank.
     Differentiate for ELP Levels 3-4:
2.   Student pairs or small groups will answer WH- questions using a graphic organizer.
 	
Students will answer the 5 WH + H questions by completing a think-pair-share both verbally and in writing using a graphic organizer and sentence frames.
First, _____ (who) stole the book. Next, _____ (what) was banned by the Nazis. The book burnings took place in _____ (where).In fact, The book burnings took place in _____ (when). It seems that the Nazis banned and burned books because _____ (why). In the end, the stealing of the book was an "act of defiance" or rebellion because _____(how).
	Who stole the book?
	What was banned by the Nazis?
	Where did the book burnings take place?
	When did the book burnings happen?
	Why did the Nazis ban and burn books?
	How was the stealing of the book an "act of defiance" or rebellion?

Reading / Listening
SWBAT preview and predict a historical narrative based on its cover image. **SL.8.2, SL.8.6, RH.6-8.6; NJCCSS 6.3**
SWBAT identify textual evidence about the author's tone and viewpoint about censorship. **RI.8.6, RH.6-8.6; NJCCSS 6.3**
 	
Writing/Speaking
SWBAT provide textual evidence about the author's tone and viewpoint about censorship in two different texts. **W.8.4, W.8.8, W.8.9.b, L.8.1, L.8.2, L.8.3, RH.6-8.6, RH.6-8.7; NJCCSS 6.3**
SWBAT describe main characters and setting using the subject-verb agreement accurately in sentences. **WIDA ELD 2; W.8.4, W.8.8, L.8.1, L.8.2, L.8.3,**
     Differentiate for ELP Levels 1-2:
3.   Complete sentence frames from a visual word bank.
Based on the cover image, the main characters (look / looks) like because _____ .
Based on the cover image, the setting (look / looks) like because _____ .
     Differentiate for ELP level 3-4:
1.   Answer the TDQs using a sentence starter and word bank: *Based on the cover image, the author seems to convey a mood/ tone because _____.*
	Based on the cover image, what do you notice about the main characters and setting?
	Based on the cover image, what mood/ tone do you think the author is conveying about censorship in this story?
	Topic / Main Idea: What did you just listen to, view or read about? What is the main idea in the image, video

The author's viewpoint about censorship is _____ because _____.

Interacting with Text (80-120 mins.)

Students will preview the cover of *Maus: A Survivor's Tale* (1991) by Art Spiegelman. The teacher will either project the cover page of the text or pause the video clip at the cover page via "The Complete *Maus* by Art Spiegelman"- video at http://vimeo.com/18535852 or a Free Preview: http://www.scribd.com/doc/88684161/The-Complete-Maus-A-Survivor-s-Tale#.UpuiAJt14YI

The teacher will ask students in small heterogeneous groups, to list everything that can be seen on the cover page (a mouse wearing a blue coat, a mouse wearing a red coat, a hand / paw at a shoulder, a black-and- white cat skull, a swastika, gray pavement, the word MAUS in red letters). Using the word list they have generated in their groups, students will verbally describe in pairs what they notice about the main characters and setting based on the cover image.

In small groups, students will then form a prediction about the message the cover page conveys about the story and the topic of censorship first in writing, then by turning and talking:

Based on the cover image, I think the author's mood / tone in the story is _____
because the main character is _____ and the setting is _____ .

Teacher will read aloud a pre-selected excerpt from *Maus: A Survivor's Tale* (1991) and / or *Maus II: A Survivor's Tale: And Here My Troubles Began* (1991) by Art Spiegelman. Sample from *Maus*:
http://regularrumination.com/2009/07/31/review-maus-a- survivors-tale-i-my-father-bleeds-history-by-art-spiegelman/

http://cbldf.org/banned-comic/banned-challenged-comics/case- study-maus/

or text?

Key Ideas / Details: What details are the most important in the image, video or text?

Key Vocabulary: What words are important for discussions of the topic? Use some of the words, phrases from the images, video or text (*i.e. banned, controversial, defiance*) to summarize the main idea.

Text-to-Text Connections: How is *Maus* by Art Spiegelman different from *The Book Thief?* Provide examples from both texts.

Reading / Listening

SWBAT mark the text to identify the main idea and key details in historical narrative. **RI.8.1, SL.8.1, SL.8.2, SL.8.6, RH.6-8.1; NJCCSS 6.3**

Writing / Speaking

SWBAT identify key words, phrases, and sentences to analyze author's viewpoint and tone in historical narrative. **RI.8.4, RI.8.5, RI.8.6, W.8.4, W.8.8, W.8.9.b, L.8.1, L.8.2, L.8.3, L.8.4, RH.6-8.4, RH.6-8.6; NJCCSS 6.3**

 Differentiate for ELP Levels 1-2:

2.	Student pairs or small groups will mark the text to answer the TDQs with L1 support and a partially completed visual study guide.

   Differentiate for ELP Levels 3-4:

3.	Student pairs or small groups will mark the text to answer the TDQs with a partially completed study guide.

Interacting with text

Mixed level groups of students will read the same excerpt chorally or through an oral cloze in small groups or pairs and mark the text by underlining words, sentence, or a phrase in the paragraph that best supports their answer to the TDQs to deepen their reading analysis skills.

Textual Evidence: Why did the author include the underlined sentence in this paragraph? What is the author's viewpoint and tone?

Underline words, sentence, or a phrase in the paragraph that best supports your answer about the author's viewpoint.

Which of the following best demonstrates that attitude or tone?

Choose another image to depict their own point of view, explaining own

The author included the underlined sentence in this paragraph because _____. *The author's viewpoint and attitude / tone are_____.* *The word / phrase / sentence _____best demonstrates that attitude / tone.* *Based on this image, my own point of view is _____.* *My claim of how I would respond to censorship / banned personal expression Is _____.*	claim of how to respond to censorship or banned personal expression.
Writing / Speaking SWBAT describe the mood of the setting and the point of view of the main characters using the subject-verb agreement accurately in sentences. **R.L.8.1, RL.8.10, RI.8.1, RI.8.4, RI.8.5, RI.8.6, W.8.4, W.8.8, W.8.9.b, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, NJCCSS 6.3** **Reading / Listening** SWBAT identify and provide textual evidence about the author's tone and viewpoint about censorship through a careful analysis of the setting and main characters. **WIDA ELD 1, 2 and 5; R.L.8.1, RL.8.5, RL.8.10, RI.8.1, RI.8.4, RI.8.5, RI.8.6, RI.8.9, L.8.1, L.8.3, L.8.4, L.8.6, SL.8.1, SL.8.2, SL.8.6, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, NJCCSS 6.3** 　　**Differentiate for ELP Levels 1-2:** 4.　　Student pairs or small groups will choose words and phrases from a visual word bank to complete simple sentence frames as captions for their selected images. 　　**Differentiate for ELP Levels 3-4:** 5.　　Student pairs or small groups will write complete sentences as captions for their selected images using a key content- vocabulary word bank. **Extending Understanding** (80 mins.) 　Working in small mixed level groups, students will explain how the author's choice of words represent the point of view and attitude / mood / tone of each of Spiegelman's animal characters (Jewish prisoners are drawn as mice, German soldiers as cats, Polish soldiers as pigs) and create a digital point of view study guide with visuals (using a digital storytelling website such as www.storybird.com or www.prezi.com). Apply below sentence frames for "Formative Assessment". *The author Art Spiegelman chooses the words _____ , _____ , and _____ to represent the _____ (animal) characters in Maus (1991).* *The _____(animal) characters represent _____ (people from the Holocaust).* *The viewpoint of these characters is _____ because _____.* *The mood / tone of these characters is _____ because _____ .* *If we could choose another animal to depict and add our own point of view, we would choose _____ (animal) because _____.* *We would respond to censorship / banned personal expression by _____ because _____ .* *Some people might argue that Maus is too controversial and should be challenged / banned as a graphic novel because _____ .*	Which words does the author Art Spiegelman choose to represent each of the animal characters? Why? Which group of people from the Holocaust do the animal characters present? What is the viewpoint of each of the animal characters? Why? What is the mood or tone of the setting (time and place) in the story? Why? Why might some people argue that *Maus* is too controversial and should be challenged or banned as a graphic novel?

Time permitting, teacher may also show to map of Holocaust Europe and /or use one of the *World War II for Kids A History with 21 Activities* by Richard Panchyk and Senator John McCain to provide further historical activities about WWII. 1.　　Map of Holocaust Europe - http://en.wikipedia.org/wiki/File:WW2-Holocaust-Europe.png 2.　　Richard Panchyk and Senator John McCain's *World War II for Kids A History with 21 Activities* - http://www.scribd.com/doc/161271848/World-War-II-for-Kids-A-History-with-21-Activities	Which countries did WWII impact the most? How? Why?

Formative Assessment

Group-Created Digital POV Study Guide with Visuals (incl. the author's point of view, attitude / mood / tone of each of Spiegelman's animal characters) – Students will create a digital point of view study guide with visuals using a digital storytelling website (such as www.storybird.com, www.prezi.com, or Google Doc). Each group / pair will complete one for a different animal (mouse / cat / pig) and setting and choose an additional animal to depict and add their own point of view, explaining their own claim of how they would respond to censorship / banned personal expression.

Differentiate for ELP Levels 1-2:	**Differentiate for ELP Levels 3-4:**
Student pairs or small groups will choose words and phrases from a visual word bank to complete simple sentence frames as captions for their selected character point of view and setting.	Student pairs or small groups will write complete sentences / cloze paragraph as captions for their selected for their selected character point of view and setting using a key content-vocabulary word bank.

Lesson Plan #2

Lesson Overview: In Lesson 2, students will focus on building on the skills and content acquired in the first lesson. Students will identify and cite the point of view, claim, and tone in an image and a video file in pairs or small groups. Students will predict the headlines or titles and key academic vocabulary using context clues and synonyms and identify two claims or arguments the author makes about censorship by finding sentences that best support their answer. Students will demonstrate their understanding by marking the text and by creating context clue cards for key academic vocabulary.

Lesson Title: Claim the Word in the Media!	**Timeframe:** 5 days (45 minutes per class period)

Central Texts

Central Texts:
1. "King of the New York Streets" by New York Times Photographer Neal Boenzi – Photograph available from http://learning.blogs.nytimes.com/2013/12/02/whats- going-on-in-this-picture-dec-2-2013/#more-140001
2. "Censorship Incites Protests in China"-video – (3:03 mins.) available from http://www.nytimes.com/video/world/asia/100000001992694/censorship-sparks- protests-in-china.html
3. "Censorship Incites Protests in China" – Article available from http://www.nytimes.com/2013/01/09/world/asia/faceoff-in-chinese-city-over- censorship-of-newspaper.html?_r=

Interdisciplinary Connections: Social Studies

Integration of Technology: Smartboard / LCD Projector with Speakers, Computer, Internet Connection

Equipment Needed: Smartboard / LCD Projector with Speakers, Computer with Internet Connection

WIDA Performance Indicators

Listening & Speaking: Determine and discuss how the author's choice of vocabulary presents a point of view, argument and mood. **WIDA ELD 1, 2 and 5; CCSS-RI.8.4, RI.8.6, L.8.4, L.8.6, SL.8.2, SL.8.6; NJCCSS 6.3**

ELP 1-2: Use L1, visuals, gestures, visual word banks and sentence frames to participate in discussions.	**ELP 3-4**: Use content-related vocabulary to form simple and some complex sentences in discussions.

Reading: After viewing a photo, a video, or a textual excerpt, mark the text to analyze the main idea and key details, key vocabulary, point of view, claim, tone with textual evidence. **WIDA ELD 1, 2 and 5; RI.8.1, RI.8.4, RI.8.5, RI.8.6, RI.8.8; NJCCSS 6.33**

ELP 1-2: Use one or two key sentences from the text, a visual word bank, and native language explanations to answer text-dependent questions.	**ELP 3-4:** Use simple and some complex sentences and content-related vocabulary to respond to text-dependent questions in sentence frames.

Writing: After viewing a photo, a video or a textual excerpt from a related article, summarize using evidence to show how the author's uses key content vocabulary to present a point of view argument and mood. Compose context clue cards. **WIDA ELD 1, 2 and 5; L.8.1, L.8.2, L.8.4, L.8.6, W.8.4, W.8.9.b; NJCCSS 6.3**

ELP 1-2: Use sentence frames and a visual key content vocabulary word bank with pictures and captions to recognize and identify how the author's choice of vocabulary represents a point of view, claim, and mood.	**ELP 3-4**: Use simple and complex sentences with key content vocabulary from a word bank, formulate sentence-level examples to analyze and evaluate how the author's choice of vocabulary represents a point of view, argument and mood

Goals/Objectives Differentiation by ELP level Instructional Strategies/Focus	Activate and build background and Text Dependent Questions
Key Vocabulary: claim, evidence, human rights, introductory statement, offensive, opposing, power, protection, protest, strengths, success, wealth, relevant, values **L.8.6** **Additional Vocabulary for ELP 1-2:** argument, antonym, clues, happiness, independence, opposite, synonym, support **Additional Vocabulary for ELP 3-4**: aspiration, credible, incite, logical, propriety **Key language forms and conventions:** argumentative phrases and clauses, elements of formal vs. informal styles, past perfect tense, persuasive / argumentative style of writing and speaking, prepositional words and phrases, sequence / transitional words and phrases **L.8.1, L.8.3**	
Speaking / Writing SWBAT use context clues to define academic vocabulary. **L.8.4, L.8.6, SL.8.6, W.8.4;** **Reading / Listening** *heterogeneously grouped* SWBAT read and compose context clues for key vocabulary. **RI.8.4, SL.8.1, SL.8.6; NJCCSS 6.3** **Differentiate for ELP Levels 1-2:** 4. Using L1 support, cognates, and illustrations, pairs will choose words or phrases to create context clue cards. **Differentiate for ELP Levels 3-4:** 5. Pairs will choose words and phrases to create context clue cards using a word bank with key content vocabulary. **Preparing the Learner:** Activate Prior Knowledge and Build Background: Teacher will ask the following: "What do you feel passionate about? If you had to choose only one word to describe your life's aspiration, which word would you choose? Why?" Before sharing with a partner, students will create a context clue card for their word. The teacher will model through a think aloud by providing the following clues to students in a vocabulary jigsaw: the initial letter, the last letter, number of syllables, a definition, a synonym, and an antonym. Students will use the clues to try to determine which word the teacher has selected. After the teacher reveals the word selected, students will create similar clues for their own words about their own life. Pairs will then turn and talk to verbally share their clues. Vocabulary Jigsaw: https://www.teachingchannel.org/videos/middle-school-vocabulary-development	What is the first letter of the word? What is the last letter of the word? How many syllables are in the word? What is the definition of the word? What are the synonyms and antonyms of the word?
Reading / Listening SWBAT identify topic, key ideas, point of view, claim, and tone in an image. **CCSS - RI.8.1, RI.8.4, RI.8.5, RI.8.6, L.8.3, L.8.4, L.8.6, SL.8.1, SL.8.2, SL.8.3, SL.8.6; NJCCSS 6.3** **Writing / Speaking** SWBAT describe the main idea, key details, and a caption for an image. **CCSS - RI.8.6, L.8.1, L.8.2, L.8.3, W.8.1.c, W.8.4; NJCCSS 6.3** SWBAT *summarize an image using key vocabulary and evidence. **RI.8.1,**	**Main Idea**: What did you just

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L.8.1, L.8.3, W.8.4, RH.6-8.2; NJCCSS 6.3 **Differentiation for ELP Levels 1-2:** 6. Student pairs / small groups will mark the text to answer the TDQs in sentence frames, with L1 support, pictures with captions, and a visual word bank. **Differentiate for ELP Levels 3-4:** 7. Student pairs / small groups will answer the TDQs using sentence frames and a key content- vocabulary word bank. **Interacting with Text** (80-120 mins.) Teacher will display only the image from a blog post by a New York Times photographer Neal Boenzi "King of the New York Streets" - without revealing the title or the blog post. 1. http://learning.blogs.nytimes.com/2013/12/02/whats-going-on-in-this-picture-dec-2-2013/#more-140001 Through a think-pair-share, students will make a list of what they see in the image (approx. 2-3 mins). Students will choose only one word or phrase to describe the main idea in the image using key details and creating a caption for it: *I see ___ and ___ in the image. I choose the word / phrase _____ to____ describe the main topic / idea in the image, because _____. My caption / headline for the image is_____ .* Students will share their captions for the image in small groups. The teacher will ask text-dependent questions that require students to deepen their analysis skills and apply key content vocabulary.	see? **Key Details**: What details are the most important in the image? Why? Why is the woman sitting on the ground? How might she feel? **Point of View, Claim & Tone:** Why do you think the photographer took this photo? What is his point of view and role in the event shown in the photo? What argument is the photographer making in his photo? Which word would best demonstrate the mood of the photograph? Why?
Writing/Speaking SWBAT summarize an image using key vocabulary and evidence from the text. **L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.8, W.8.9.b** **Differentiate for ELP 1-2** *2. To summarize the image, the words: _____, ____ and ____ are important because in the image it is evident that ___* **Differentiate for ELP 3-4** 3. *Some people might argue that the photo is offensive and should not be published because _____* **Key Vocabulary**: Students will choose 3-5 words that are important for summarizing the image and explain why: *conflicting, credible, current, formal, historical, independence, informal, logical, objectionable, obscene, offensive, opposing, personal, propriety, protection, protest, reasons, relevant, rights, strengths, success, support, suppression, values, wealth* The teacher will reveal the actual headline of the article / blog post. Students will listen to teacher read-aloud the article/blog post, which the teacher will display on the Smartboard. Students will answer the text-dependent questions first in writing, then verbally in pairs or small groups.	Why might some people argue that the photo is offensive and should not be published?
Listening / Speaking SWBAT identify main idea, key details, point of view, claim, and tone in a video. **SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6**	**Topic/Main Idea**: What did you just see?

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Writing /Speaking:
SWBAT summarize a video using key vocabulary and textual evidence. **CCSS-L.8.1, L.8.2, L.8.3, L.8.4, L.8.6, W.8.4, W.8.8; NJCCSS 6.3**

Differentiate for ELP Levels 1-2:
4. Student pairs / small groups will answer the TDQs in sentence frames, with L1 support, pictures with captions, and a visual word bank.
5. *I just saw a video from _____ . It is about _____ . The people in the video seem to feel _____ . The author of the article / video makes two arguments about censorship because _____ .*

Differentiate for ELP Levels 3-4:
1. Student pairs or small groups will answer the TDQs using sentence frames and a key content- vocabulary word bank. *This video made the news because _____ . The people's first argument about censorship is _____ . Their second argument about censorship is_____ because in the article / video we can see that _____ .*

Students will view a *New York Times* video about journalistic censorship in China:
1. "Censorship Incites Protests in China"-video (1/8/13) by Jonah Kessel: http://www.nytimes.com/video/world/asia/100000001992694/censorship- sparks-protests-in-china.html (3:03 mins.)
1. Article: http://www.nytimes.com/2013/01/09/world/asia/faceoff-in-chinese-city-over-censorship-of-newspaper.html?_r=

The teacher will ask students to answer the text-dependent questions in small groups by shifting roles. Student # 1 will ask the question. Student # 2 will answer the question verbally. Student # 3 will verbally add to the answer of student # 2. Student # 4 will verbally summarize and praise the group members for their responses. Then student # 1 will take on the role of student # 2, student # 2 will take on the role of student # 3, etc. until all TDQs have been answered.

Students will choose 3-5 words from the word wall to summarize the video.

Reading
SWBAT mark the text for point of view, argument, and tone. **RI.8.1, RI.8.4, RI.8.5, RI.8.6, RI.8.8**

Writing
SWBAT choose words / phrases to create context clue cards about how censorship impacts people's lives. **CCSS - L.8.1, L.8.2, L.8.3, L.8.4, L.8.6, W.8.4,**

Differentiation for ELP Levels 1-2:
2. Using L1 support, cognates, and illustrations, student pairs will choose words and phrases to create context clue cards.

Differentiation for ELP Levels 3-4:
3. Student pairs will choose words and phrases to create context clue cards using a key content- vocabulary word bank.

Key Ideas/Details: What details are the most important in the video? Why? Why are people protesting in the county (China)? How might they feel?

Point of View, Claim & Tone:
Why do you think this video made the news? What point of view do the people show in the video?
What two (2) claims / arguments is the video making about censorship? Why? What is the author's motive or purpose?

Which word from the article or the video best helps you understand the meaning of the word *human rights*?

As it is used in the headline, the word *censorship* most nearly means _____.

(adapted from Grade 8 Unit 5 assessment)

What are the point of view, claim, and mood in the article?

Which words or phrases show how censorship can suppress people's sense of personal expression, happiness, independence, protection, rights, strengths, success, values, or wealth?

Extending Understanding (80 mins.) 1. Students will read a paragraph of a related article: http://www.nytimes.com/2013/01/09/world/asia/faceoff-in-chinese-city- over-censorship-of-newspaper.html?_r= Students will mark the text for point of view and argument with teacher guidance. Teacher will show other international videos about censorship and ask students to choose words and phrases to create context clues clue cards about their point of view about how censorship impacts people's sense of personal expression, happiness, independence, protection, rights, strengths, success, values, or wealth.	
Formative Assessment 1. Student-Created Context Clues Clue Cards (in Vocabulary Jigsaw activity) 2. Verbal and Written Responses to Text-Dependent Questions 3. Marking the Text	

Lesson Plan #3

Lesson Overview: In Lesson 3, students will continue to analyze vocabulary and syntax related to censorship and viewpoint as they will further interpret images, videos, and nonfiction textual excerpts, and how different types of claims, reasons, and evidence are used in both censorship and expression of personal viewpoint. Students will demonstrate their comprehension and skills by completing a pros & cons graphic organizer for the texts.

Lesson Title: Another Argument! -- Censored Details & Argumentative Sentences in Music and Education	**Timeframe:** 5 days (45 minutes per class period)

Central Texts

Central Texts:

1. In Guyana, Feeling Stifled After Needling Government in Song" by Girish Gupta (12/5/13) Article and videos (approx. 1:35 mins. ea.) available from - http://www.nytimes.com/2013/12/06/world/americas/in-guyana-feeling-stifled-after-needling-government-in-song.html?src=recg
2. "Malala Inspires the World" – Video available from http://action.scholastic.com/Video-Archive (1:56 mins.) (Action-111813 - Malala the Brave). (Narration: Tyrus Holden)
3. "Mother of Malala Yousafzai Learns to Read and Write" (8/20/14) (7:47 mins.) *TimesTalks* Video available from http://www.nytimes.com/video/world/asia/100000003065530/malalas-mother-learns-to-read.html?playlistId=1194811622211
4. "Class Dismissed: Malala's Story – The Death of Female Education" by Adam B. Ellick and Irfan Ashraf (32:17 mins.) Video available from http://learning.blogs.nytimes.com/2013/08/26/reader-idea-thinking-like-a-historian-about-current-world-events/#more-135878
5. "The Bravest Girl in the World" – *New York Times Upfront Magazine* Cover Article (12/9/13) – available from www.upfrontmagazine.com
6. "Malala the Brave" – *Scholastic Action Magazine* Article (11/18/13) – available from http://action.scholastic.com/Differentiated-Articles
7. "Malala's Mother Learns to Read" – *New York Times* Article by Jodi Kantor (8/20/14) – available from http://www.nytimes.com/video/world/asia/100000003065530/malalas-mother-learns-to-read.html?playlistId=1194811622211

Interdisciplinary Connections: Social Studies

Integration of Technology: Smartboard, Computer, Internet Connection

Equipment Needed: Smartboard / LCD Projector with Speakers, Computer with Internet Connection

WIDA Performance Indicators

Listening & Speaking: Determine and discuss how the author's choice of vocabulary presents a point of view, argument, and tone. **WIDA ELD 1, 2 and 5; CCSS - L.8.4, L.8.6, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6; NJCCSS 6.3**

ELP 1-2: Use L1, visuals, gestures, visual word banks and sentence frames to participate in discussions.	**ELP 3-4**: Use content-related vocabulary to form simple and complex sentences in discussions.

Reading: After viewing a photo, video, or textual excerpt from a related article, mark the text to analyze the main idea and key details, key vocabulary, point of view, claim, tone, and textual evidence. **WIDA ELD 1, 2 and 5; RI.8.1, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RH.6-8.4, RH.6-8.6, RH.6-8.8; NJCCSS 6.3**

ELP 1-2: Use one or two key sentences from the text, a visual word bank, and native language explanations to answer text-dependent questions.	**ELP 3-4**: Use simple and some complex sentences and content-related vocabulary to respond to text-dependent questions.

Writing: After viewing a photo, a video or a textual excerpt from a related article, summarize using evidence to show

how the author's uses key content vocabulary to present a point of view, argument and mood. Compose context clue cards for key content vocabulary. **WIDA ELD 1, 2 and 5; CCSS-L.8.1, L.8.2, L.8.3, L.8.4, L.8.6, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4; NJCCSS 6.3**

ELP 1-2: Use sentence frames and a visual key content vocabulary word bank with pictures and captions to recognize and identify how the author's choice of vocabulary represents a point of view, claim, and mood.	**ELP 3-4**: Use simple and complex sentences with key content vocabulary from a word bank, formulate sentence-level examples to analyze and evaluate how the author's choice of vocabulary represents a point of view, argument and mood

Goals/Objectives **Differentiation by ELP level** **Instructional Strategies/Focus**	**Activate and build background and Text Dependent Questions**

Key Vocabulary: decency, logical, needling, pro, propriety, relevant, stifled, values, weaknesses, counterclaim and key academic vocabulary learned in previous lessons **L.8.6**
    Additional Vocabulary for ELP 1-2: formal, informal, organized
    Additional Vocabulary for ELP 3-4: conflicting, controversial, debate, objectionable, obscene, offensive
 	
Key language forms and conventions: argumentative phrases and clauses, conjunctions, elements of formal vs. informal styles, sequence / transitional words and phrases, superlatives **CCSS- L.8.1, L.8.3**	

Listening / Speaking:
SWBAT name two (2) reasons why some music or song lyrics are offensive.
WIDA ELD 1, 2 and 5; SL.8.1, SL.8.2, SL.8.6
 	
Writing: *in pairs or small groups*
SWBAT name two (2) reasons why some music or song lyrics are offensive.
WIDA ELD 1, 2 and 5; W.8.4, W.8.8, W.8.9.b
    Differentiate for ELP Levels 1-2:
1.   Use words and phrases from word/picture bank to fill in sentence frames
    Some music or song lyrics offend people because _____reason #1) and _____(reason # 2).
    Differentiate for ELP Levels 3-4:
2.   Use simple and some complex sentences with phrases from a key content- vocabulary word bank
 	
Preparing the Learner
Activate Prior Knowledge/Building Background: Teacher will ask students to think-pair-share: "Name at least two (2) reasons why some music or song lyrics offend people." Teacher will write students' reasons why some music offends people under the heading of Con/Against offensive music or song lyrics.	

Listening / Speaking*:* SWBAT listen to a video to discuss point of view, claim, tone, and textual evidence / reasons. **SL.8.1, SL.8.2, SL.8.3, SL.8.6; NJCCSS 6.3** **Reading:** SWBAT choose key vocabulary to summarize the main idea, key details, point of view, claim and tone in a video. **RI.8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCSS 6.3** **Writing:**	

SWBAT apply key vocabulary to summarize the main idea, key details, point of view, claim and tone in a video. **W.8.4, W.8.8, W.8.9.b, RH.6-8.2, RH.6-8.4; NJCCSS 6.3**

Differentiate for ELP Levels 1-2:

3. Answer the TDQs using sentence frames, L1 support, pictures with captions, and a visual word bank; e.g. *The video is mostly about _____ . The details that are the most important are _____because _____.*

Differentiate for ELP levels 3-4:

1. Answer the TDQs using sentence starters and a key content-vocabulary word bank; e.g *One reason people think some songs should be banned in Guyana is because _____ .*

Interacting with Text

Teacher will show a *New York Times* video about song lyrics censorship in Guyana:

1. "In Guyana, Feeling Stifled After Needling Government in Song" by Girish Gupta (12/5/13) Article and video - http://www.nytimes.com/2013/12/06/world/americas/in-guyana-feeling-stifled-after-needling-government-in-song.html?src=recg

The teacher will ask students to answer the following detail-oriented questions in small groups by shifting roles. Student # 1 will ask the question. Student # 2 will answer the question. Student # 3 will add to the answer of student # 2. Student # 4 will praise the group members for their responses. Then student # 1 will take on the role of student # 2, student # 2 will take on the role of student # 3, etc. until all the related text-dependent questions have been answered.

They might feel _____.
I think this video made the news because _____.
The people in the video show that their point of view is_____.
The author of the article / video makes two arguments about censorship because his / her motive / purpose is _____.
His / her first argument / claim about censorship is _____.
His / her second argument / claim about censorship is _____.

Key Vocabulary:

As it is used in the headline, the word "stifled" most nearly means   .
A word that would best demonstrate the tone / mood of the video is... because...   .

Students will choose words to summarize the video. Teacher will ask leveled student pairs / small groups to choose key words from a word bank that are important for discussing the video. Students will then write a two-sentence summary about the video using some of the words.

To summarize, the most important idea in the video was _____ because _____. In addition, an important detail was _____.

Listening / Speaking:

Topic/Main Idea: What did you just see in the video?

What is the video mostly about?

Key Ideas/Details: What ideas or details are the most important in the video? Why?

What is one reason people think some songs should be banned in Guyana?

Point of View, Claim & Tone:

Why do you think this video made the news?

What point of view do the people show in the video?

What two (2) claims or arguments is the video making about censorship?

Which word would best demonstrate the tone or mood of the video? Why?

How might they feel?

Textual Evidence / Reasons:

As it is used in the headline, the word *stifled* most nearly means _____ because _____ .

(Textual Evidence questions adapted from Grade 8 Unit 5 Assessment of the NJDOE Model Curriculum)

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SWBAT listen to a video to discuss point of view, claim, tone, and textual evidence. **SL.8.1, SL.8.2, SL.8.3, SL.8.6**

Reading:
SWBAT choose key vocabulary to summarize the main idea, key details, point of view, claim and tone in a video. **WIDA ELD 1, 2 and 5; RI.8.1, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, L.8.4, L.8.6, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, NJCCSS 6.3**

Writing:
SWBAT apply key vocabulary to summarize the main idea, key details, point of view, claim and tone in a music censorship video. **L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.8, W.8.9.b**

Teacher will select and display an excerpt from one (1) of the videos below about the Taliban censorship of female education in Pakistan:
2. "Malala Inspires the World" – Video available from http://action.scholastic.com/Video-Archive (1:56 mins.) (Action-111813 - Malala the Brave). (Narration: Tyrus Holden)
3. "Mother of Malala Yousafzai Learns to Read and Write" (8/20/14) (7:47 mins.) *TimesTalks* Video available from http://www.nytimes.com/video/world/asia/100000003065530/malalas-mother-learns-to-read.html?playlistId=1194811622211
4. "Class Dismissed: Malala's Story – The Death of Female Education" by Adam B. Ellick and Irfan Ashraf (32:17 mins.) Video available from http://learning.blogs.nytimes.com/2013/08/26/reader-idea-thinking-like-a-historian-about-current-world-events/#more-135878

Key Vocabulary:
Students will choose words to summarize the video. Teacher will ask leveled student pairs / small groups to choose key words from a word bank that are important for discussing the video. Students will then write a two-sentence summary about the video using some of the words:
To summarize , the most important idea in the video was _____
because _____. In addition, an important detail was _____.

Students will listen to a teacher read aloud about the Taliban censorship of female education in Pakistan from one (1) of the articles below and complete sentence frames to identify two arguments the author makes about censorship:
As it is used in the headline, the word "the bravest" most nearly means _____ .
A word that would best demonstrate the tone / mood of the video is _____
because _____.
The author of the article/video makes two arguments about censorship because her purpose is _____ .
Her first argument / claim about censorship is _____.
Her second argument / claim about censorship is _____ .

(Sentence frames are based on textual evidence questions, which are adapted from Grade 8 Unit 5 Assessment of the NJDOE Model Curriculum) 5. "The Bravest Girl in the World" – *New York Times Upfront Magazine* Cover Article (12/9/13) – available from www.upfrontmagazine.com 6. "Malala the Brave" – *Scholastic Action Magazine* Article (11/18/13) – available from http://action.scholastic.com/Differentiated-Articles 7. "Malala's Mother Learns to Read" – *New York Times* Article by Jodi Kantor (8/20/14) – available from http://www.nytimes.com/video/world/asia/100000003065530/malalas-mother-learns-to-read.html?playlistId=1194811622211	
Reading: SWBAT re-read texts and videos to identify pros and cons / reasons for and against music and education bans. **CCSS-RI.8.6, RI.8.8, RI.8.9, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCSS 6.3** **Listening / Speaking:** SWBAT identify pros and cons about music and education bans. **SL.8.1, SL.8.2, SL.8.3, SL.8.6; NJCCSS 6.3** SWBAT use superlatives and comparative adjectives in sentences. **L.8.1, L.8.3, SL.8.1, SL.8.3** **Writing:** SWBAT identify pros and cons about music and education bans using a graphic organizer. **W.8.4, W.8.8, W.8.9.b; NJCCSS 6.3** SWBAT use transition words, phrases, and clauses and superlatives to persuade. **L.8.1, L.8.2, L.8.3, W.8.1.c, W.8.1.d, W.8.4; NJCCSS 6.3** **Differentiate for ELP Levels 1-2:** 8. Use a partially completed graphic organizer, sentence frames, L1 support, and /or a visual word bank. **Differentiate for ELP Levels 3-4:** 9. Use sentence starters and a key content-vocabulary word bank. **Extending Understanding** (approx. 40-60 mins.) Students will demonstrate their comprehension and skills by completing the formative assessment below: a pros and cons graphic organizer about the above videos and texts. ELP Levels 1-2 will complete a partially filled out graphic organizer. After the writing task, students will turn and talk to verbally share their pros /cons and argumentative paragraphs with a partner or in a small group.	Why were some people in Guyana in favor (pro) of banning some songs? Why were some people in Guyana against (con) banning these songs? Why was the Taliban in favor (pro) of banning the education of girls in Pakistan? Why was Malala against (con) banning the education of girls in Pakistan?

Formative Assessment: Pros & Cons Graphic Organizer Completion:
1. Why were some people in Guyana in favor (pro) of banning some songs? Why were some people in Guayana against (con) banning these songs?
    2. Why was the Taliban in favor (pro) of banning the education of girls in Pakistan? Why was Malala against (con) banning the education of girls in Pakistan?

Pro (for) banning songs in Guyana   *Con/Against banning songs in Guyana*

Reason # 1. _____   Reason # 1. _____
Reason # 2. _____   Reason # 2. _____
Reason # 3. _____   Reason # 3. _____

Pro (for) banning education of girls in Pakistan   *Con/Against banning education for girls in Pakistan*

Reason # 1. _____   Reason # 1. _____
Reason # 2. _____   Reason # 2. _____
Reason # 3. _____   Reason # 3. _____

Differentiate for ELP Levels 1-2:
Some people in Guyana were pro / con (   ) of banning some songs.
First of all,_____. Secondly,_____. Thirdly,_____. However, some people in Guayana were against (   ) banning these songs, because _____,_____, _____. In conclusion, as shown in both the New York Times article and video "In Guyana, Feeling Stifled After Needling Government in Song" by Girish Gupta (12/5/13), banning songs can result in_____ because _____.

Differentiate for ELP Levels 3-4:
The Taliban in Pakistan was _____ (pro) of banning education of girls.
First of all, _____ . Secondly, _____ . Thirdly, _____ .
On the other hand, a girl named Malala in Pakistan was _____(con) banning education of girls, because
_____ , _____, _____ .
In conclusion, as shown in both "Class Dismissed: Malala's Story – The Death of Female Education" by Adam B. Ellick and Irfan Ashraf video and The New York Times Upfront Magazine article "The Bravest Girl in the World" (December 9, 2013), banning education can result in _____ . In the end, in my opinion, the video about banning music and song lyrics was _____ (more / less) interesting than the video about banning the education of girls because _____ . The (most / least) interesting article was _____ because _____.

Lesson Plan #4

Lesson Overview: In Lesson 4, students will compare and contrast authors' claims, evidence, counterclaims, and calls to action in two (2) different editorial articles with visuals to analyze how the differing structure of each contributes to their argumentative meaning and style. Students will demonstrate their comprehension and skills by completing a Venn diagram and/or a T-chart for the texts.

Lesson Title: Similar to & Different from: Comparing and Contrasting Debates	Timeframe: 5 days (45 minutes per class period)

Central Texts:
1.   "Should parents track their teens' every move online?" www.scholastic.com/actionmag (10/29/12)
2.   "Should Kids Younger Than 13 Be Allowed on Facebook?" by Rebecca Zissou - Junior Scholastic Debate Article (9/17/12)
3.   "Caught on Camera: Should Paparazzi Be Subject to Stricter Laws?" by Rebecca Zissou - Junior Scholastic Debate Article (2/18/13)
4.   "Eye Spy: Should governments install surveillance cameras in public places?" by Rebecca Zissou Junior Scholastic Debate Article (4/29/13)
5.   "Should Schools Track Kids?" by Rebecca Zissou Junior Scholastic Debate Article (11/19/13)
6.   Various argumentative / persuasive articles from http://readingandwritingproject.com/resources/book-lists-classroom-libraries-and- text-sets-for-students/text-sets.html

Interdisciplinary Connections: Social Studies

Integration of Technology: Smartboard, Computer, Internet Connection

Equipment Needed: Smartboard / LCD Projector with Speakers, Computer with Internet Connection

WIDA Performance Indicators

Listening & Speaking: Compare and contrast authors' viewpoints, claims, evidence, counterclaims, and calls to action in two (2) distinct arguments in opinionated editorial articles using a comparative adjectives word bank / sentence frames. **WIDA ELD 1, 2 and 5; CCSS-L.8.1, L.8.3, SL.8.1, SL.8.2, SL.8.3, SL.8.6; NJCCSS 6.3**

ELP 1-2: Use L1 support, visuals, gestures, visual word banks, and sentence frames to participate in comparative discussions.	**ELP 3-4:** Use content-related vocabulary and sentence frames to form simple and complex comparative sentences in discussions.

Reading: Identify authors' viewpoints, claims, evidence, counterclaims, and calls to action using textual evidence. **WIDA ELD 2 and 5; CCSS-RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, NJCCSS 6.3**

ELP 1-2: Use key words and phrases, and/or simple sentences from the text, a visual word bank, and native language to respond to text-dependent questions.	**ELP 3-4:** Use simple and complex sentences and content-related vocabulary to respond to text-dependent questions.

Writing: Compare and contrast authors' viewpoints, claims, evidence, counterclaims, and calls to action in two (2) distinct arguments in editorial articles. **WIDA ELD 1, 2 and 5; CCSS-L.8.1, L.8.2, L.8.3, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b; NJCCSS 6.3**

ELP 1-2: Use visual word banks, sentence frames, and/or pictures with captions and a partially completed Venn Diagram /T-Chart to compare and contrast authors' viewpoints, claims, evidence, counterclaims, and calls to action in two (2) distinct arguments in editorial articles.	**ELP 3-4:** Use content-related vocabulary and sentence starters to form simple and complex sentences to compare and contrast authors' viewpoints, claims, evidence, counterclaims, and calls to action in two (2) distinct arguments in editorial articles.

Goals/Objectives Differentiation by ELP level Instructional Strategies/Focus	Activate and build background and Text Dependent Questions

Key Vocabulary: call to action, counterclaim, debate, laws, track, online, social media **L.8.6**
    Additional Vocabulary for ELP 1-2: agree(d), compare, contrast, current, disagree(d),
    Additional Vocabulary for ELP 3-4: credible, Facebook, Instagram, Paparazzi, Spy, Surveillance, Twitter
 	
Key language forms and conventions: comparative adjectives, comparative style of writing and speaking. **L.8.1, L.8.3,**	

Listening / Speaking (*work in heterogeneously mixed groups by ELP)*
SWBAT choose and defend a position with reasons in discussion with peers.
CCSS-SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6; NJCCSS 6.3
    Differentiate for ELP Levels 1-2:
1.   Use L1 support, visuals, gestures, visual word banks and sentence frames to participate in discussions.
    Differentiate for ELP Levels 3-4:
2.   Use content-related vocabulary and sentence starters to form simple and some complex sentences in discussions.
 	
Preparing the Learner
Activate Prior Knowledge/Building Background: The teacher will ask students to imagine that someone has made a rude comment about them on social media (i.e. Facebook, Instagram, Twitter, etc.), and that they will need to write a reply. Teacher will ask students what they would post in reply. Students will answer through a think-pair-share. The teacher will post and ask the question, "Should parents track their children's every move online?" Students will vote yes / no on a slip of paper, which a student volunteer will collect into a box. Another student volunteer will count the votes and display results on the board. Students will give their reasons why they voted accordingly, and the teacher will write their reasons on the board.	

Reading
SWBAT analyze a debate comparing and contrasting claims, viewpoints, reasons, and evidence. **RI.8.5, RI.8.6, RH.6-8.6, RH.6-8.8, RH.6-8.9; NJCCSS 6.3**
 	
Listening / Speaking
SWBAT defend a position in discussion with peers using comparative adjectives. **SL.8.1, SL.8.3, SL.8.4, SL.8.6**
 	
Writing
SWBAT complete a Venn diagram/T-chart with textual citations using comparative adjectives. **W.8.4, W.8.8, W.8.9.b; NJCCSS 6.3**
    Differentiate for ELP Levels 1-2:
3.   Answer the TDQs using sentence frames, L1 support, pictures with captions, and a visual word bank.
    Differentiate for ELP Levels 3-4:
4.   Answer the TDQs using sentence starters and a key content-vocabulary word bank.
 	
Interacting with Text
Students will do a jigsaw reading of a debate (with two sides: yes /no) of the
	Do you agree or disagree with the debate of the article?
	
	Which side of the debate is more valid as an argument?
	
	What is the author's claim in

article "Should parents track their teens' every move online?"
www.scholastic.com/actionmag (10/29/12) in pairs or small groups and will state their own opinion on the issue.

I agree / disagree that parents should track their teens' every move online because _____   .

Modeling how to compare and contrast through a think aloud, teacher will display and complete a T-chart / Venn diagram for the pros and cons of parents tracking teens online based on citations students provide from the article. Students will use the completed chart to defend their position in discussion in small groups in Balance Beam Group Discussion: students will address which side is more valid as an argument by placing sized cards on a balance beam (small cards for 'small' pros / cons; 'big' cards for 'big' pros / cons).

Student pairs / small groups will choose 2 op-ed articles with visuals from the list below to read and analyze the claim, evidence, counter claim, and call to action by completing a Venn diagram and/or T-chart:

1.   "Should Kids Younger Than 13 Be Allowed on Facebook?" by Rebecca Zissou - Junior Scholastic Debate Article (9/17/12)
2.   "Caught on Camera: Should Paparazzi Be Subject to Stricter Laws?" by Rebecca Zissou - Junior Scholastic Debate Article (2/18/13)
3.   "Eye Spy: Should governments install surveillance cameras in public places?" by Rebecca Zissou Junior Scholastic Debate Article (4/29/13)
4.   "Should Schools Track Kids?" by Rebecca Zissou Junior Scholastic Debate Article (11/99/13)
Nonfiction text sets by theme online -
http://readingandwritingproject.com/resources/book-lists- classroom-libraries-and-text-sets-for-students/text-sets.html

the op-ed article?
What are the author's reasons for the claim in the op-ed article?
What is the author's counterclaim in the op-ed article?
What is the author's call to action in the op-ed article?

Listening / Speaking
SWBAT compare and contrast authors' viewpoints using textual evidence and comparative adjectives. **SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6**

Teacher will display and / or distribute a copy the following sentence frames for students to use in their group discussion:
5.   *The author of Passage 1 / Passage 2 believes that _____
     because _____ .*
6.   *The following sentence "_____ " best supports my answer, because _____ .*
7.   *Selecting one word that summarizes what the author of Passage 1 values most and another word that summarizes what the author of Passage 2 values most, I can say that the author of Passage 1 values _____most, while the author of Passage 2 values _____ most.*
1.   *One sentence from Passage 1 that supports what the author of Passage 1 values most is _____.*
2.   *Another sentence that supports what the author of Passage 2 values*

What does the author of each passage believe? How do you know?
Which sentence best supports your answer? Why?
Which word would you choose to summarize what the authors of each passage value most?
Which sentence in each passage support what the author values most?

most is _____ . (Sentence frames above adapted from questions 13-16, Grade 8 Unit 5 Assessment of the NJDOE Model Curriculum.)	

Reading / Writing
 SWBAT complete a Venn diagram / T-chart with textual citations using comparative adjectives. **RI.8.1, RI.8.4, RI.8.5, RI.8.8, RI.8.9, W.8.4, W.8.8, W.8.9.b, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, RH.6-8.8, RH.6-8.9, NJCCSS 6.3**
 	
 Listening / Speaking
 SWBAT defend a position in discussion with peers using comparative adjectives. **L.8.1, L.8.3, L.8.6, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6; NJCCSS 6.3**
     Differentiate for ELP Levels 1-2:
 1.   identify pros and cons using a partially completed Venn diagram /T-chart, sentence frames, L1 support, and a visual word bank.
     Differentiate for ELP Levels 3-4:
 2.   Compare and contrast pros and cons using comparative sentence starters and a key content-vocabulary word bank.
 	
 Extending Understanding
 Students will demonstrate their comprehension and skills by completing a Venn diagram for the two (2) texts, citing each author's point of view, the differences and similarities of their pros and cons, and what each author seems to value the most in each article. Students will choose a sentence from each text to support their evidence. Students will use the completed Venn diagram to verbally present their summaries of each article and defend their position in discussion with other pairs or in small groups in "Balance Beam Group Discussion / Debate": students will address which side is more valid as an argument by placing sized cards on a balance beam (small cards for 'minor' pros and cons; bigger cards for 'major' pros and cons).
	What is the author's point of view in each text?
	 What are the similarities and differences of their pros and cons?
	 What does each author seem to value the most in each article?
	 Which sentence from each text best supports your evidence?
	
	 Which side is more valid as an argument?

Formative Assessment 1. Venn Diagram / T-Chart Completion 2. Balance Beam Group Discussion / Debate	

Lesson Plan #5

Lesson Overview: In Lesson 5, students will read two opinionated editorial articles on a similar topic / theme to identify and evaluate the reasoning and evidence of the authors. Students will demonstrate their growing competency in argumentative literacy skills by first discussing reasoning and evidence in small groups and then by composing a comparison-contrast paragraph / essay with a clear and relevant introduction, reasons, textual evidence, counterclaims, and a concluding sentence.

Lesson Title: Op-Ed Evaluation: Whose Argument Is Stronger? (Pros vs. Cons)	**Timeframe:** 5 days (45 minutes per class period)

Central Texts:

3.   "Pick a Side: Nets or Knicks?" – image and article at http://www.nytimes.com/2013/10/27/sports/basketball/pick-a-side-nets-or-knicks.htm

4.   "What Do You Think of the Police Tactic of Stop-and-Frisk?" by Michael Gonchar (12/6/13) New York Times Article and "Stop & Frisk in Brownsville" by Matthew Orr (7/11/10) Video – (07:04 mins.) http://learning.blogs.nytimes.com/2013/12/06/what-do-you-think-of-the-police-tactic-of-stop-and-frisk/#more-140245

5.   "Riding with the 12 O'Clock Boys" by Lofty Nathan (12/3/13) Article & video - http://www.nytimes.com/2013/12/03/opinion/riding-with- the-12-oclock-boys.html
    http://www.nytimes.com/video/opinion/100000002582022/riding-with-the-12-oclock-boys.html?playlistId=1194811622299 (4:19 mins.)

6.   Article: http://www.nytimes.com/video/opinion/100000002501143/-an-unfair-game.html?playlistId=1194811622299

Interdisciplinary Connections: Social Studies

Integration of Technology: Smartboard, Computer, Internet Connection

Equipment Needed: Smartboard / LCD Projector with Speakers, Computer with Internet Connection

WIDA Performance Indicators

Listening & Speaking: Compare and contrast authors' viewpoints, claims, evidence, counterclaims, and calls to action in a video and an opinionated editorial about the same topic using a word bank, sentence frames, comparative adjectives, and comparative speaking style. **WIDA ELD 1, 2 and 5; CCSS-L.8.3, SL.8.1, SL.8.2, SL.8.3, SL.8.6; NJCCSS 6.3**

ELP 1-2: Use L1 support, visuals, gestures, visual word banks, and sentence frames to participate in comparative discussions.	**ELP 3-4**: Use content-related vocabulary and sentence starters to form simple and some complex sentences.

Reading: Identify authors' viewpoints, claims, evidence, counterclaims, and calls to action using textual evidence and comparative adjectives and style. **WIDA ELD 2 and 5; CCSS- RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCSS 6.3**

ELP 1-2: Use key words, phrases, and/or simple sentences from the text, a visual word bank, and native language explanations to respond to text- dependent questions.	**ELP 3-4:** Use simple and some complex sentences and content-related vocabulary to respond to text-dependent questions with sentence starters.

Writing: Compare and contrast authors' viewpoints, claims, evidence, counterclaims, and calls to action in a video and an editorial about the same topic using comparative adjectives, and comparative writing style. **WIDA ELD 2 and 5; CCSS-L.8.3, W.8.1a, W.8.1.b, W.8.1.d.e, W.8.4; NJCCSS 6.3**

ELP 1-2: Use L1, visual word banks, sentence frames, and pictures with captions	**ELP 3-4:** Use content-related vocabulary and sentence starters to form simple and some complex sentences.

Goals/Objectives Differentiation by ELP level Instructional Strategies/Focus	Activate and build background and Text Dependent Questions
Key Vocabulary: abandon, aggressive, approach, frisk, interpretation, outcome, selective, strategy, tactic, and academic vocabulary learned in previous lessons in the unit **L.8.6** **Additional Vocabulary for ELP 1-2:** , fact, favor, violate **Additional Vocabulary for ELP 3-4:** constitutional, decency, overwhelmed, pace, precipitously, tsunami, ghetto **Key language forms and conventions:** comparative adjectives, comparative and persuasive / argumentative styles of writing and speaking, elements of formal vs. informal styles, conditional forms **L.8.1**	

Listening / Speaking in mixed ELP groups
 	
SWBAT choose and defend a position with 3 reasons in discussion with peers. **SL.8.1, SL.8.2, SL.8.3, SL.8.6; NJCCSS 6.3**
    Differentiate with ELP Levels 1-2:
1.   Use L1 support, visuals, gestures, visual word banks and sentence frames to participate in peer discussions.
    Differentiate for ELP Levels 3-4:
2.   Use content- related vocabulary and sentence starters to form simple and complex sentences in discussions.
 	
Preparing the Learner
Activate Prior Knowledge/Building Background (Approx. 10-15 mins.)
Teacher will display an artistic depiction of Nets and Knicks on a basketball court and ask students to choose a side, "Pro Nets" / "Pro Knicks". Teacher will ask, "Which side are you on? Are you pro-Nets or pro-Knicks? Why?"
1.   "Pick a Side: Nets or Knicks?" – image and article at http://www.nytimes.com/2013/10/27/sports/basketball/pick-a-side- nets-or-knicks.htm
Students support their "pro" side with three (3) reasons based on the image. Teacher will write students' reasons on the board under the heading "Pro Nets" / "Pro Knicks".	

Reading SWBAT analyze op-eds comparing and contrasting claims, viewpoints, reasons, and evidence. **WIDA ELD 2 and 5; CCSS-RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCCS 6.3** **Listening / Speaking** SWBAT defend a position in discussion with peers using comparative adjectives. **SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6; NJCCCS 6.3** **Writing (in pairs or small mixed ELP level groups)** SWBAT compare and contrast viewpoints in op-eds about censorship using textual citations as evidence. **L.8.1, L.8.3, W.8.1a, W.8.1.b, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b; NJCCCS 6.3** **Differentiate for ELP Levels 1-2:** 2. Answer the TDQs using sentence frames, L1 support, pictures with	

captions, and a visual word bank.
Differentiate for ELP Levels 3-4:
3.   Answer the TDQs using sentence starters and a key content- vocabulary word bank.

Interacting with Text (Approx. 120 mins.)
Students will view two different (2) videos and read (2) two matching opinionated editorial articles in small groups to identify and evaluate the reasoning and evidence of the authors:

Video & Article # 1:
Riding with the 12 O'Clock Boys by Lofty Nathan (12/3/13)
Article & video: http://www.nytimes.com/2013/12/03/opinion/riding-with-the-12-oclock-boys.html
.   Video:
        http://www.nytimes.com/video/opinion/100000002582022/riding-with-the-12-oclock-boys.html?playlistId=1194811622299 (4:19 mins.)
.   Article: http://www.nytimes.com/video/opinion/100000002501143/-an- unfair-game.html?playlistId=1194811622299

Students will watch the video and read the article and answer the text-dependent questions from the above website. Teacher may re-play the video pausing to ask text-dependent questions and through guided practice, help student pairs fill in the sentence frames.
The radio show host is saying _____ about the kids riding the dirt bikes in Baltimore because _____ .
The police officer Steven has a _____ point of view about Baltimore City because _____ .
By "the right way" of doing things he means that _____ and by "the wrong way" of doing things he means that _____ .
This is a matter of _____ (fact or interpretation) because _____ .
I agree with the _____ (radio show host or the police officer) because _____ .
The sentence "Despite the dangers, the group continues to grow" means _____ .
One of the boys got hurt because _____ .
He continues to ride, in spite of the dangers, because _____ .
"The ghetto produces violence, depression, and other negative outcomes," according to Steve, the police officer, because _____ .
This is a matter of _____ (fact or interpretation) because _____ .

Video & Article # 1: What is the radio show host saying about the kids riding the dirt bikes in Baltimore? Why?
What point of view does the police officer Steven have about Baltimore City? Why?
What does he mean by "the right way" and "the wrong way" of doing things?
Is this a matter of fact or interpretation? Why?
Do you agree with the radio show host or the police officer? Why?
What does the sentence "Despite the dangers, the group continues to grow" mean?
How did one of the boys get hurt? Why does he continue to ride, in spite of the dangers?
How does "the ghetto produce violence, depression, and other negative outcomes", according to Steve, the police officer?
Is this a matter of fact or interpretation?

Listening/Speaking
SWBAT defend a position in discussion with peers using comparative adjectives. **WIDA ELD 1, 2 and 5; CCSS-L.8.1, L.8.3, L.8.4, L.8.6, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6; NJCCCS 6.3**

Differentiate for ELP Levels 1-2:
3.   Answer the TDQs using sentence frames, L1 support, pictures with captions, and a visual word bank; e.g. *I think the police tactic of "stop*

and frisk: is less/more _____ than _____because ___.

Differentiate for ELP Levels 3-4:

4. Answer the TDQs using sentence starters and a key content- vocabulary word bank; e.*g. I favor _____ because _____.*
In other words, I am _____.

Video & Article # 2:

1. "What Do You Think of the Police Tactic of Stop-and-Frisk?" by Michael Gonchar (12/6/13) New York Times Article
2. "Stop & Frisk in Brownsville" by Matthew Orr (7/11/10) Video – (07:04 mins.)

Students will watch the video and answer the text-dependent questions (from http://learning.blogs.nytimes.com/2013/12/06/what-do-you-think-of-the-police-tactic-of-stop-and-frisk/#more-140245).

I think of the police tactic of "stop-and-frisk" that it is less / more _____ than _____ because _____ .
I favor a(n) aggressive / selective use of the tactic because _____ .
In other words, I am pro-aggressive / pro-selective use of the tactic.
I think it can / cannot be used "with respect," as Mr. De Blasio has called for, because _____ .
I think the police should / should not abandon the approach because _____.
I think New York and other cities can / cannot bring down crime without aggressively using "stop-and-frisk" because _____.

What do you think of the police tactic of "stop and frisk"? Why? Do you favor an aggressive or elective use of tactic? In other words are pro-aggressive or pro-selective use of tactic? Do you think it can be used "with respect" as Mr. DeBlasio has called for? Or, do you think the police should abandon the approach? Why? Do you think New York and other cities can bring down crime without aggressively using stop-and-frisk? Why or why not?

Reading
SWBAT analyze op-eds comparing and contrasting claims, viewpoints, reasons, and evidence. **WIDA ELD 2 and 5; CCSS-RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCSS 6.3**

Writing / Speaking
SWBAT compare and contrast viewpoints in op-eds about censorship using textual citations as evidence. **WIDA ELD 2 and 5; CCSS-L.8.1, L.8.3, SL.8.1, SL.8.2, SL.8.3; W.8.4; NJCCSS 6.3**
SWBAT defend a position using comparative adjectives and conditional terms. **WIDA ELD 2 and 5; CCSS-L.8.1, L.8.3, W.8.1a, W.8.1.b, W.8.1.d.e; NJCCSS 6.3**

Differentiate for ELP Levels 1-2:

3. Answer the TDQs using sentence frames, L1 support, pictures with captions, and a visual word bank; op-ed could be found or translated into L1 depending on L1 and resources.

Differentiate for ELP Levels 3-4:

4. Answer the TDQs using sentence starters and a key content-vocabulary word bank with peer support.

Students will be in homogeneous groups by ELP level. Teacher will read the following aloud to the ELP 1-2 students while ELP Levels 3-4 students will read the passage in pairs and answer the TDQs in writing /in speaking in pairs:

1. The Times Editorial Board recently wrote:

"New York City in 2012 had the lowest murder count in at least 50 years,

and it is on pace to have even fewer murders this year. At the same time, the number of stops by police officers has dropped precipitously from more than 200,000 in the first quarter of 2012, the high-water mark of the program, to just over 21,000 in the third quarter of this year. If stops alone were holding back a hidden tsunami of crime, the city would have been overwhelmed by now." *I agree / disagree with the Editorial Board's argument that "stop-and-frisk" is not holding back a crime because _____ .* *I think that "stop-and-frisk" can / cannot be used by the police in a way that does not violate anyone's constitutional rights if _____. The police should use the tactic when _____. They should not use the tactic when _____.* (from http://learning.blogs.nytimes.com/2013/12/06/what-do-you-think-of-the-police-tactic-of-stop-and-frisk/#more-140245)	Do agree or disagree with the Editorial Board's argument that "stop-and- frisk" is *not* holding back a crime? Why? Do you think that "stop- and-frisk" can be used by the police in a way that does *not* violate anyone's constitutional rights? When should the police use the tactic? When should they not?

Reading
SWBAT find textual evidence to prove which author makes a stronger argument. **WIDA ELD 2 and 5; RI.8.1, RI.8.8, RH.6-8.1, RH.6-8.8: NJCCSS 6.3**
 	
Writing & Speaking
SWBAT compare and contrast arguments about censorship with textual citations as evidence using comparative adjectives. **WIDA ELD 2 and 5; W.8.1a, W.8.1.b, W.8.1.d.e, W.8.8, W.8.9.b, L.8.1, L.8.3, SL.8.1,SL.8.3; NJCCSS 6.3**
    Differentiate for ELP 1-2:
2.   Use L1, pictures, and single words in sentence frames to brainstorm, plan, draft, peer- revise, and peer- edit a compare and contrast paragraph in pairs.
    Differentiate for ELP 3-4:
3.   Use simple and some complex sentences with content-related vocabulary to brainstorm, plan, draft, peer- revise, and peer- edit a compare and contrast essay in pairs.
 	
Extending Understanding
Working in pairs / small groups, students will brainstorm, plan, draft, revise, and edit composing a compare and contrast paragraph (levels 1-2) or essay (levels 3-4) to evaluate which author forms a stronger argument about censorship, the author of the first article or the author of the second article. The response will include both authors' views on censorship, introduction of the claim / thesis statements, the strengths and weaknesses of the reasons and evidence used by each author, opposing claims / counter arguments, relevant supporting details from the videos and texts, and a logical conclusion statement. Students' comparison-contrast paragraphs (ELP levels 1-2) or essays (ELP levels 3-4) will be scored using the WIDA Writing Rubric Criteria from http://www.wida.us/standards/eld.aspx. Mainstream students' writing will be assessed using New Jersey Registered Holistic Scoring Rubric for Language Arts Literacy-Writing from www.state.nj.us/education/assessment/ms/njask_info_guide.pdf
	Which author forms a stronger argument about censorship, the author of the first article or the author of the second article? Why?
	Provide evidence and examples from both videos and/or texts to support your answer.

Formative Assessment: Pros / Cons Graphic Organizer / T-chart with the headings "Pros" and "Cons"	

1.	Compare and Contrast Paragraph / Essay

Lesson Plan #6

Lesson Overview: In the final lesson of the unit, students will first analyze persuasive /argumentative writing types (advertisement, speech, and editorial) and then apply their acquired content knowledge and skills from the previous lessons by brainstorming, planning, drafting, revising, editing, and publishing a visually supported persuasive/argumentative presentation to express their own point of view about a current or historical international, national, or local issue.

Lesson Title: Let's Walk the (Gallery) Walk and Talk the Talk: I am Pro/Con! (Visually Supported Argumentative / Persuasive Presentations)	**Timeframe:** 8 days (45 minutes per class period)

Central Texts:

2. "I Have a Dream"- speech by Dr. MLK, Jr. - http://www.ibtimes.com/i-have-dream-speech-full-transcript-video-read-dr-martin-luther- king-jrs-1963-speech-its-50th
3. "I Have a Dream" (2012) by Dr. Martin Luther King Jr. (Abridged) (illustrated by Kadir Nelson.)
4. Sample Opinion Editorial - http://www.nnaapc.org/resources/advocacy%20toolkit/Sample%20Opinion%20Editorial.pdf
5. Excerpt 1: From "The Lasting Power of Dr. King's Dream Speech" by Michiko Kakutani http://learning.blogs.nytimes.com/2013/12/03/text-to-text-i-have-a-dream-and-the-lasting-power-of-dr-kings-dream speech/?_r=0
6. Excerpt 2 From "I Have a Dream," by the Rev. Dr. Martin Luther King Jr. from https://www.gilderlehrman.org/sites/default/files/inlinepdfs/Abridged%20ML K%20Dream%20Speech_0.pdf
7. Summary Graphic Organizer from https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Organizer%201_0.pdf
8. Advertisement Exemplars - http://www.loc.gov/pictures/related/?fi=format&q=Advertisements
9. Advertisement Vocabulary List - http://www.learnnc.org/lp/multimedia/12969
10. "Comparing Two or More Texts" Graphic Organizer - http://graphics8.nytimes.com/images/blogs/learning/pdf/2013/131553_K12_Co mpareText_LearnNet_RP2.pdf
11. "Double Entry Chart for Close Reading" Graphic Organizer - http://graphics8.nytimes.com/images/blogs/learning/pdf/2013/13- 1553_K12_Double-Entry_LearnNet_RP2_1.pdf
12. "Primary Document Analysis Questions Chart" Graphic Organizer - http://graphics8.nytimes.com/images/blogs/learning/pdf/2013/131553_K12_Do cAnalysis_LearnNet_RP3-f.pdf
13. "Connecting the New York Times to Your World" Graphic Organizer http://graphics8.nytimes.com/images/blogs/learning/pdf/activi ties/ConnectWorld_NYTLN.pdf
14. Writing / Discussion Questions from http://www.nytimes.com/2013/08/28/us/the-lasting-power-of-dr-kings-dream-speech.html

Interdisciplinary Connections: Social Studies

Integration of Technology: Smartboard, Computer, Internet Connection

Equipment Needed: Smartboard / LCD Projector with Speakers, Computer with Internet Connection

WIDA Performance Indicators

Listening & Speaking: Present a viewpoint, claim, evidence, counterclaim, and call to action using a word bank, sentence

frames, and argumentative / persuasive speaking style. **WIDA ELD 1, 2 and 5; SL.8.1, SL.8.2, SL.8.3; NJCCSS 6.3**

ELP 1-2: Use L1 support, visuals, gestures, visual word banks, and sentence frames to present an argument.	**ELP 3-4**: Use content-related vocabulary and sentence starters to form simple and some complex sentences to present an argument.

Reading: Analyze the main point, speaker's viewpoint, and evoked feelings in advertisement, a historical speech and an op-ed article using textual evidence. **WIDA ELD 2 and 5; RI.8.5, RI.8.6, RI.8.8, RI.8.9, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCSS 6.3**

ELP 1-2: Use key words and phrases, and simple sentences from the text, a visual word bank, and native language explanations to respond to text-dependent questions.	**ELP 3-4:** Use simple and complex sentences, content-related vocabulary, and labels to respond to text-dependent questions in sentence frames.

Writing: Brainstorm, plan, draft, revise, edit, and publish an argumentative /persuasive presentation with a viewpoint, claim, evidence, counterclaim, and call to action. **WIDA ELD 2 and 5; L.8.1, L.8.2, L.8.3, L.8.4, L.8.6, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b; NJCCSS 6.3**

ELP 1-2: Use visual word banks, sentence frames, and/or pictures with captions.	**ELP 3-4:** Use content-related vocabulary and sentence starters to form simple and complex sentences.

Goals/Objectives Differentiation by ELP level Instructional Strategies/Focus	Activate and build background and Text Dependent Questions (TDQs)

Key Vocabulary: Achieve, advertise, civil, commercial, filter, influence, media, product, progress, portray, target advertising technique-related terms and key academic vocabulary from previous lessons in the unit **L.8.6.**
 	
    Additional Vocabulary for ELP 1-2: fit, lifestyle, speech, decision
    Additional Vocabulary for ELP 3-4: Terms from the advertising vocabulary list available from http://www.learnnc.org/lp/multi media/12969
    Writing Skills-Specific Vocabulary: Pre-write, brainstorm, revise, edit, publish, constructive criticism, feedback, technological resources, produce, publish, collaborate, font, type, size
 	
Key Language Forms and Conventions: adverbs of time, persuasive / argumentative style of writing and speaking, sequence / transitional words and phrases, superlatives, writing conventions (i.e. capitalization and punctuation) **L.8.1, L.8.3**	

Reading
SWBAT analyze advertisements by labeling them with appropriate terms.
WIDA ELD 2 and 5; CCSS-RI.8.1
 	
Listening/Speaking/Writing
SWBAT analyze advertisements by targeted audience, evoked feelings, main point, and advertising technique. **CCSS-L.8.1, L.8.2, L.8.3, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6; NJCCSS 6.3**
    Differentiate for ELP Levels 1-2:
1.   Answer the TDQs using adapted text, sentence strips, L1 support, pictures with captions, and a visual word bank.
    Differentiate for ELP Levels 3-4:
2.   Answer the TDQs using adapted text and a key content- vocabulary word bank.
 	
Preparing the Learner	

Activate Prior Knowledge/Building Background: Teacher will show the class a few television or print advertisements, music videos, television commercials, or movie trailers on the document camera or the Smartboard / projector:

1.Advertisement Exemplars -
http://www.loc.gov/pictures/related/?fi=format&q=Advertisements

Student pairs or small groups will apply terms from a word bank of Lesson # 6 Key Vocabulary (ELP Levels 1-2) or the advertising vocabulary terms list http://www.learnnc.org/lp/multimedia/12969 (ELP Levels 3-4) to label some of the ads. Students will answer the TDQs about the advertisements verbally and/or in writing by completing sentence frames, using examples from the ad as evidence to support their answers.
Teacher will write students' answers on the board.

1. ____*would buy the products being advertised.*
2. *The ad is targeting (men, women, teens, etc.)*
3. *The advertisement that interested me the most was ____ because _____.*
4. *My emotions / feelings toward this ad when I first saw it were____ .*
5. *This ad has influenced my decision and lifestyle by____   .*
6. *The main point of the ad is____   .*
7. *The advertising technique being used is____   .*
8. *The image this ad is portraying fits with my personal values because____ .*
9. *I filter through media influence when making choices by____*

Who would buy the products being advertised?
Who is the ad targeting?
Which advertisement interested you the most? Why?
What were your emotions or feelings toward this ad when you first saw it?
How has this ad influenced your decision and lifestyle?
What do you think is the main point of the ad?
What advertising technique is being used?
How does the image this ad is portraying fit with your personal values?
How do you filter through media influence when making choices?

Listening / Speaking
SWBAT analyze the main point, speaker's viewpoint, and evoked feelings in a historical speech and an op-ed article.
SWBAT react to a historical speech. **L.8.1, L.8.3, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6**

Reading / Writing
SWBAT analyze the main point, speaker's viewpoint, and evoked feelings in a historical speech and an op-ed article.
SWBAT react to a historical speech. **RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.9, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b, RH.6-8.1, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCSS 6.3**

Interacting with Text (Approx. 40 mins.)
Student pairs / small groups will receive two persuasive writing type mentor texts (a speech and an opinionated editorial) to identify the topic, the viewpoint, and evidence by completing sentence frames to answer the TDQs posed by the teacher:

The speech is mostly about _____.
The speaker's main point is _____.
For example, Dr. MLK, Jr. says in the speech that _____.

The op-ed is mostly about _____ .
The writer's main point is _____.

What is the speech mostly about?
What is the speaker's main point? Provide evidence from the speech.

What is the op-ed mostly about?
What is the writer's main point? Provide evidence from the article.

After reading, listening or watching Dr. King's "Dream" speech, describe your reaction.
What do you find powerful or moving in the speech? Name your

For example, he says in the op-ed that _____.	favorite line or phrase.
10. "I Have a Dream"- speech by Dr. MLK, Jr. http://www.ibtimes.com/i-have-dream-speech-full-transcript-video-read-dr-martin-luther-king-jrs- 1963-speech-its-50th **OR**	Do you think we have achieved Dr. King's dream 50 years later? What progress do you think this country has made since the March on Washington with regard to civil rights? What progress do we still need to make? Cite evidence to support your opinion.
11. "I Have a Dream" (2012) by Dr. Martin Luther King Jr. (Abridged) (illustrated by Kadir Nelson.)	
1. Opinion Editorial - http://www.nnaapc.org/resources/advocacy%20toolkit/Sample%20Opinion%20Editorial.pdf	
My reaction to Dr. King's " I Have a Dream" speech is_____because _____. *What I find powerful / moving in the speech is _____. My favorite line is_____because ____. I think we have / have not achieved Dr. King's dream 50 years later because _____. This country has made progress in the area of _____since the March on Washington with regard to civil rights.* *We still need to make progress in the area of_____because _____.*	

Listening / Speaking / Reading / Writing SWBAT collaborate to compare and contrast the topic, the viewpoint, and evidence in support of viewpoint in a historical speech and an op-ed. **RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, L.8.1, L.8.3, SL.8.1, SL.8.2, SL.8.3, SL.8.6, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b, NJCCSS 6.3** **Differentiate for ELP Levels 1-2:** 2. Use a partially completed Venn diagram/T- chart, sentence frames, L1 support, and / or a visual word bank. **Differentiate for ELP Levels 3-4:** 3. Use comparative sentence starters and a template with word bank of key content vocabulary words. To extend their understanding of the speech and the op-ed, teacher will read aloud excerpts below for students who are ELP levels 1-2. Students who are ELP Levels 3-4 may read additional excerpts independently and complete one (1) graphic organizer in a small group: 4. Additional Excerpt 1: From "The Lasting Power of Dr. King's Dream Speech,"by Michiko Kakutani http://learning.blogs.nytimes.com/2013/12/03/text-to-text-i-have-a-dream-and-the-lasting-power-of-dr-kings-dream-speech/?_r=0 5. Additional Excerpt 2: From "I Have a Dream," by the Rev. Dr. Martin Luther King Jr. https://www.gilderlehrman.org/sites/default/files/inlinepdfs/Abridged %20MLK%20Dream%20Speech_0.pdf 6. "Comparing Two or More Texts" Graphic Organizer - http://graphics8.nytimes.com/images/blogs/learning/pdf/2013/131553 _K12_CompareText_LearnNet_RP2.pdf 7. "Double Entry Chart for Close Reading" Graphic Organizer - http://graphics8.nytimes.com/images/blogs/learning/pdf/2013/13-1553_K12_Double-Entry_LearnNet_RP2_1.pdf	

8. "Primary Document Analysis Questions Chart" Graphic Organizer - http://graphics8.nytimes.com/images/blogs/learning/pdf/2013/131553_K12_DocAnalysis_LearnNet_RP3-f.pdf 9. "Connecting the New York Times to Your World" Graphic Organizer - http://graphics8.nytimes.com/images/blogs/learning/pdf/activities/Co nnectWorld_NYTLN.pdf	
Speaking / Listening SWBAT identify current issues of interest with peers. **SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6; NJCCCS 6.3** **Writing** SWBAT brainstorm and choose a current issue for a presentation topic. **L.8.3, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b;** **Reading** SWBAT gather evidence about a current issue for a presentation topic. **RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9; NJCCCS 6.3** **Differentiate for ELP 1-2**: 1. Use adapted text, text in L1, bilingual dictionaries, videos and pictures, to research and collect evidence for their presentation topic with a native language partner. **Differentiate for ELP 3-4**: 2. Use adapted text, bilingual dictionaries and an outline to guide research and collect evidence for their presentation topic. **Writing** SWBAT plan, draft, revise, and edit to publish a persuasive presentation with peers. **L.8.3, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b** **Differentiate for ELP 1-2**: 3. With teacher guidance and a native language partner, students will use L1, pictures, and single words in sentence frames to brainstorm, plan, draft, revise, and edit a persuasive presentation in pairs. **Differentiate for ELP 3-4**: 4. Students will work in pairs with a more proficient peer to brainstorm, plan, draft, peer- revise, and peer- edit an argumentative presentation. They will use a template and mentor texts to prepare their presentation. **Extending Understanding:** Teacher will ask student pairs / small groups the thematic question below to answer in their selected project: Thematic Questions: 1. *Which international, national, or local issues / problems concern you currently? Which personal viewpoints or values do you want to express the most and guard against censorship?* Students will finally apply their acquired key content vocabulary,	

knowledge, and skills from the previous lessons in the unit to brainstorm, plan, draft, peer-revise, peer-edit, and present a visually supported persuasive advertisement, speech, or op-ed article to express their own point of view about a current or significant historical international, national, or local topic dealing with the issue of censorship, decency, happiness, independence, power, propriety, protection, rights, success, values, or wealth. Students will begin the task by selecting a type of argumentative persuasive writing (advertisement, speech, or op-ed article) and project: *The type of argumentative / persuasive writing we will use is_____(advertisement, speech, or op-ed article).* *We will create a presentation using _____(Prezi / PowerPoint Presentation, poster, Microsoft Publisher news article, video, a blog, digital storytelling, Google Docs, etc.)* Students will then and brainstorm a list of current and historical international, national, or local topics they are interested in and choose one (1): *Our presentation topic will be about a (current or historical), (local or national or international) issue of_____. .* Students will conduct research about one topic of interest and gather evidence: *Our issue of ____has an impact on people's sense of (censorship, decency, happiness, independence, power, propriety, protection, rights, success, values, wealth) (choose 1).* *For example, in the video / text _____we can see how _____. .* Using a persuasive / argumentative graphic organizer, student pairs / small groups will plan and draft their argumentative / persuasive advertisement, speech, or op-ed article with a clear point of view, claim / thesis statement, and find textual support from technological resources. Students will revise and edit their argumentative / persuasive advertisement, speech, or op-ed article according to peer and teacher feedback and persuasive / argumentative rubric criteria. Lastly, students will verbally present their argumentative / persuasive advertisement, speech, or op-ed article through a Gallery Walk to the school community.	Which international, national, or local issues concern you currently? Which personal viewpoints or values do you want to express the most and guard against censorship? What persuasive or argumentative writing type will you choose? Which technological resource will you use in the verbal presentation of your project? Will your presentation topic be current or historical? Will your topic be local, national or international? How has your topic impacted people? Where can you find evidence to support this?

Writing
SWBAT self-assess and – reflect on own argumentative/persuasive presentation skills. **L.8.3, W.8.1a, W.8.1.b, W.8.1.c, W.8.1.d.e, W.8.4, W.8.8, W.8.9.b; NJCCSS 6.3**
    Differentiate for ELP 1-2:
1.   Use L1, pictures, and single words in sentence frames to verbally present and self- assess a visually supported argument in pairs.
    Differentiate for ELP 3-4:
2.   Use simple and some complex sentences and content-related vocabulary to verbally present and self-assess a visually supported argument.
	If you were to complete the project all over again, what would you do differently? Why?
	
	Are you happy with the overall outcome of your project? Why or why not?

Extending Understanding:
Students' written argumentative / persuasive presentations will be scored using performance-based argumentative / persuasive writing and speaking rubric criteria. Students will complete a written self-assessment using a checklist of the same rubric and self-reflection by answering questions about the overall success of the project:

If I were to complete the presentation all over again, I would do the following differently:_____ because _____ .
I am / am not happy with the overall outcome of my presentation because

_____ .

Formative Assessment:
Students will present their argumentative / persuasive ad, op-ed article, or speech with visuals (i.e. Prezi / PowerPoint Presentation, poster, Microsoft Publisher news article, video, a blog, digital storytelling, Google Doc, etc.) to their school community through a Gallery Walk by expressing a clear personal point of view, tone, claim, specific details, evidence, logical reasoning, and emotional appeal on a self-selected international, national, or local topic of concern by using citations from media, art, photographs, song lyrics, music, and / or texts. Students' presentations will be scored using the WIDA Writing and Speaking Rubric Criteria from http://www.wida.us/standards/eld.aspx. Mainstream students' presentations will be assessed using New Jersey Registered Holistic Scoring Rubric for Language Arts Literacy-Writing from www.state.nj.us/education/assessment/ms/njask_info_guide.pdf and / or http://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/priority/score/8u5.pdf.