

Identifying “The Other” in Literature and Society

10th Grade

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Rationale

In a time when racial conflict, bigotry, and misunderstandings constantly occupy television and social media, it is important to educate students on the similarities we share as people, and if there is one thing we collectively share, it is difference. This unit will cover an array of material that encourages students to look at themselves in the mirror and evaluate their own perspectives of others. By the end of the unit, I hope students realize that though we may share many differences in culture, language, and perspective, it is necessary to remember that we are human.

Teaching in a small community has always been a dream of mine. I grew up there, plan to raise a family there, and will always hold my traditionally rural values closely. When people envision rural education, they see a school occupied with primarily Caucasian students, teachers, and administrators, Friday night football, and a luminous patriotic spirit—they would be right. Those characteristics of rural life and education are wonderful and protected, but they often fail to recognize that there are people, places, and cultures beyond the threshold of that community. This failure, often unnoticed or unimportant to most, weakens rural education because it does a disservice to students who eventually part from that community. Once exposed to the “outside world,” many students struggle with change and dissimilarity to others, often resulting in hardship. This unit is tailored to the educator who feels education, as Smagorinsky brilliantly articulates, “should do more than help students know their own cultures; it should also help acquaint them with others” (Smagorinsky, 2008). It is for educators who want to teach new ideas to students without offending tradition or a particular group of people. This is also for

educators who teach in an urban area with diverse students who yearn for texts that express their own struggles and have characters who think like they do.

The trouble in identifying an ideology that sees difference in a positive light is that there will be parents and colleagues who believe traditional, canonical texts represent their student best. The counterargument to that is students will be more productive citizens and academic students if they are well rounded and diverse in knowledge. Also, teaching students about others will be beneficial to those who plan to attend a university because cross-cultural and international courses are required to graduate with a degree in most programs. However, the importance of this unit goes far beyond diversity and academic preparedness. This unit on identifying “the other” gives students an opportunity to self-reflect and learn about those different than them in a new light, something we all could use from time to time.

The main text of this unit is the *The Book Thief* by Markus Zusak. I chose this text because it provides students with a perspective of “the other” in a realistic and historical setting with relatable characters. The main character, Liesel, contemplates the Nazi party’s intention, Max’s kindness in the face of adversity, and her role in the ideology of damning those who are not like her. This text employs imagery, symbolism, and a Bildungsroman narrative. This text, for the reasons mentioned, will relate to students in tenth grade with ease. The reason I chose this text for this specific unit is that it initially identifies Jewish people as “the other,” but then quickly identifies them as human, allowing the main characters to find similarities between the two groups of people. This revelation shatters the barrier between “the other” and the main characters and allows students to see that perspective of difference is important.

The assessment portion of the unit is geared to demonstrate what students do know and *not*, what they do not know. The formative assessments, formatted in pop quizzes, discussion, and participation, will inform me of what I need to discuss further, or if I need to give students more time to read the novel. These assessments will be to enhance the learning experience for all students and not halt progress in the unit. The summative assessments will be a Post-Test reflective writing assignment and a final project with a verbal presentation. The Post-Test reflection is a chance for students to express how this unit affected their perspective of those different from them. It is also an opportunity for students to show me how their writing skills have improved over the unit. The second formative assessment is designed to evoke student creativity and gives students a chance to display their knowledge of the overall unit. This form of assessment requires students to give a verbal explanation in front of their peers, which will improve communication and speaking skills. The assessment portion of the unit is an opportunity for students to showcase what they have learned throughout the unit.

Writing narratively, reflectively, and argumentatively is a crucial part of this unit. I chose to include multiple writing assignments because I feel it is something students struggle with year after year. To improve student writing, I chose to focus on the paragraph and paragraph structure first. Going back to the basics and finding the root of the problem in student writing is imperative to mastery and must be detailed and practiced often. Once mastered, students will be able to repeat the process continually in order to construct a meaningful essay. There are multiple reasons as to why writing is important in an English classroom setting, but there is an emotional aspect of writing that often goes unnoticed. Writing also gives students a chance to express their own

perspectives and ideas in a safe and nonjudgmental space. This tool of expression may be the only time in the day when students are able to write without worrying what people think, it is an opportunity to freely articulate their emotions and reflect.

This unit provides perspective and reflection for students of all backgrounds, languages, and communities. Though different, this unit demonstrates to students that they share more in common with others than they might think.

Goals and Objectives

Students will learn to write well-structured paragraphs using active voice.

In order to accomplish this goal, students will compose narrative, argument, and reflective works. Students will study argument writing for two lessons following the gradual release model as they prepare to make a claim for the final project. Throughout the unit, students will also be writing narrative works from pre-determined prompts relating to the assigned reading. The Post-Test reflective writing assignment will give students a chance to reflect on the unit and show off their newly improved writing skills. All assignments will be graded and assessed by the teacher, and frequently reviewed by their peers.

Students will compare and contrast multiple modes of text in connection with a theme.

In order to accomplish this goal, students will discuss and analyze the film version of *The Book Thief* with the original novel version of *The Book Thief* through daily writing, argumentative writing, and their final projects. Students will also compare characterization and perspective between the main and supplemental texts, making connections to and identifying “the other” in literature. Participation in class and graded writing assignments will evaluate student attainment of this goal.

Students will present formal and informal projects in front of their peers.

In order to accomplish this goal, students will informally present ideas for the "idea wall" in preparation for the final project and present answers to essential questions on a daily basis, often writing them on the board for whole-class discussion. Students will present formal presentations during the final week of class either individually or collaboratively. For this assignment, students will be required to prepare a verbal explanation of their project and answer any questions their classmates have about their project. The formal presentations will be graded using a rubric to ensure student growth and achievement.

Students will participate in class discussion and contribute to collaborative projects.

In order to accomplish this goal, students will discuss the film, novel, supplemental texts, and vocab definitions, frequently. Students will work together in class activities such as Socratic Circles (Seminars) and generating ideas for the "Idea Wall". Should students choose to complete the final project collaboratively, each member of the group will be required to contribute effort and ideas. In-class activities such as discussion will be graded visually while the final project will be graded according to the rubric.

Students will use textual evidence to support their claim.

In order to accomplish this goal, students will correctly cite primary and secondary sources using Purdue Owl as a guide for formatting the citation. While researching pre-determined vocab words, students will be required to cite where they found the information gathered on a "Research Sheet". Also, students will be required to correctly

cite at least one text for their final project and oral presentation, connecting its relevance to the essential question.

Students’ will you use technology to brainstorm and research information, and record and produce film.

In order to accomplish this goal, students will use Piktochart to organize their ideas from the “idea wall” in preparation for the final project in an infographic format. Students will use a computer or personal electronic device to research vocab words such as culture, language, perspective, and difference. Lastly, students who choose the video option for the final project will produce a four-minute video using production software, a camera or video camera, and a computer. The Piktochart and Research Sheet will be graded for participation and clarity, as well as the ability to navigate technology in order to complete an assignment. The final project will be graded according to the rubric.

Grade Distribution for the Unit

Research Day: 10 points

Writing Exercises: 20 points total

- 10 points Narrative Writing (Two assignments worth 5% each)
- 5 points Argument Writing
- 10 points Post-Test Reflective Writing

Reading Quiz: 10 points total

- 5 points Pop Quiz
- 5 points Pop Quiz

Grammar: 5 points

Piktochart: 15 points

Participation: 10 points

Final Project: 30 points *see attached rubric*

Total: 100 points

Text and Supply List

Main Text

The Book Thief by Markus Zusak

Main Film

The Book Thief Film

Supplemental Texts

“How it Feels to be a Colored Me” by Zora Neale Hurston

The Tempest by William Shakespeare

Supplemental Videos

TedTalk Video: The Danger of a Single Story by Chimamanda Ngozi Adichie.

<http://www.youtube.com/watch?v=D9Ihs241zeg>

Cultural Differences Video: <http://video.nationalgeographic.com/video/movies/cultural-differences-ggtu>

Film Trailer:

<http://www.youtube.com/watch?v=6dRuGwS1gWU>

Non Fiction-Supplemental

Biographical Information:

<http://introducingmarkuszusak.blogspot.com/>

WWII Timeline:

<http://www.pbs.org/wgbh/americanexperience/features/timeline/bulge/>

These photos from the United States Holocaust Memorial Museum are helpful for students to situate the historical significance of the war with the novel:

<https://www.ushmm.org/m/pdfs/20080923-kristallnacht-photos.pdf>

Map of Europe:

<http://www.u-s-history.com/pages/h1709.html>

Supplemental Articles and Websites

Banned & Challenged Books:

<http://www.ala.org/bbooks/>

Sparknote Narrator Notes:

<http://www.sparknotes.com/lit/the-book-thief/>

Some Discussion Questions Taken From:

https://vickyloras.files.wordpress.com/2013/12/the_book_thief_crawford.pdf

Quiz Questions from:

<http://apps.gcsc.k12.in.us/blogs/mdetamore/files/2012/03/Book-Thief-Multiple-Choice-Questions.pdf>

Paragraph Structure Example: The Hamburger Technique of Writing:

<http://tacomacc.libguides.com/c.php?g=373176&p=2523552>

Grammar Lesson and Examples:

Sentence Types: Simple, Compound, Complex, and. Compound-Complex

<http://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/SentenceTypes.pdf>

Dr. Witte's Argument Writing Slideshow

English Grammar Revolution: Grammar Made Easy:

<http://www.english-grammar-revolution.com/>

How to Write a Perfect Paragraph: <https://www.csun.edu/sites/default/files/Auerbach-Handout-Paragraph-Writing-Examples.pdf>

Supplies:

Computer Lab or Personal Electronic Device

Piktochart Accounts for Each Student

Final Project Materials (Paper/Art Supplies/ Video Camera)

2 Quizzes and 3 Different Rubrics for Final Project

Markers

Butcher paper for “Idea Wall”

Projector

White Board/Smart Board

Display Tables for Final Projects

Oklahoma Academic Standards

OAS-ELA Standard	Standard Description
10.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
10.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.
10.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
10.1.W.1	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
10.1.W.2	Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.
10.2.R.1	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
10.2.R.2	Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose.
10.3.W.2	Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., <i>specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style.
10.3.W.3	Students will elaborate on ideas by using

	logical reasoning and illustrative examples to connect evidences to claim(s).
10.3.W.4	Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.
10.3.W.5	Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.
10.3.R.7	Students will make connections (e.g., <i>thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.
10.3.R.6	Students will comparatively analyze the structures of texts (e.g., <i>compare/contrast, problem/solution, cause/effect, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.
10.3.R.4	Students will evaluate literary devices to support interpretations of text, including comparisons across texts: <ul style="list-style-type: none"> • Figurative language • Imagery • Tone • Symbolism • Irony
10.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> • Character development • Theme • Conflict (i.e., <i>internal and external</i>) • Archetypes
10.3.R.2	Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the

	meaning of a text.
10.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
10.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
10.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.
10.4.W.1	Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.
10.5.R	Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.
10.5.W.1	Students will write using correct mechanics.
10.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.
10.5.W.3	Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.
10.6.R.3	Students will evaluate the relevance, reliability, and validity of the information gathered.
10.6.W.3	Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.
10.6.W.4	Students will synthesize and present information in a report.

10.7.R.2	Students will analyze the impact of selected media and formats on meaning.
10.7.W.2	Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.
10.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.

Calendar Overview

Video & Introducing "the other"	Creating a Class Definition of "The Other"	Researching Vocab in the Lab	Reading "How it Feels to be a Colored Me" and Discussion	Follow-Up Hurston and Narrative Writing
Language in <i>The Tempest</i>	Biographical and Historical Setup for <i>The Book Thief</i>	Introduce Novel Narrator and Banned Book	Reading Prologue in class	Film Viewing/Discussion Part 1 Due
Film & Socratic Circles Part 2 & 3 Due	Introduce Final Project and Character Snapshots	Pop Quiz/Discussion Part 4 Due	Active vs. Passive Perspective	Symbolism Parts 5 & 6 Due
Paragraph Structure and Reading	Film Viewing/Reading Part 7 Due	Sentence Types and Reading	Argument Writing	Argument Writing Practice Parts 8, 9, 10 Due
Final Project Idea Wall/Conference	Brainstorming With Piktochart/Conference	Brainstorming With Piktochart/Conference	Paragraph Structure/Summarizing Unit	Reflective Post-Test
Work on Projects	Work on Projects	Present Final Projects-Art	Present Final Projects-Written	Present Final Projects-Video

Daily Lessons

Week 1

Monday 1.1

Daily Lesson Information

Lesson title	Introducing the Unit Theme
Lesson Purpose/Rationale	This lesson will be the starting point for the unit. This lesson will ask students to begin thinking about topics that are perhaps unfamiliar to them like culture, language, and perspective. It is imperative for students to learn about people who may differ from them in literature and society, and this lesson, specifically the video and reflection, will allow students to begin reflecting on how they feel, and the experiences they have had, with people who may look, speak, and act differently than them.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	This lesson will begin with a video concerning difference in culture. Students will be asked to get into pairs and begin discussing points of the video they found interesting. Then, students will have an opportunity to either volunteer as a writer or a discussor. Students will discuss the essential questions on the board while the writer notes key points from discussion. This lesson will require students to work collaboratively, listen closely, and discuss difficult topics civilly.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	Cultural Differences Video: Cultural Differences. (n.d.). Retrieved November 13, 2016, from http://video.nationalgeographic.com/video/movies/cultural-differences-ggtu

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful for students to know what difference is and how it is defined.
How will you address students who do not have this prior knowledge?	The National Geographic video of the Lost Boys will show students difference in various cultures.

Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Cultural Differences Video • Pen/Pencil • Paper
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will take turns writing discussion points on the board for visual learners.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal.	Students will collaboratively listen and speak respectfully.	Discussion about the video and essential topics	Visual
10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Students will analyze the speaker's perspective on various cultures and ask each other questions on the topic.	Discussion about culture video	Visual
10.1.W.2 Students will	Students will work in groups while discussing video and		Visual and students will

work effectively and respectfully within diverse groups, show willingness to make necessary compromise to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member	essential questions while noting all notable information.		turn their notes in for the day to insure participation.
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How would you describe "difference?" What does that term mean to you after watching this video? Can difference be a positive or negative concept? Why do the Lost Boys feel so different in the America?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	The teacher will hand each students a piece of paper and write the topic on the board.	The students will each get their quick write topic and begin writing.	Quick write topic is: What is difference? What does it mean to you?
5 minutes	The teacher will show a video about difference in culture.	The students will watch and listen to the video, noting any information they deem interesting or important.	

7 minutes	The teacher will allow students to quickly get into pairs and discuss their reaction to the video.	Students will pair up and talk about what they found important or interesting in the video.	
22 minutes	The teacher will first ask a volunteer to come to the front of the room and grab a marker/pen for Smart Board. Then the teacher should keep a 5-minute timer for students to discuss each essential question.	During this time a student will come to the front of the room and write the question being asked. The rest of the students will discuss the question. The writer will note highlights of discussion on the board, and after each question has been answered, the writer will be replaced with a new volunteer.	If students are reluctant to volunteer as a “writer”, use the popsicle sticks you already have to select students. A student may “pass” if they do not want to be a writer.
1 minute	The teacher will ask students to turn their notes in at the bell. Collect their work.	The students will turn their discussion notes in at the bell.	

Tuesday 1.2

Daily Lesson Information

Lesson title	Creating a Class Definition of “The Other”
Lesson Purpose/Rationale	The purpose of this lesson is to allow students to reflect on their own lives and perspectives in order to find what makes them different from someone else. The timing of this lesson is important because it is situated before students have had the opportunity to research culture, language, and perspective so they will be pre-exposed to these terms in this lesson before going into the research lab. The main purpose of the lesson is not to force students to think similarly or negatively about one another, but to begin reflecting on differences between their own lives and cultures as guides for discussion and identification.
Lesson description (Include concepts and skills and where this	Students will begin the class with a Quick Write in which they reflect on their own lives and how their perspectives and values were formed. Six students will then write their comments on the

lesson fits within the curriculum)	board. The teacher will ask students if they see any differences in comments and will identify them. Lastly, students will create a class definition of "the other" and write it on the white board or Smart Board.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	Original

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful for students to know how to have a civil discussion about difference.
How will you address students who do not have this prior knowledge?	Before identifying differences, the teacher will discuss proper discussion practices and expectations.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Paper • Pen/Pencil • Smart Board/White Board
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>The Quick Write prompt will be said aloud and written on the board for visual and auditory learners.</p> <p>Students may have excess time to write if needed.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will use proper communication skills in order to create a class discussion.	White Board	Visual
10.1.R.3 Students will	Students will engage		Visual

engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	and discuss in a whole class setting using appropriate communication skills and etiquette.		
10.5.W.1 Students will write using correct mechanics.	Students will Quick Write using correct sentence structure and mechanics.	Paper/Pen/Pencil	Students will turn their Quick Write papers in to verify participation and clarity.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Who is considered the other? What makes them different? Where did you get your values? What makes you, you? Why is it important to be respectful when talking about people different than us?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	The teacher will ask students to Quick Write using a pre-determined prompt.	The students will write reflectively on the topic.	Prompt: Where do you get your values? What makes you, you?
10 minutes	The teacher will have a quick discussion with students about the importance of respecting	The students will quietly listen and ask questions if needed.	

	one another during discussion and disagreement.		
15 minutes	The teacher will ask six students to write where they go their values from or what characteristics/traditions they identify with.	Six students will be called to write on the board while the rest of the students watch quietly.	Use popsicle sticks to select students.
5 minutes	The teacher will then ask students if they see any differences on the board. If so, discuss why.	Students will discuss whether or not they see any differences on the board.	
5 minutes	The teacher will then ask students to create a class definition of “the other”.	Students will create a class definition of “the other” using their notes and their classmates’ comments on the board.	The definition will be written on the white board or Smart Board. This definition will be ever changing. It is important to tell students that it is okay to have differences in lifestyle, culture, and language.

Wednesday 1.3

Daily Lesson Information

Lesson title	Researching Vocab in the Lab
Lesson Purpose/Rationale	In this lesson, students will have the opportunity to research topics relating to the overall theme of “the other” using a research sheet and the Internet. The rationale for researching topics such as culture, language, and perspective is to introduce terminology to students before reading texts that deal with them. Identifying “the other” requires that students know the historical and academic significance of each of the terms and researching them will help bring outside sources into the class’s discussions. This lesson also gives students a chance to revisit credibility and citations of a source. Though the research sheet will have some suggested credible websites, students must cite where they found the information and note an author if it is available.
Lesson description (Include concepts and skills and where this	In this lesson students will research topics included on the research sheet using the Internet. Students will be required to cite any information found on the website and confirm its

lesson fits within the curriculum)	credibility.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	Original

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic knowledge of credibility for sources in research.
How will you address students who do not have this prior knowledge?	The teacher will provide a few different websites that are considered "credible" as a guideline for student research.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Computer with access to the Internet for each student • Pen/Pencil • Research Sheet Appendix A
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may use their classmates for additional assistance during research.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Students will research grade-level vocabulary to infer meaning of thematic texts.	Computer Lab/Electronic Device, Research Sheet	Students will turn in their research sheet to insure participation and completion.

10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words	Students will use context clues in academic sources to determine the meaning of vocab words.	Computer Lab/Electronic Device, Research Sheet	Students will turn in their research sheet to insure participation and completion.
10.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	Students will use a dictionary, glossary, or thesaurus to determine or clarify meanings of vocab words.	Lab/Electronic Device/Online Dictionary, Thesaurus, or Glossary, Research Sheet	Students will turn in their research sheet to insure participation and completion.
10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	Students will evaluate a number of academic sources for reliability and validity while researching the vocab words.	Lab/Electronic Device/Online Dictionary, Thesaurus, or Glossary, Research Sheet	Students will turn in their research sheet to insure participation and completion.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan	What is the historical significance of culture, language, perspective, and difference? What are the academic definitions for culture, language, perspective, and difference?
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and/or unit? What anticipatory set are you presenting to engage the students?	
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2 minutes	The teacher will give students a research sheet (Appendix A) with various research topics and websites included.	The students will listen to instructions and review their research sheet.	Everyone will meet in the computer lab for this day if individual laptops are not provided.
48 minutes	The teacher will allow students to research for the remainder of the class while assisting students with technological difficulties and research questions.	The students will research for the rest of the class using their research sheets, their classmates, and the teacher for assistance.	Students must keep their notes in a safe place for class period 1.4.

Thursday 1.4

Daily Lesson Information

Lesson title	Reading “How it Feels to be a Colored Me” and Discussion
Lesson Purpose/Rationale	This lesson will be the starting point in identifying “the other” in literature and society. Zora Neal Hurston’s poem exemplifies how it feels to be “the other” and why she is perceived as such. This will be the first time the class uses their definition of perspective in identifying Hurston’s view of the other world vs. her world.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will first read Hurston’s poem silently. The teacher will then read the poem aloud. Students will then highlight any words they feel connect with Hurston’s perspective or the perspective of “the other”. As a class, they will then discuss the words and examples.
Lesson length	50 minutes

Grade level and course	10 th grade
Source of lesson plan and how I modified it	Main Text: Hurstons, Z. N. (1928). <i>"How it Feels to be a Colored Me"</i> World Tomorrow.

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful if students know the definition of perspective.
How will you address students who do not have this prior knowledge?	Students will have researched the term the day before this lesson in the research lab.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Pen/Pencil • Highlighter • Copy of Zora Hurston's "How it Feels to be a Colored Me" for each student.
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may Google words that are unfamiliar to them using their mobile device or personal laptop.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will elaborate on Hurston's perspective using highlighted words and logical reasoning.	"How it Feels to be a Colored Me"	Visual
10.1.R.2	Students will actively listen to		Visual

Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	their classmates and ask questions to clarify Hurston's perspective in the text.		
10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.	Students will introduce claims to Hurston's perspective and provide examples in the text to affirm their argument.	"How it Feels to be a Colored Me"	Visual

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What is Hurston's tone? What is Hurston's perspective of the "Northerners" going through her town? Why does she feel different? What is the main difference between Hurston and the Northerners?
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Today's Minute by Minute (Tick Tock)

Time	The teacher will...	The students will....	Additional
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(minutes)			information...
12 minutes	The teacher will give each student a copy of Hurston’s text. The teacher will then allow students to read it on his or her own.	The students will read “How it Feels to be a Colored Me” quietly.	
10 minutes	The teacher will read the text aloud.	Students will follow along highlighting unfamiliar words or words that express the narrator’s perspective.	
14 minutes	The teacher will ask students to identify the author’s perspective.	Students will write it on the white board explaining why Hurston feels different than the Northerners.	“Why does she feel different?”
14 minutes	The teacher will ask students to identify the author’s tone. The teacher will choose three students to come to the front of the room.	Students will write the author’s tone on the board.	“What is the author’s tone?”

Friday 1.5

Daily Lesson Information

Lesson title	Follow-Up Hurston and Narrative Writing
Lesson Purpose/Rationale	This lesson’s purpose is to further the conversation about how or why Hurston feels different from the Northerners. The second part of the lesson is to allow students a chance to reflect on the week’s vocab, research, and text creatively.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will begin the class further discussing the differences between the narrator and the Northerners. Students will then creatively and reflectively write about their feelings on the vocab words of “the other” in two-to-three well-structured paragraphs. Once finished, students will be able to read their personal novels for the rest of the class time.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan	Main Text:

and how I modified it	Hurston, Z. N. (1928). <i>"How it Feels to be a Colored Me"</i> World Tomorrow.
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students should know the main topics and perspectives of the text.
How will you address students who do not have this prior knowledge?	Students would have read the text on 1.4.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Pen/Pencil • Paper • "How it Feels to be a Colored Me" • A personal novel for each student
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may write their comments instead of discussing aloud.</p> <p>Students should be allowed to go to the library if they do not have a personal novel.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and	Students will write 2-3 well-structured paragraphs to explain their feelings about the vocab words and thematic unit topic.	Paper/Pen/Pencil	Students will turn their writing in at the end of class time.

interests.			
10.5.W.1 Students will write using correct mechanics	Students will write 2-3 well-structured paragraphs to explain their feelings about the vocab words and thematic unit topic.	Paper/Pen/Pencil	Students will turn their writing in at the end of class time and the teacher will grade for correct mechanics and clarity.
10.1.R.3 Students will engage in collaborative discussions about appropriate discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will further discuss the differences Hurston feels in her essay as a class.	"How it Feels to be a Colored Me"	Visual
10.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	Students will write 2-3 well-structured paragraphs to explain their feelings about the vocab words and thematic unit topic.	Paper/Pen/Pencil	Students will turn their writing in at the end of class time.

Today's Essential Question(s) and/or Anticipatory Set

What essential	How do our vocab words for this unit (Culture, Language,
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question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Perspective) make you feel? Have you ever felt as though you were “the other”? What are the key differences between the narrator and the Northerners?
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	The teacher will ask students to discuss the differences of the narrator and the Northerners using Hurston’s text.	The students will discuss key differences in the narrator and the Northerners using their Hurston text.	The teacher must to facilitate the discussion rather than rule it.
15 minutes	The teacher will ask students to reflectively write about the words researched (culture, language, and perspective) in 2-3 well-written paragraphs.	Students will write reflectively about unit vocab words and their thoughts of identifying “the other”.	
20 minutes	The teacher will ask students to get their personal novels and free read for the remainder of the time.	Students will begin reading their personal novels.	The teacher should call students up to his/her desk to briefly discuss their novel and progression.

Week 2

Monday 2.1

Daily Lesson Information

Lesson title	Language Differences in <i>The Tempest</i>
Lesson Purpose/Rationale	The purpose of this lesson is to show students that difference goes far beyond appearance. Caliban’s language, before Miranda taught him “their” language, made him appear differently than the rest of the temporary island dwellers, and it is important to see that the language difference made

	Prospero enslave him despite his claim to the land. In this lesson students must compare and contrast "How it Feels to be a Colored Me" and <i>The Tempest</i> and how they treat difference.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will read Act 1 Scene 2 (Lines 468-531) of <i>The Tempest</i> . They will then evaluate how Caliban is different from Prospero and the other shipwrecked crew. Students must compare and contrast Caliban and the narrator of "How it Feels to be a Colored Me" as characters in their text in small groups of three-four people. After each group has time to discuss, the class will come together and discuss their findings while writing them on the board.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	<p>Main Text: Shakespeare, W. (n.d.). <i>The Tempest</i>. Retrieved November 13, 2016, from http://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=tempest&Act=1&Scene=2&Scope=scene</p> <p>Main Text: Hurston, Z. N. (1928). <i>"How it Feels to be a Colored Me"</i> World Tomorrow.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful for students to have had read Zora Neale Hurston's text "How it Feels to be a Colored Me".
How will you address students who do not have this prior knowledge?	Students should have read the text on 1.5 but if they were not present, their partners will help catch them up on the reading.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Pen/Pencil • Paper • White Board • "How it Feels to be a Colored Me" • <i>The Tempest</i> Act 1 Scene 2 (Lines 468-531)
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will work in small groups to encourage all to</p>

	participation in discussion.
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Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal.	Students will collaboratively listen and speak respectfully.	Discussion about the two texts and essential topics: “How it Feels to be a Colored Me” & <i>The Tempest</i>	Visual
10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	Students will analyze the speaker’s perspective on various differences in language and ask each other questions on the topic.	Discussion about the two texts and essential topics: “How it Feels to be a Colored Me” & <i>The Tempest</i>	Visual
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromise to	Students will work in groups while discussing the two texts and essential questions while noting all notable information.	Discussion about the two texts and essential topics: “How it Feels to be a Colored Me” & <i>The Tempest</i>	Visual

accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member			
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What are some various types of difference? How do the characters of the text treat "the other"? How are Caliban and Hurston similar or different? Why did Miranda and Prospero force Caliban to learn their language?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
17 minutes	The teacher will ask student volunteers to assist in reading <i>The Tempest</i> .	Student volunteers will read <i>The Tempest</i> aloud while the rest of the class follows along in the play.	The teacher should silently make notes about individual student reading.
15 minutes	The teacher will ask students to get into groups of three-four people and discuss the essential questions on the board.	Students will pair up and discuss the questions.	The day's essential questions should be written on the board.
17 minutes	The teacher will ask each group to speak about their answers and write the two character's similarities and differences on the white board.	In groups, students will tell the class what their discussion produced and one person from each group must write the two character's differences and similarities on the board.	

2 minutes	The teacher will ask students to turn their notes in at the bell.	The students will turn their discussion notes in at the bell.	

Tuesday 2.2

Daily Lesson Information

Lesson title	Biographical and Historical Setup for <i>The Book Thief</i>
Lesson Purpose/Rationale	This lesson will be the first step to our main text scaffold. The novel's setting and narration can be difficult to grasp, so including Markus Zusak's biography, as well as a historical timeline of the book, will be helpful for students as they begin the novel individually. A map of Europe will be shown as a visual aid for spatial and visual learners. Students will be able to use this as key for the novel's setting and conflict during WWII.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will begin the lesson learning about Markus Zusak and his typical publishing genre(s). Students will then receive a timeline of WWII and discuss some important parts of the war. A map of Europe will be projected and the teacher will show students where the novel will take place in accordance to WWII's geographical setting.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	<p>Biographical Information: About Markus Zusak. (n.d.). Retrieved November 13, 2016, from http://introducingmarkuszusak.blogspot.com/</p> <p>WWII Timeline: World War II in Europe. (n.d.). Retrieved November 13, 2016, from http://www.pbs.org/wgbh/americanexperience/features/timeline/bulge/</p> <p>These photos from the United States Holocaust Memorial Museum are helpful for students to situate the historical significance of the war with the novel.</p> <p>Members of the SA and the Kraftfahr-Korps [motor corps ... (n.d.). Retrieved November 10, 2016, from https://www.ushmm.org/m/pdfs/20080923-kristallnacht-photos.pdf</p> <p>Map of Europe: European Theater Map. (n.d.). Retrieved November 13, 2016, from</p>

	http://www.u-s-history.com/pages/h1709.html
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Daily Lesson Plan Summary

Prior knowledge needed for success	Knowledge of WWII would be helpful for students.
How will you address students who do not have this prior knowledge?	A brief summary of the war and a timeline of the book will be provided and discussed.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Pen/Paper • WWII Timeline • Author Biography • Map of Europe/Photos • <i>The Book Thief</i>
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will have a copy of the WWII timeline and there will be a class copy of the timeline hung in the classroom for the entire unit as a visual aid.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.	Students will analyze Markus Zusak's work and genre style.	Biography	Visual
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will listen and speak clearly when discussing the novel's setting, WWII events, and the author's biography.	Biography Map Appendix B WWII timeline	Visual
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level	Students will be introduced to domain-appropriate language to infer meaning in <i>The</i>	Biography Map WWII timeline	Visual

vocabulary to infer meaning of grade-level text.	<i>Book Thief.</i>		
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	When and where did WWII take place? Who is Markus Zusak? What are the similarities and differences of the setting in the novel and WWII?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	The teacher will give a brief description of Markus Zusak provided by Random House.	The students will listen carefully and ask questions about the author if desired.	
15 minutes	The teacher will give students a historical timeline of WWII and discuss main points.	The students will listen carefully and ask questions about the timeline if desired.	The timeline provides photos and concise information about the war. Novel is set: World War II, January 1939 – October 1943
10 minutes	The teacher will show photos of events that happen in the novel.	Students will view photos from WWII.	Make sure and note that this novel is fiction but based off of true events.
15 minutes	The teacher will project a map of Europe while showing the similarities of	Students will listen carefully and make connections between the novel and WWII.	Novel Setting: Primarily the fictional German town of Molching,

	WWII's location and the novel's location.		a suburb of Munich
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Wednesday 2.3

Daily Lesson Information

Lesson title	The Final Setup of <i>The Book Thief</i>
Lesson Purpose/Rationale	The purpose of this lesson is to introduce the novel's narrator, understand what predicates a banned book, and encourage students to begin making inferences and predications for the novel using the film trailer. This lesson is the day before the class begins reading the novel, and it is important for students to know whose voice establishes the setting and first chapter. The film trailer is also important because it sparks interest in the action and conflict of the novel and film.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	The lesson will begin with a description of banned book guidelines and definition and the class will discuss the kinds of books that are typically banned. The discussion will then move to the novel's narrator and the importance of Death in the plot. Lastly, students will watch the film trailer and make inferences and predictions.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	<p>Film Trailer: The Book Thief Official International Trailer (2013) - Geoffrey Rush Movie HD. (2013). Retrieved November 13, 2016, from http://www.youtube.com/watch?v=6dRuGwS1gWU</p> <p>Banned & Challenged Books. (n.d.). Retrieved November 13, 2016, from http://www.ala.org/bbooks/</p> <p>Narrator Notes: Spark Notes Editors. (2013). SparkNote on The Book Thief. Retrieved November 10, 2016, from http://www.sparknotes.com/lit/the-book-thief/</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful if students knew what predicates a banned book.
How will you address students who do not	A thorough description of banned books and their guidelines will be provided at the beginning of discussion.

have this prior knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • <i>The Book Thief</i> Trailer Video • Banned Book Description • Article describing narrator • Projector
Accommodations and modifications	<p>All IEP’s will be followed.</p> <p>There are closed captions for students with hearing impairments in the video trailer.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students will use context clues to determine the meaning of “banned book” in the ALA article.	ALA article	Visual
10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> • Character development • Theme • Conflict (i.e., <i>internal and external</i>) • Archetypes 	Students will analyze the author’s purpose of Death and how his perspective connects to the overall theme of the novel.	Sparknote Guide for Death	Visual
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of	Students will actively listen to the description of death as the narrator.	Sparknote Guide for Death	Visual

verbal and nonverbal cues.			
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Why is <i>The Book Thief</i> on the Banned Book List? Who is/what is the narrator of the novel? What is an omniscient narrator? Can you make any inferences from the trailer? What do you predict the main conflict is in the novel?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	The teacher will show students the website which describes what a banned or challenged book includes.	The students will listen carefully and ask questions if needed.	URL is in material list
15 minutes	The teacher will explain the novel's narrator and its significance.	Students will listen carefully and ask questions.	URL is in material list
20 minutes	The teacher will show the film's trailer and discuss it.	Students will watch the film trailer and make predictions and inferences.	URL is in material list

Thursday 2.4

Daily Lesson Information

Lesson title	Reading <i>The Book Thief</i>
Lesson Purpose/Rationale	The purpose of this lesson is to begin reading the first several chapters of the novel. The beginning of the novel can be confusing for students because Death is the narrator so we will try and read from pages 3-35 during class time and discuss the narrator and the setting. Students will be responsible for reading up to 35 for the screening and discussion the following day. During reading, students will be called on to read aloud. This is

	so the teacher can evaluate the student's reading and assess progress as the novel continues.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will first be reviewed on Death, the narrator of the novel. The class will then begin reading until ten minutes remaining in the class for discussion. During those ten minutes students may ask questions they have about the reading.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	Main Text: Zusak, M. (2006). <i>The book thief</i> . New York: Alfred A. Knopf.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to know who is narrating the beginning of the book.
How will you address students who do not have this prior knowledge?	Students should have discussed this on 2.3 but the teacher should briefly remind students before beginning the novel.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • <i>The Book Thief</i> novel for every student • Pen/Pencil • Paper
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will have a physical copy of the book while listening to the text for visual and auditory learners.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.8.R Students will select appropriate texts for specific	Students will read <i>The Book Thief</i> collaboratively and individually for more than two weeks to identify "the other" in literature and society.	<i>The Book Thief</i>	Visual and the teacher will take notes of student reading and

purposes and read independently for extended periods of time.			progress.
10.1.R.3 Students will engage in collaborative discussions about appropriate discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will discuss the narrator at the beginning of the class collaboratively. Students will discuss the topics/characters/setting of the pages read in class.	<i>The Book Thief</i>	Visual
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will synthesize and contextualize the pages read in class collaboratively.	<i>The Book Thief</i>	Visual

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s)	What theory does the narrator suggest about colors in the novel? Who might you infer is the book thief? What impression does
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this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	death give himself? How are Communists perceived in the novel?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes.	The teacher will remind students of the narrator of death at the beginning of the novel.	The students will listen and look back on their notes from the previous class.	
32 minutes	The teacher will read the beginning chapter of the novel and then ask for volunteers to read the remaining chapters for the day.	Students will follow along in their own books while the teacher and their classmates read aloud.	Pages 3-35 must be finished before class the next day. The teacher should make notes about student reading.
13 minutes	The teacher will stop reading and discuss how death is perceived and the setting of the novel's start.	Students will answer questions about death, the narrator, and the setting.	Remind students they should have the Prologue and Part 1 read before class the next day.

Friday 2.5

Daily Lesson Information

Lesson title	Film, Discussion, and Read <i>The Book Thief</i>
Lesson Purpose/Rationale	The purpose of this lesson is to allow students to visualize and discuss their reading from the day before. Using the film in conjunction with the novel will give students clarification of key concepts and characters as they follow the film while reading the text. This lesson will help visual and auditory students because they will be able to hear part of the novel again in the film's script while also visualizing. The discussion portion of this lesson will give students a chance to ask questions and begin thinking deeper than the novel's plot. For example, in discussion, students will have to discuss symbolism and perspective.

Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will begin the class by watching the segment of film they have read. Then, students will be asked to grapple with discussion questions from those chapters in small groups. After questions are answered and discussed, students will begin reading Part 2 of the novel.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	<p>Main Film: Percival, B. (Director), & Petroni, M. (Writer). (2013). <i>The Book Thief</i> [Motion picture on DVD]. Germany: 20th Century Fox.</p> <p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p> <p>Some Discussion Questions Taken From: Loras, V. (n.d.). STUDY GUIDE OBJECTIVES. Rationale: Retrieved November 10, 2016, from https://vickyloras.files.wordpress.com/2013/12/the_book_thief_crawford.pdf</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful if students had read the Prologue and Part 1.
How will you address students who do not have this prior knowledge?	Pages 3-80 will be visualized in the film.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Pen/Pencil • Projector • <i>The Book Thief</i> in film and in text
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may use the Internet to search for terms or situations in which language and communication were important when identifying "the other" in <i>Tempest</i> or the beginning pages of <i>The Book Thief</i>.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	Students will read <i>The Book Thief</i> collaboratively and individually for more than two weeks to identify “the other” in literature and society.	<i>The Book Thief</i>	Visual and the teacher will take notes of student reading and progress.
10.1.R.3 Students will engage in collaborative discussions about appropriate discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will discuss the topics/characters/setting of the pages read the night before.	<i>The Book Thief</i>	Visual
10.2.R.1 Students will summarize, paraphrase, and synthesize	Students will synthesize and contextualize the pages so far, collaboratively.	<i>The Book Thief</i>	Visual

ideas, while maintaining meaning and a logical sequence of events, within and between texts.			
10.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Students will question the similarity and differentiation of the film and novel.	<i>The Book Thief</i> film and novel	Visual

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What theory does the narrator suggest about colors in the novel? Who might you infer is the book thief? What impression does death give himself? How are Communists perceived in the novel? How does the film depict colors different from the novel?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
17 minutes	The teacher will show the segment of the film that correlates with the Prologue and Part 1.	The students will watch the segment of the film that correlates with the Prologue and Part 1.	Film Time Stamp: 0:00-16:19
10 minutes	The teacher will begin discussing the essential questions.	Students will discuss the essential questions.	
23 minutes	The teacher will allow students to begin reading Part 3 in small groups of three-four people while the teacher	The students will get into groups of three to four people and begin reading Part 3.	Each member of each group should have a chance to read. Remind students

	walks around to assess progress.		Part 2 & 3 must be read by 3.1.
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Week 3

Monday 3.1

Daily Lesson Information

Lesson title	Film and Socratic Circle Discussion
Lesson Purpose/Rationale	The purpose of this lesson is to encourage students to discuss key aspects of <i>The Book Thief</i> (pages 3-122) as well as their predictions and inferences for the next few chapters of the novel. The Socratic Circle activity is a chance for the teacher to gauge student reading, participation, and understanding of the novel. This activity allows students to create their own questions in accordance to the selected topic and engage with one another. Also, students will visualize Parts 2 of the film.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will watch Part 2 of the film. Students will create their own questions in accordance to the day's topics of Language and Literature. Students will then be put into two groups, one inside circle, and one outside circle. The inner circle will discuss while the outer circle makes notes and observes. The students will then switch positions and the next group of inner students will discuss.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	<p>The Fishbowl Activity: Smagorinsky, P. (2008). Alternatives to Teacher-Led Discussion. In <i>Teaching English by Design: How to Create and Carry Out Instructional Units</i> (pp. 32-44). Portsmouth, NH: Heinemann.</p> <p>I modified this to fit the day's essential question of language and allowed students time in class for creating questions. I also named in Socratic Circles instead of Fishbowl.</p> <p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p> <p>Main Film: Percival, B. (Director), & Petroni, M. (Writer). (2013). <i>The Book Thief</i> [Motion picture on DVD]. Germany: 20th Century Fox.</p>

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Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful if students read up to Part 3 of <i>The Book Thief</i> .
How will you address students who do not have this prior knowledge?	The activity is setup to facilitate varied discussion based off what student do not know and want to learn.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • <i>The Book Thief</i> text • Pen/Pencil • Paper
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students who feel uncomfortable talking may refrain but must turn their questions in at the end of class.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal.	Students will collaboratively listen and speak respectively in class discussions.	Socratic Circle Questions	Visual
10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's	Students will analyze how language and literature affect Liesel and the novel.	<p>Socratic Circle questions</p> <p><i>The Book Thief</i></p>	Visual

messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.			
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromise to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member	<p>Students will discuss effectively and respectfully during their turn in the Socratic circle.</p> <p>Students who are in the outer circle will listen quietly in order to accomplish effective discussion</p>	<p>Socratic Circle questions</p> <p><i>The Book Thief</i></p>	<p>Visual and students will turn their questions in for the day to insure participation.</p>

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>How do language or books help or hurt Liesel in Parts 1 and 2?</p> <p>Why do you think the German Nazis burned books? Why do you think Liesel's classmates laughed when she could not write her name on the board at school?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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23 minutes	The teacher will show Part 2 of the film.	Students will watch Part 2 of the film.	Time Stamp: 16:19-32:16
6 minutes	The teacher will ask students to write three questions based off of the essential questions. Make a visual assessment.	Students will generate three questions based off the essential questions individually.	
1 minute	The teacher will break the class into two equal groups. Instruct students to move desks so there is an outside circle and inside circle.	Students will break into groups and move desks.	
10 minutes	The teacher will quietly listen to students and mark participation while they discuss.	Students will discuss with one another using their own questions.	All students are encouraged to participate.
10 minutes	The teacher will ask students to switch circles. The teacher will listen to students discuss and mark participation.	Students will switch circles and discuss.	Students must turn their questions and notes in at the end of class. Remind students that they must have Part 4 read by Wednesday's class time.

Tuesday 3.2

Daily Lesson Information

Lesson title	Introducing the Final Project and Character Snapshots
Lesson Purpose/Rationale	The purpose of this lesson is to introduce students to the final project, begin an "idea wall" to springboard ideas for final project, and allow students to visualize the novel's main characters in an artistic fashion. This activity will also help students with their reading comprehension skills.
Lesson description (Include concepts and	Students will begin the class discussing the expectations and rubric for the final project. The class will then be introduced to

skills and where this lesson fits within the curriculum)	the "idea wall" and come up with three ideas to add as a group. Then, students will read small excerpts from the text and draw the characters using comprehension and context clues.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	Zusak, M. (2006). <i>The book thief</i> . New York: Alfred A. Knopf. Nelson, L. (2016). <i>Character Snapshot Lesson</i> . Lecture. The character snapshot idea is taken from Lauren Nelson but I modified the text.

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful is students knew the various characters of the novel.
How will you address students who do not have this prior knowledge?	The teacher will give a brief description of the characters before the activity.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Final Project Sheet Appendix D • Pen/Pencil • Paper • Character Snapshot Template Appendix C
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may select a more advanced passage if they choose to, however, they must cite it correctly.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.3.W.3 – Students will elaborate on ideas by using	Students will create an illustration of a character from the novel by acknowledging textual evidence.	<ul style="list-style-type: none"> • Written instructions and text samples 	F-Character snapshots will be taken up for a

logical reasoning and illustrative examples to connect evidences to claim(s).		<ul style="list-style-type: none"> Markers, pencils, colored pencils Polaroid Snapshot worksheet 	completion grade. I- Visual
10.4.R.3 – Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students will closely examine the selection of text and decipher the meaning with enough clarity to make an illustration of the character being described. Zusak's use of figurative language may require them to use context clues to figure out what he is trying to say.	Copy of the novel or provided text samples	Visual
10.7.W.2 – Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Though students will not be using technology, students will create a visual representation of their chosen character. Students will use this visual to demonstrate their understanding of the text and its evidence.	Copy of the novel or text samples, Polaroid Snapshot worksheet, Markers, pencils, colored pencils Written instructions	I-Visual F – Character snapshots will be taken up for a completion grade.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What is expected for the final project? How does the author describe your character? What kind of image do you see when you read the description? What is your interpretation of your character?
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	The teacher will give each student a final project instruction sheet.	Students will listen carefully and ask questions.	Appendix D
10 minutes	The teacher will introduce the “idea wall”. Ask students for three ideas to add.	Students will give three ideas for the “idea wall”	The “idea wall” is just a piece of butcher paper on the wall that will act as a springboard for final project ideas.
5 minutes	Explain the assignment and field any questions from students. Pass out written instructions and text samples.	Listen attentively and ask any questions they may have. Follow along as the teacher explains the displayed instructions.	Display instructions on projector prior to the start of class. Set up a supply station prior to class.
2 minutes	Allow students to gather necessary supplies.	Gather art supplies and the Polaroid worksheet.	Make sure the supply station is easily accessible for everyone in class.
3 minutes	Have students read the text samples to themselves or aloud with partners and encourage them to visualize what they are reading.	Students will read the text samples either to themselves or aloud with partners. Visualize what they are reading.	
10 minutes	Direct students to begin examining their character description. Have students begin drawing their interpretations of their character.	Students will draw their interpretations of the character based on their visualizations.	Walk the room and field questions from students.
10 minutes	Invite students to share their Character Snapshots.	Students will share their Character Snapshots with the class.	Students must turn their snapshots in at the bell.

			Remind students that they must have Part 4 (pages 122-170) read by Wednesday's class time.
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Wednesday 3.3

Daily Lesson Information

Lesson title	Pop Quiz and Discuss
Lesson Purpose/Rationale	The purpose of this lesson is to check on the student's progress in reading the novel. The pop quiz method of assessment should not be used frequently as it lowers enthusiasm and dampens the fun of reading, but it is imperative that students read so they will be prepared for the summative assessment. The pop quiz is simply a reminder and check for student reading so it will not impact their grade terribly. The purpose of showing the film while reading the novel provides students with a visual representation of the text.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will first take a short pop quiz in which they answer easy comprehension questions that would be known if they read the material. Parts 3 and 4 of the novel will be shown and students will briefly discuss the significance of the library Liesel visits.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	<p>Main Film: Percival, B. (Director), & Petroni, M. (Writer). (2013). <i>The Book Thief</i> [Motion picture on DVD]. Germany: 20th Century Fox.</p> <p>Quiz Questions from: The Book Thief Multiple Choice Questions. (n.d.). Retrieved November 13, 2016, from http://apps.gcsc.k12.in.us/blogs/mdetamore/files/2012/03/Book-Thief-Multiple-Choice-Questions.pdf Appendix E</p> <p>Quiz questions were taken from this site but transplanted on a new quiz form.</p> <p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p>

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Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to have read Parts 3 and 4 of the novel.
How will you address students who do not have this prior knowledge?	Students will take a short quiz and the class will discuss the answers.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Pop Quiz Appendix E • <i>The Book Thief</i> novel and film • Pen/Pencil • Projector for film
Accommodations and modifications	All IEP's will be followed.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	Students will read <i>The Book Thief</i> collaboratively and individually for more than two weeks to identify "the other" in literature and society.	<i>The Book Thief</i>	Visual and the teacher will take notes of student reading and progress.
10.1.R.3 Students will engage in collaborative discussions about appropriate discussions about	Students will discuss the topics/characters/setting of Parts 3 and 4.	<i>The Book Thief</i>	Visual

appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.			
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will synthesize and contextualize the pages so far, collaboratively.	<i>The Book Thief</i>	Visual
10.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Students will question the similarity and differentiation of the film and novel.	<i>The Book Thief</i> film and novel	Visual

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Have you read Parts 3 and 4? What is the significance of the library Liesel visits? What is Papa's reaction when he discovers the book Liesel has stolen? What is ironic about the book that has saved Max and led him to his freedom?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	The teacher will give students the pop quiz.	Students will take the pop quiz.	
35 minutes	The teacher will show Parts 3 and 4 of the film. Allow students to read for the rest of time.	Students will watch Parts 3 and 4 of the film. Students will read for the rest of time.	Time Stamp: 32:16-54:57 Remind students they should have Parts 5 and 6 read by Friday's class

Thursday 3.4

Daily Lesson Information

Lesson title	Active vs. Passive and Perspective
Lesson Purpose/Rationale	The purpose of this lesson is to expand student knowledge of active and passive voice in order to prepare for upcoming writing assignments. The second activity's purpose is to explore the perspective of characters in the novel. The lesson will allow students to see that a single perspective can be deceptive, but to understand that each person has a different perspective can be empowering. The timing of this lesson is important because students should begin to synthesize the various texts and see that the difference in "the other" is due to perspective, not a human difference.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will rewrite a paragraph using active voice. They will then watch a short video while making notes. Students will discuss those as a whole class and then break into small groups and receive one of the essential questions. Students will work collaboratively to answer those questions using the text to justify their answer. Once finished, students will discuss their group's answer for the rest of the class and then be given a ticket out activity, which is to individually generate two sentences using active and passive voice.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson	TedTalk Video:

plan and how I modified it	<p>T. (2009). The danger of a single story Chimamanda Ngozi Adichie. Retrieved November 11, 2016, from http://www.youtube.com/watch?v=D9Ihs241zeg</p> <p>Active/Passive Paragraph is original and situated in Appendix F</p> <p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p>
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to know what active and passive voice is and how it is used.
How will you address students who do not have this prior knowledge?	The teacher will discuss these definitions with students before the activity and the worksheet will have the definitions.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Active/Passive example texts • Highlighter • Pen/Paper • Projector • TEDTalk Video • <i>The Book Thief</i> text
Accommodations and modifications	All IEP's will be followed.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.	Students will compose two sentences using active and passive voice to confirm understanding.	Paper/Pencil	Students will turn this in as a Ticket-Out.
10.5.R Students will examine the function	Students will identify passive voice and convert	Active/Passive Paragraph	Students will turn this

of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.	it to active voice within a paragraph.		in with their Ticket-Out.
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will discuss the video and the essential questions with classmates.	Video and essential questions.	Visual
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will synthesize the video and <i>The Book Thief</i> characters as a group.	Video/Novel	Visual
10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> • Character development • Theme • Conflict (i.e., <i>internal and</i> 	Students will collaboratively analyze the character development/conflict between Liesel and Max while answering the essential questions.	<i>The Book Thief</i>	Visual

<i>external)</i> <ul style="list-style-type: none"> Archetypes 			
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What does the woman in the video warn against? What is Liesel's perspective of Max? What is Liesel's perspective of Jews? Are they different or the same? How does Liesel's perspective of Jews differ from the Nazis or other German citizens? Why?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	The teacher will give each student a passage and give instructions.	The students will receive a passage and they must identify all passive voice and convert it to active.	Appendix: F
15 minutes	The teacher will show the TEDTalk video. Discuss the positive and negative aspects of the one-sided story.	Students will watch the video and note anything that deals with perspective, either positive or negative. Discuss notes made during the video.	Time Stamp: 9:36
20 minutes	The teacher will ask students to get into groups of two or three. Assign each group an essential question and instruct them to answer it and find evidence in the text.	Students will get into groups of two or three. Each group will be assigned an essential question and they must find evidence to justify their answer.	Questions should be cut into strips and given to each group.
5 minutes	The teacher will instruct students to write a sentence using passive voice	Students must write one sentence using passive voice and one using active voice.	Students will turn this in as a Ticket-Out.

	and a sentence using active voice.		Remind students they should have Parts 5 and 6 read by Friday’s class
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Friday 3.5

Daily Lesson Information

Lesson title	Symbolism in <i>The Book Thief</i>
Lesson Purpose/Rationale	The purpose of this lesson is for students to identify examples of symbolism in the novel and the film. Symbolism is extremely important to this novel and this activity will help students synthesize text and make meaning of it. The activity also encompasses many different learning styles. Showing the film will help visual and auditory learners while drawing and explaining the symbolism will reach the kinesthetic and spatial learners. The timing of this lesson will help students generate ideas for the “idea wall” in preparation for their final projects and post-test writing.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will watch Parts 5 and 6 of <i>The Book Thief</i> while they note key examples of symbolism. Students will then select five examples of symbolism if they have not already done so during the film. They will select one, draw the symbol, explain its’ meaning to either Part 5 and 6 or the entire novel in two-three sentences, (students are encouraged to use their creativity while drawing their symbol). Student volunteers will then share their work with the class and hang it on the wall for display.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	<p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p> <p>Film: Percival, B. (Director), & Petroni, M. (Writer). (2013). <i>The Book Thief</i> [Motion picture on DVD]. Germany: 20th Century Fox.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to know the definition of symbolism.
How will you address students who do not	The teacher should write the definition of symbolism on the board before class begins and discuss it before the activity.

have this prior knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Projector • <i>The Book Thief</i> film • <i>The Book Thief</i> book • Paper • Pen/Pencil • Markers/Colored Pencils
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students have the option of describing or drawing the example of symbolism/symbol depending on their preferred learning style.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students will use context clues in the film and novel to draw connections and identify symbolism.	Paper/Text/Film/Markers	Students will hang their drawing and explanation on the wall.
10.3.R.4 Students will evaluate literary devices to support interpretations of text, including comparisons across texts: <ul style="list-style-type: none"> • Figurative language • Imagery • Tone • Symbolism • Irony 	Students will evaluate the film and novel to support interpretations of symbolism.	Paper/Text/Film/Markers	Students will hang their drawing and explanation on the wall.
10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and	Students will watch the film and read the novel to identify symbolism through perspective.	Paper/Text/Film/Markers	Students will hang their drawing and explanation on the wall.

ask questions to clarify the speaker’s purpose and perspective.			
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will create a visual representation of symbolism from the text or film and support the symbol with evidence and reasoning.	Paper/Text/Film/Markers	Students will hang their drawing and explanation on the wall.

Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What are a few examples of symbolism in Parts 5 and 6 of the novel? How are they shown in the film? What is the significance in those symbols? Behind what is Max hidden in the basement? Who is the last individual to enter the ring and what does it symbolize in “The Gamblers” chapter?</p> <p>Part 6 ends with the narrator saying this, “They were French, they were Jews, and they were you.” What does it mean?</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
27 minutes	<p>The teacher will show the film on Part 5 and 6.</p> <p>Remind students to carefully watch for symbolism.</p>	Students will watch Parts 5 and 6.	Time Stamp: 57:51-1:24:46
5 minutes	The teacher will instruct students to choose 3 examples of symbolism they saw in Part 5 and 6 of the novel or film.	Student will write 3 examples of symbolism they saw in Parts 5 and 6 of the novel or film.	Discuss symbolism and the meaning before the activity begins.
10 minutes	The teacher will instruct students to draw or	Students will draw or describe one symbol from	IMPORTANT: STUDENTS

	describe one symbol from their list and explain what it means to Parts 5 and 6 or the overall novel in two-three sentences.	their list and explain what it means to Parts 5 and 6 or the overall novel in two-three sentences.	MAY NOT DRAW THE FLAG OF THE NAZI PARTY FOR THIS ACTIVITY (They may describe its' significance to the novel but may not draw it).
8 minutes	<p>The teacher will ask for three volunteers to explain their drawing or symbol to the class.</p> <p>Instruct students to hang their drawings/explanations in a designated area on the wall.</p>	<p>Student volunteers will share their drawings/explanations to the class.</p> <p>Students will hang their drawings/explanations on the wall.</p>	<p>Prepare a space on the wall for this activity. Students are highly encouraged to draw and use color.</p> <p>Remind students they must have Part 7 read by next Tuesday, or 4.2).</p>

Week 4

Monday 4.1

Daily Lesson Information

Lesson title	Paragraph Structure and Novel Reading
Lesson Purpose/Rationale	The purpose of this lesson is to expand student knowledge of paragraph structure. Before students are asked to write an essay, they must be able to create a well-structured paragraph. This lesson will review key aspects of a paragraph like topic sentence, support, and transition sentences. This structure should be considered a guide, not limiting student creativity and individuality in writing. This activity will allow students to work collaboratively in a workshop-type setting to reinforce understanding and further examine parts of <i>The Book Thief</i> .
Lesson description (Include concepts	Students will analyze the same "Hamburger Diagram" as before describing the parts of a paragraph. After, they will be given a topic

and skills and where this lesson fits within the curriculum)	and asked to write a well-structured paragraph. Students will trade with a partner and discuss whether their paragraphs include or forgo the necessary parts mentioned in the diagram.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	<p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p> <p>Paragraph Structure Example: The Hamburger Technique of Writing. (2016, October 28). Retrieved November 13, 2016, from http://tacomacc.libguides.com/c.php?g=373176&p=2523552</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	It would be helpful for students to know the parts of a paragraph.
How will you address students who do not have this prior knowledge?	The video will describe and give examples of paragraph structure.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Paragraph Diagram (Appendix G) • Projector • Highlighters • Pen/Pencil • Paper • <i>The Book Thief</i>
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may ask their partners for assistance.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen	Students will collaboratively listen and speak respectfully.	Paragraph Structure	Visual

and speak clearly using appropriate discussion rules with control of verbal and nonverbal.			
10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will write their own well-written paragraph while answering the essential question.	Paper/Pen/Novel	Students will turn this in and get a grade.
10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will elaborate the reasoning why Mama came to Liesel's class in a well-written paragraph using logic and evidence.	Paper/Pen/Novel	Students will turn this in for a grade.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to	What are the main parts of a paragraph? Why is it important to know the main parts of a paragraph? Is it okay to stray from the paragraph structure guidelines? Why does Mama come to Liesel's class in "Fresh Air, an Old Nightmare, and What to Do with a Jewish Corpse"?
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engage the students?	
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	The teacher will show a diagram explaining the parts of a paragraph. Discuss the parts identified in the diagram.	Students will view a diagram of paragraph structure. Students will discuss the parts identified in the diagram.	Appendix G
10 minutes	The teacher will discuss the necessity of paragraph structure and introduce the reality of paragraph “rules”.	Students will listen and ask questions about paragraph structure and rules.	It is important for students to know that the structure is merely a guideline.
15 minutes	The teacher will give students a writing topic and instruct them to write a paragraph including the three essential parts.	Students will generate their own paragraph using the writing prompt and all three essential parts of a paragraph.	Writing Prompt: Why does Mama come to Liesel’s class in “Fresh Air, an Old Nightmare, and What to Do with a Jewish Corpse”?
10 minutes	The teacher will instruct students to trade paragraphs with a partner and identify the three parts of the paragraph. Instruct students to discuss what is present and missing from their	Students will trade paragraphs with a partner and identify the three parts of the paragraph. Students will discuss what is present and missing from their paragraphs.	All paragraphs must be turned in at the end of class time. Remind students they must have Part 7 read by Tuesday, or 4.2).

	paragraphs.		
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Tuesday 4.2

Daily Lesson Information

Lesson title	Viewing and Reading <i>The Book Thief</i>
Lesson Purpose/Rationale	The purpose of this lesson is to check on student reading and allow visualization for Part 7. This will be the second reading check for students and it is imperative to see their progress and understanding of the text before they are required to complete final projects and post-test writing assignments. The quiz will not ask meaningless questions but will analyze whether students have completed Part 7 or not. After taking the short quiz and watching the film, it is important to give students time to either catch up on reading or continue to Parts 8 and 9 because the novel needs to be finished at the end of Week 4. Students will pair up and the teacher will go around the room to analyze progress or struggles.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will first take a five-question reading quiz. Students will then watch Part 7 of the film. For the remainder of class students will read the novel with a partner.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	<p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p> <p>Main Film: Percival, B. (Director), & Petroni, M. (Writer). (2013). <i>The Book Thief</i> [Motion picture on DVD]. Germany: 20th Century Fox.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to have read Part 7 of <i>The Book Thief</i> .
How will you address students who do not have this prior knowledge?	After the quiz, the class will watch Part 7 of the film and will discuss key scenes from the novel.
Materials for instruction (include rationale for why the materials are	<ul style="list-style-type: none"> • <i>The Book Thief</i> novel and film • Reading Quiz (Appendix H) • Pen/Pencil

appropriate)	<ul style="list-style-type: none"> • Projector
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may choose to forgo reading with a partner if they would like to read individually, however, they must read to the teacher at some point during class time.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	Students will read <i>The Book Thief</i> for two weeks collaboratively and independently to identify “the other” in literature and society.	Novel	Pop Quizzes to ensure reading and visual assessments.
10.7.R.2 Students will analyze the impact of selected media and formats	Students will discuss and analyze the differences and similarities of the novel and the film.	Film/Novel	Visual
10.1.R.3 Students will engage in collaborative discussions about appropriate discussions about appropriate topics and texts, expressing their own ideas	Students will discuss and analyze the differences and similarities of the novel and the film.	Film/Novel	Visual

clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.			
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Consider the quote, "For those people, life was still achievable." Who are "those people"? Are they similar or different from Liesel? (From "The Sound of Sirens" chapter). What are a few differences between the film and novel in this section?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	The teacher will give students a reading quiz over Part 7.	Students will take the reading quiz individually.	Appendix H
15 minutes	The teacher will show Part 7 of the film. Discuss differences in the film and novel.	Students will watch Part 7 of the film.	Time Stamp: 1:24:40-1:37:50
25 minutes	The teacher will instruct students to pair up with someone who is reading the same section as they are. Walk around the classroom and note progress and	Students will pair up with someone who is reading the same section as they are.	Students may read individually if they choose to do so, however, they must read for the teacher at some point in the 25 minutes. Remind students that Parts 8, 9, and

	struggle in student reading.		10 should be finished by Friday (or 4.5).
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Wednesday 4.3

Daily Lesson Information

Lesson title	Grammar and Reading <i>The Book Thief</i>
Lesson Purpose/Rationale	The purpose of this lesson is to review simple, compound, complex, and compound-complex sentences and allow students to read <i>The Book Thief</i> . Before argumentative, post-test, and final project writing, students need a quick review of sentence structure and punctuation usage. This lesson will give students a chance to review those definitions and decipher between the various types of sentences. Students also need this lesson to read <i>The Book Thief</i> because the due date for finishing the novel is Friday. While reading, students must begin answering the essential question and citing evidence.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will review simple, compound, complex, and compound-complex sentences as a class. They will then be given eight sentences to identify individually. Students will have the remainder of class time to read <i>The Book Thief</i> and answer the essential question for the day using evidence and support.
	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	Grammar Lesson and Examples: Sentence Types : Simple, Compound, Complex , and. (n.d.). Retrieved November 13, 2016, from http://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Sentence Types.pdf Sentences for grammar activity were taken from this website. Main Text: Zusak, M. (2006). <i>The book thief</i> . New York: Alfred A. Knopf.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students must be able to identify a simple, compound, complex, compound-complex sentence.
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How will you address students who do not have this prior knowledge?	The teacher will review each type of sentence before students are asked to identify them individually.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Projector • Grammar Worksheet (Appendix I) • Paper • Pen/Pencil • <i>The Book Thief</i> novel
Accommodations and modifications	<p>All IEP's will be followed. Students may read individually or as a group.</p> <p>Students may use the definitions and examples to identify the sentences.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.R Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.	Students will examine eight sentences and identify the type (simple, compound, complex, and compound-complex).	Sentence Examples	Students will turn this in at the end of class.
10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will answer essential questions while reading the novel using evidence and support from the text.	Paper/Novel/Pencil	Students will turn this in for participation a check.
10.3.R.6 Students will comparatively analyze the structures of texts (e.g., <i>compare/contrast</i> , <i>problem/solution</i> , <i>cause/effect</i> , <i>cause/effect</i> , <i>claims/counterclaims/evidence</i>)	Students will compare and contrast Liesel and Max using textual evidence to support their claims.	Paper/Novel/Pencil	Students will turn this in for participation a check.

and content by inferring connections among multiple texts and providing textual evidence to support their inferences			
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What is a simple, compound, complex, and compound-complex sentence?</p> <p>Throughout the novel, <i>Death</i> highlights similarities and differences among human population in general and between Liesel and Man in particular, How are Max and Liesel different? How are they the same? Are their differences man-made or biological?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	<p>The teacher will project the definitions and worksheet on the board.</p> <p>Discuss definitions and rules.</p>	Students will listen to definitions and rules of the various sentences.	<p>Students need a piece of paper numbered to eight for this activity.</p> <p>Appendix I</p>
8 minutes	The teacher will project eight sentences and instruct students to identify simple, compound, complex, and compound-complex sentences on a sheet of paper.	Students will identify eight sentences and write their answers on a sheet of paper.	<p>Students will turn this in after they complete the activity.</p> <p>Appendix I</p>
31 minutes	<p>The teacher will instruct students to read their novels while answering the essential question for the day.</p> <p>Make sure they</p>	<p>Students will read their novels while answering the essential question for the day.</p> <p>They must cite evidence.</p>	Essential Question while reading: Throughout the novel, <i>Death</i> highlights similarities and differences among human population

	understand they must have evidence.		in general and between Liesel and Man in particular, How are Max and Liesel different? How are they the same? Are their differences man-made or biological?
1 minute	Instruct students to turn their answers in.	Students will turn their answers in.	Remind students that Parts 8, 9, and 10 should be finished by Friday (or 4.5).

Thursday 4.4

Daily Lesson Information

Lesson title	Introducing Argument Writing and Purdue Owl
Lesson Purpose/Rationale	The purpose of this lesson is to introduce students to argument writing and Purdue Owl. Whether it is asking the teacher for an extension on an assignment or arguing in a presidential debate, students need to know the format for argumentative writing. Students also need to know how to bring evidence into their argument and correctly cite their work using MLA format. This lesson will provide a resource (Purdue Owl), which they will be able to take with them as they continue writing in this class, as well as future courses. The timing of this lesson is important because it gives students a quick lesson in citations and writing before they begin making their arguments for the post-test and final project.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin the class looking at a chart of Oklahoma population growth. They will make observations about data and record. They will discuss the observations with a partner then make interpretations. Student will support their interpretations with evidence. They will ask broad questions about data and record them. Lastly, students will organize thinking and write a claim using supporting evidence and reasoning. After this activity, Purdue Owl will be introduced to students as a resource for writing.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan	Argument Writing:

and how I modified it	<p>Witte, S. (2016, September 13). <i>Argument Writing: Oklahoma Populations</i>. Lecture presented at Oklahoma State University.</p> <p>The lesson is modified so that the entire argument process is completed in one day instead of one week.</p> <p>Purdue Owl: Welcome to the Purdue OWL. (n.d.). Retrieved November 13, 2016, from https://owl.english.purdue.edu/owl/</p>
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to know what “argument” means.
How will you address students who do not have this prior knowledge?	The teacher will discuss the definition and uses of argument and argument writing.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Argument Introduction Slideshow (Appendix J) • Access to Purdue Owl • Pen/Pencil • Paper • Projector
Accommodations and modifications	<p>All IEP’s will be followed.</p> <p>Students may work with a partner throughout the entire argument activity if the need additional assistance.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect	Students will use words and inferencing to connect claims, counterclaims, and evidence to create a cohesive argument.	Paper/Pen/Slideshow	Students will turn in their claim for a writing grade.

evidences to claim(s).			
10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.	Students will use words to connect claims, counterclaims, and evidence to create a cohesive argument.	Paper/Pen/Slideshow	Students will turn in their claim for a writing grade.
10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.	Students will use words to connect claims, counterclaims, and evidence to create a cohesive argument.	Paper/Pen/Slideshow	Students will turn in their claim for a writing grade.
10.5.W.1 Students will write using correct mechanics.	Students will generate a claim using correct mechanics.	Paper/Pen/Slideshow	Students will turn in their claim for a writing grade.

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>Why is argument writing important? What is required to make an argument? What does the chart show you? Why must you have support/evidence? How can you use Purdue Owl when writing and reviewing your work?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<p>The teacher will open the slideshow and introduce argument writing.</p> <p>Ask students why argument writing is important.</p>	Students will listen to the argument-writing introduction and discuss how argument writing can be beneficial.	Slide Show: Appendix J
5 minutes	The teacher will begin the slideshow and ask students to make observations about the chart and record them	Students will make observations about the chart and record them.	
5 minutes	Teacher will walk around the room and make visual assessments as students share and record observations.	Students will make and share observations about data with a partner and record observations.	
5 minutes	Teacher will walk around the room and make visual assessments as students make interpretations and find evidence as support.	Students will make interpretations of data and support interpretations with evidence.	
5 minutes	Teacher will walk	Students will ask broad	

	around the room and make visual assessments as students ask and record broad questions based on data.	questions based on data and record them.	
5 minutes	Teacher will walk around the room and make visual assessments as students organize thinking and write a claim.	Students will organize thinking about data. Write a claim, support with evidence and reasoning.	
10 minutes	The teacher will ask for volunteers to share their claims.	Student volunteers will share their claims.	
10 minutes	The teacher will show students helpful tools on Purdue Owl and take questions.	Students will listen carefully and ask questions about Purdue Owl.	Students must turn in their claims for a writing grade. Remind students that Parts 8, 9, and 10 should be finished by Friday (or 4.5).

Friday 4.5

Daily Lesson Information

Lesson title	Argument Writing Practice with <i>The Book Thief</i>
Lesson Purpose/Rationale	The purpose of this lesson is to build on argumentative writing using <i>The Book Thief</i> (Parts 8, 9, and 10). Students should have finished reading the novel in preparation for this lesson, but in case they have not, the teacher will show the ending of the film before the writing activity. This lesson’s format is taken from 4.4, but it is important to repeat the same process so students have more practice generating claims in preparation for the final assessments.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will watch the rest of the film and then follow the process of argument writing as they did in 4.4 but using a scene from the end of the film.
Lesson length	50 minutes

Grade level and course	10 th grade
Source of lesson plan and how I modified it	<p>Argument Writing: Witte, S. (2016, September 13). <i>Argument Writing: Oklahoma Populations</i>. Lecture presented at Oklahoma State University.</p> <p>The lesson is modified so that the entire argument process is completed in one day instead of one week. Also, instead of the Oklahoma Populations chart, a scene from the film will be projected.</p> <p>Main Text: Zusak, M. (2006). <i>The book thief</i>. New York: Alfred A. Knopf.</p> <p>Main Film: Percival, B. (Director), & Petroni, M. (Writer). (2013). <i>The Book Thief</i> [Motion picture on DVD]. Germany: 20th Century Fox.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to have read Parts 8, 9, 10.
How will you address students who do not have this prior knowledge?	The teacher will show Parts 8, 9, 10 of <i>The Book Thief</i> (film version).
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Projector • Pen/Pencil • Paper • <i>The Book Thief</i> film and novel • Post-Test Prompt
Accommodations and modifications	All IEP's will be followed.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.3.W.3 Students will elaborate on	Students will use words and inferencing to	Paper/Pen/Slideshow/Scene	Student will turn their claim in at

ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	connect claims, counterclaims, and evidence to create a cohesive argument.		the end of class for a writing grade.
10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.	Students will use words to connect claims, counterclaims, and evidence to create a cohesive argument.	Paper/Pen/Slideshow/Scene	Student will turn their claim in at the end of class for a writing grade.
10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.	Students will use words to connect claims, counterclaims, and evidence to create a cohesive argument.	Paper/Pen/Slideshow/Scene	Student will turn their claim in at the end of class for a writing grade.

10.5.W.1 Students will write using correct mechanics.	Students will generate a claim using correct mechanics.	Paper/Pen/Slideshow/Scene	Student will turn their claim in at the end of class for a writing grade.
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What is an argument? How can I support my argument? When can argument writing be used? Why does Liesel believe Max may be in the line of Jewish prisoners? What makes those men different?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	The teacher will show Parts 8, 9, and 10 using the projector.	Students will watch the film.	Time Stamp: 1:37:50-End
5 minutes	The teacher will show a screenshot of the film and ask students to make observations about the scene and record them.	Students will make observations about the scene and record them.	Screenshot Time Stamp: 1:48:09
5 minutes	Teacher will walk around the room and make visual assessments as students share and record observations.	Students will make and share observations about the scene with a partner and record observations.	
5 minutes	Teacher will walk around the room and make visual assessments as students make	Students will make interpretations of the scene and support interpretations with evidence from the	

	interpretations and find evidence as support.	screenshot.	
5 minutes	Teacher will walk around the room and make visual assessments as students ask and record broad questions based on screenshot.	Students will ask broad questions based on screenshot and record them.	
5 minutes	Teacher will walk around the room and make visual assessments as students organize thinking and write a claim.	Students will organize thinking about the screenshot. Write a claim, support with evidence and reasoning.	
10 minutes	The teacher will ask for volunteers to share their claims.	Student volunteers will share their claims.	Claims should be turned in at the end of class time. Give Post-Test prompt to students on this day

Week 5

Monday 5.1

Daily Lesson Information

Lesson title	Introducing the Final Project
Lesson Purpose/Rationale	This lesson will be the starting point for the final project and the assessment portion of the unit. This lesson will ask students to begin thinking about their final projects. It is imperative for students to begin preparing for their projects, because other assignments, like the Piktochart Brainstorming activity and the Post-Test reflection, will be due shortly before the final project deadline. Expectations are one of the most important aspects of every assignment and this lesson allows students to ask questions about what is expected of them during the whole-class discussion or individually during the conference. As stated, the conferences will be an opportunity to ask questions about the assignments but also a chance to assess their progress and

	struggles during the unit so far using appropriate communications skills.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	In this lesson students will begin brainstorming for their final projects using the "idea wall". Students will also listen and ask questions regarding the expectations and requirements for the assignment. Students will also be asked to communicate with the teacher using appropriate communication skills.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	N/A

Daily Lesson Plan Summary

Prior knowledge needed for success	Students should know there is a final project at the end of the unit.
How will you address students who do not have this prior knowledge?	The teacher will give a unit overview at the beginning of the unit and a rubric for the final project on 3.1.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Assignment Rubric (Appendix K), (Appendix L), (Appendix M) • Pen/Pencil • Paper • Markers • Idea Wall
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>For those students who do not want to ask questions aloud, they will have a chance to ask those questions during their conference with the teacher.</p> <p>The rubric will be given on 3.1 so students may review it for a week before discussing it in class.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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text			
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal.	Students will collaboratively listen and speak respectfully about the requirements for the final project assignment.	Discussion about the assignment and requirement.	Visual
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will work collaboratively when generating ideas for the "idea wall".	Idea Wall/Markers/Novel	Visual
10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will elaborate on ideas when brainstorming for the final project using the "idea wall".	Idea Wall/Markers/Novel	Visual

10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will use appropriate discussion rules when conferencing with the teacher and expressing opinions of the unit and their own progress in the class.		Visual and teachers should write notes of student struggle and progress.
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What questions do you have about the final project? What am I planning to do for the project? What I am struggling with in this class/unit? How am I progressing? What do I need to succeed?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
20 minutes	The teacher will give students a final project rubric if they have lost theirs and review the requirements and options for completing the assignment. The teacher will then allow students to ask questions as a class.	The students will each get a rubric if they have lost theirs and have time to ask questions about the requirements/objectives of the assignment.	Appendix K-Art Appendix L-Letter Appendix M-Video
35 minutes	The teacher will conference with students individually.	The students will individually meet with the teacher to address any questions, struggles, and their progress in the class while the rest of the class	

		begins brainstorming on paper using the "idea wall".	
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Tuesday 5.2

Daily Lesson Information

Lesson title	Brainstorming with Piktochart
Lesson Purpose/Rationale	This lesson will help students prepare for the assignments ahead. The bell ringer activity will help students for their post-test reflection sentence structure on Friday. Piktochart will help students brainstorm for their final projects in a clear and organized manner. Using technology will allow students to realize that brainstorming is not limited to bubble charts and vin diagrams. The timing of this lesson is imperative because students will be required to begin preparing for their final project instead of waiting until the last day to begin. The conferencing aspect of the lesson also gives students a chance to communicate with the teacher about their struggles, questions, and progress using appropriate communication skills.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will begin the lesson ranking sentences by their structure and description, providing a reason why they believe one is better than the other. Students will then watch a demonstration of the Internet and Piktochart. After the demo, students will be required to brainstorm using Piktochart and the "idea wall" while conferencing with the teacher individually.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	Brainstorming Program: (n.d.). Retrieved from www.piktochart.com Sentences were taken from: English Grammar Revolution: Grammar Made Easy. (n.d.). Retrieved November 13, 2016, from http://www.english-grammar-revolution.com/

Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to know how to use the Internet.
How will you address students who do not	The teacher will demonstrate how to access the Internet and Piktochart.

have this prior knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Projector with 3 sentences. • Electronic Device for each student • Access to/Account with Piktochart • Final Project Rubric • <i>The Book Thief</i>
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>The teacher should read the sentences aloud for auditory learners and project them for visual learners.</p> <p>Students may ask their classmates for assistance using this program.</p> <p>If students absolutely do not want to use Piktochart they may use a word document to prepare for the final project.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will work collaboratively when generating ideas for the final project if they choose to with a partner.	Piktochart/Novel/Idea Wall/Final Project Rubric	Students will turn in their Brainstorming Piktochart on 5.5 for a grade.

10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will elaborate on ideas when brainstorming for the final project using the "idea wall", the novel, and the final project rubric.	Piktochart/Novel/Idea Wall/Final Project Rubric	Students will turn in their Brainstorming Piktochart on 5.5 for a grade.
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will use appropriate discussion rules when conferencing with the teacher and expressing opinions of the unit and their own progress in the class.		Visual & teachers should write notes of student struggle and progress.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What helps to determine whether a sentence is well written or not? How will I present my final project? What information will be in my presentation? Do I want to have a partner or not?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
7 minutes	The teacher will have three sentences on the board and ask the students to rank	The students will rank three sentences from 1-3 based on their description and structure. They will	1. I kicked the ball, and it hit Tom. 2. Tom cried

	the sentences 1-3 based on their description and structure.	then identify a word or words that helped them determine their ranking.	because the ball hit him, and I apologized immediately. 3. I kicked the ball, and it hit Tom.
10 minutes	The teacher will demonstrate how to get on the Internet and login to Piktochart.	The students will watch the teacher demonstrate how to get on the Internet and login to Piktochart. Students may follow along if they have a personal electronic device at their desk.	
5 minutes	The teacher will help students create a Piktochart account.	Students will create a Piktochart account using their school email.	The account is free and maintains the student's privacy.
28 minutes	The teacher will continue to help students create their accounts and assist students with the program's tools. During this time teachers will also be conferencing with students about their projects and progress in the class.	The students will begin to brainstorm using the program, the "idea wall", and the project's rubric. During this time students will also be conferencing with the teacher individually.	The rubric will be given on 3.1. Remind students that the Brainstorming Piktochart is due 5.5

Wednesday 5.3

Daily Lesson Information

Lesson title	Brainstorming for the Final Project Using Piktochart
Lesson Purpose/Rationale	This lesson is geared to assist students in brainstorming for their final assignment. Implementing Piktochart will integrate technology while also effectively brainstorming. This lesson gives students a chance to reflect on their presentation skills and what mode they prefer most. During the brainstorming project, students will be able to make connections and put all they have learned throughout the unit into context in preparation of the post-test reflection and their final project. The conference aspect of this lesson is geared to help students talk to the teacher about topics they do not understand or a chance to ask the teacher

	about their progress in the class before key assignments are due. It is a check-in.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will use the online program Piktochart to brainstorm for their final projects. Students will be asked to make text-to-theme connections and self-reflect on their preferred mode of presentation. During part of the lesson students will also conference with the teacher using appropriate and professional communication skills.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	Brainstorming Program: (n.d.). Retrieved from www.piktochart.com

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need some knowledge of technology and the Internet.
How will you address students who do not have this prior knowledge?	The teacher will demonstrate how to access the Internet and Piktochart on 5.3.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Electronic Device • Free Piktochart account • Final Project Rubric • <i>The Book Thief</i>
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may ask each other for assistance with the program and technology.</p> <p>Students may choose what day that want to conference with the teacher.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.2 Students will work effectively and	Students will work collaboratively when generating ideas for the final project if they	Piktochart/Novel/Idea Wall/Final Project Rubric	Students will turn in their Brainstorming Piktochart on

respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	choose to with a partner.		5.5 for a grade.
10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will elaborate on ideas when brainstorming for the final project using the "idea wall", the novel, and the final project rubric.	Piktochart/Novel/Idea Wall/Final Project Rubric	Students will turn in their Brainstorming Piktochart on 5.5 for a grade.
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will use appropriate discussion rules when conferencing with the teacher and expressing opinions of the unit and their own progress in the class.		Visual & teachers should write notes of student struggle and progress.

Today's Essential Question(s) and/or Anticipatory Set

What essential	How will I present my final project? What are the main topics of
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question(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	my presentation? What text or texts will I use to support my presentation/argument? How do I brainstorm best?
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
20 minutes	The teacher will assist students in preparing their Piktocharts and Final Project ideas.	Students will work on their Piktocharts in preparation for their Final Project proposals	Piktocharts are due on 5.4, the following day.
30 minutes	The teacher will have pre-designated conferences with students.	Students will continue to work on their Piktocharts while some students have conferences with the teacher.	All students should be working diligently if they are not in a conference with the teacher. If they finish early they may begin to work on their final project or read quietly. Piktocharts are due on 5.5

Thursday 5.4

Daily Lesson Information

Lesson title	Paragraph Structure and Summarizing the Unit
Lesson Purpose/Rationale	This lesson will be used to review the structure of a single paragraph in depth and then summarize the unit in preparation for the post-test reflection. In the post-test, students are required to write a reflection of what they have learned in well-structured paragraphs, and this lesson will review that portion of the test. Though the “Hamburger Diagram” is used in Week 4, this review

	will be helpful for the post-test writing. The second major aspect of this lesson is to connect the texts students have read throughout the unit. This is important because students must put everything they have learned throughout the unit and put it in a context as they continue to prepare for their final projects.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will first review the structure of a paragraph using the "Hamburger Diagram". Students will then look at examples of well-written paragraphs and discuss what makes it a good paragraph. Students will then write their own well-written paragraphs about a text or texts from the unit and its connection to the overall theme. After that, students will review key themes, vocabulary, and text connections using the white board and test prompts.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	<p>Paragraph Diagram: The Hamburger Technique of Writing. (2016, October 28). Retrieved November 13, 2016, from http://tacomacc.libguides.com/c.php?g=373176&p=2523552</p> <p>Paragraphs: How to Write a Perfect Paragraph - csun.edu. (n.d.). Retrieved November 13, 2016, from https://www.csun.edu/sites/default/files/Auerbach-Handout-Paragraph-Writing-Examples.pdf</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students should know how a topic sentence and thesis are used in a paragraph.
How will you address students who do not have this prior knowledge?	Students will be given a diagram of a well-written paragraph with explanation.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Paragraph Diagram Handout • Pen/Pencil • Smart Board/White board • Piece of paper • <i>The Book Thief</i> • Hurston Essay • <i>The Tempest</i>
Accommodations and	All IEP's will be followed.

modifications	Students will have a visual diagram in a handout and shown on the board.
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Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal.	Students will collaboratively listen and speak respectfully when reviewing paragraph structure.	Paragraph Structure	Visual
10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will write their own well-written paragraph while answering the essential question.	Paper/Pen/Novel/Hurston Essay/ <i>The Tempest</i>	Students will turn this in and get a writing grade.
10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to	Students will elaborate on the essential question while using logical reasoning and evidence.	Paper/Pen/Novel/Hurston Essay/ <i>The Tempest</i>	Students will turn this in for a grade.

claim(s).			
10.5.W.1 Students will write using correct mechanics.	Students will create a well-written paragraph using correct grammar and structure.	Paper/Pen/Novel/Hurston Essay/ <i>The Tempest</i>	Students will turn this in for a grade.
10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a text.	Students will analyze Max, Hurston, and Caliban’s point of view and explain how those viewpoints contribute to the overall theme of unit.	Paper/Pen/Novel/Hurston Essay/ <i>The Tempest</i>	Students will turn this in for a grade.

Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What are the key parts of a paragraph? What are the main themes of the unit? How are the texts connected to the theme of “the other?”</p> <p>Topic Question: Why are Max (from <i>The Book Thief</i>), Zora Hurston (from “How it Feels to be a Colored Me”), and Caliban (from <i>The Tempest</i>), treated differently than everyone else?</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will give students a diagram of a paragraph.	Students will review the diagram and ask questions about the various parts.	A paragraph structure diagram should be given to students and shown on the board.

			Appendix N
10 minutes	The teacher will give students examples of well-written paragraphs.	Students will read the paragraphs and note why it is considered well written. They will then discuss those comments with a partner.	Students will self-assign partners.
19 minutes	The teacher will ask students to write a paragraph using the diagram to draw connections from text or texts in the unit to the unit’s overall theme of “identifying the other in literature and society?”	Students will write a paragraph using the diagram and the prompt provided.	Paragraph Topic: Why are Max (from <i>The Book Thief</i>), Zora Hurston (from “How it Feels to be a Colored Me”), and Caliban (from <i>The Tempest</i>), treated differently than everyone else?
16 Minutes	The teacher will facilitate a discussion session where students may ask questions pertaining to the unit or the texts read.	The students may ask questions pertaining to the theme and connections to texts read in class in preparation of the post-test question prompts.	The prompt for the post-test will be given the Friday before the test.

Friday 5.5

Daily Lesson Information

Lesson title	Reflective Post-Test
Lesson Purpose/Rationale	The purpose of this lesson is to evaluate student growth and understanding of the unit. It is also an assessment of writing skills and comprehension of multiple texts and concepts.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students will reflectively write about their individual perspective of “the other” and why it is important to treat others with respect. The post-test will be two-three well-structured paragraphs. Students will then work on their projects individually or collaboratively for the remainder of class time.
Lesson length	50 minutes

Grade level and course	10 th grade
Source of lesson plan and how I modified it	Original

Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to have brainstormed for the post-test topic.
How will you address students who do not have this prior knowledge?	Students will be given the topic one week prior to taking the post-test.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Reflective Writing Topic Paper (Appendix O) • Pen/Pencil • Paper • Notecard with textual evidence
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students may use first person if they choose to do so.</p> <p>Students may bring textual evidence on a notecard.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey	Students will write two-three paragraphs answering the post-test prompt using correct grammar and mechanics.	Paper/Pencil/Post-Test Prompt	Students will turn their Post-Test in and it be graded.

specific meanings and interests.			
10.5.W.1 Students will write using correct mechanics.	Students will write two-three paragraphs answering the post-test prompt using correct grammar and mechanics.	Paper/Pencil/Post-Test Prompt	Students will turn their Post-Test in and it be graded.
10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	Students will write two-three paragraphs answering the post-test prompt using correct grammar, mechanics, and textual evidence.	Paper/Pencil/Post-Test Prompt	Students will turn their Post-Test in and it be graded.
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will write two-three paragraphs answering the post-test prompt using correct grammar, mechanics, multiple texts, and logic.	Paper/Pencil/Post-Test Prompt	Students will turn their Post-Test in and it be graded.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the	Have your perspectives of others changed or remained the same throughout this unit? Why do you think it is important to treat those different from you with respect? Are we really that different after all?
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students?	
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
25 minutes	The teacher will allow students to take their unit “post-test” while walking around and observing students.	The students will take their post-test which will be a reflective written response to what they have learned and perspectives that have changed or remained the same.	Write the topic on the board and give a physical handout a week before the test so they can prepare their response. Students can bring a notecard with textual evidence on the day of the test. Appendix O
25 minutes	The teacher will gather all post-tests and instruct students to work on their final projects for the remainder of class time.	Students will turn in their post-test and begin working/planning their final projects.	If students are absent this day, make sure they take this on the following Monday.

Week 6

Monday 6.1

Daily Lesson Information

Lesson title	Finishing the Final Project
Lesson Purpose/Rationale	This lesson is geared to allow students extra time in class to prepare their final projects for presentation. Students will be able to work independently or as a group, helping one another analyze their projects and its adherence to the rubric.
Lesson description (Include concepts and	In this lesson students will complete the final steps of their projects for the entirety of the class time.

skills and where this lesson fits within the curriculum)	
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	Original

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know their project's topic and information as well as the expectations for project success.
How will you address students who do not have this prior knowledge?	Students will have already brainstormed for their projects using Piktochart and have had the rubric given to them weeks prior to this date.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Project materials • Project rubric
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will be able to work collaboratively or individually. Students may ask the teacher questions in regards to their projects for extra assistance.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.2 Students will work effectively and respectfully within diverse groups, show	Students who choose to present with a partner will work collaboratively. Students may ask their peers for feedback and suggestions for their presentations.	Students will work on their projects	Visual

willingness to make necessary compromise to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member			
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Does my project follow the guidelines outlined in the rubric? Am I prepared to present my project in front of others? Does my project reflect the final project question?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 minutes	The teacher will walk around and answer any questions about student's final projects.	The students will diligently and quietly finish final details of their projects and ask the teacher questions pertaining to their projects.	

Tuesday 6.2

Daily Lesson Information

Lesson title	Finishing the Final Project
Lesson Purpose/Rationale	This lesson is geared to allow students extra time in class to prepare their final projects for presentation. Students will be able

	to work independently or as a group, helping one another analyze their projects and its adherence to the rubric.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	In this lesson students will complete the final steps of their projects for the entirety of the class time.
Lesson length	50 minutes
Grade level and course	10 th Grade
Source of lesson plan and how I modified it	Original

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know their project's topic and information as well as the expectations for project success.
How will you address students who do not have this prior knowledge?	Students will have already brainstormed for their projects using Piktochart and have had the rubric given to them weeks prior to this date.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Project materials • Project rubric
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will be able to work collaboratively or individually. Students may ask the teacher questions in regards to their projects for extra assistance.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.2 Students will work	Students who choose to present with a partner will work collaboratively. Students may	Students will work on their projects	Visual

effectively and respectfully within diverse groups, show willingness to make necessary compromise to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member	ask their peers for feedback and suggestions for their presentations.		
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Does my project follow the guidelines outlined in the rubric? Am I prepared to present my project in front of others? Does my project reflect the essential question?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 minutes	The teacher will walk around and answer any questions about student's final projects.	The students will diligently and quietly finish final details of their projects and ask the teacher questions pertaining to their projects.	Students should bring all final project materials to school on this day.

Daily Lesson Information

Lesson title	Gallery Walk for Final Projects
Lesson Purpose/Rationale	The purpose of this lesson is for students to showcase their final projects in a gallery walk setting. This lesson is specifically for students who chose to present using art. The purpose in presenting art in a gallery walk is so that every student will be able to explain how they created their project and its’ meaning to the essential question.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students who are presenting will explain how they created their art and its’ meaning to the essential question using proper communication skills. Students who are not presenting will walk around to the various art projects, ask questions, and make helpful comments.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	Original

Daily Lesson Plan Summary

Prior knowledge needed for success	Students should brainstorm for their projects in order to reach success.
How will you address students who do not have this prior knowledge?	Before presenting, students will brainstorm with a Piktochart and should have already scheduled a conference with me.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Rubric for each student • Each student should have their project
Accommodations and modifications	<p>All IEP’s will be followed.</p> <p>Students will be able to choose their mode of presentation.</p> <p>Students will be able to choose whether they want to do the project with a partner or individually.</p> <p>Students may ask for a “presenting assistant if they do not want to present by themselves.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Student will summarize and synthesize multiple texts and ideas to produce a piece of art that adheres to the project's essential question.	Final Project- Art Piece	Informal- Visual Formal- The project will be graded according to the rubric.
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will create a visual presentation using art and creativity to enhance understanding of findings, reasoning, and evidence.	Final Project- Art Piece	Informal- Visual Formal- The project will be graded according to the rubric.
10.6.W.4 Students will synthesize and present information in a report.	Students will synthesize and present information in an explanation and form of art.	Final Project- Art Piece	Informal- Visual Formal- The project will be graded according to the rubric.
10.1.W.2 Students will work effectively and respectfully within diverse	Students who choose to work with a partner for the final project will communicate and work effectively to accomplish a goal according to the rubric and ensure each individual in	Final Project- Art Piece	Informal- Visual Formal- The project will be graded

groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	the group contributes.		according to the rubric.
10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will give a formal presentation of their group/individual project using textual evidence to support the essential question.	Final Project- Art Piece	Informal- Visual Formal- The project will be graded according to the rubric.
10.3.R.7 Students will make connections (e.g., <i>thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.	Students will connect the three texts to the essential question using textual evidence to support their claims	Final Project- Art Piece	Informal- Visual Formal- The project will be graded according to the rubric.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What have you learned throughout this unit? What have you learned from your classmate's presentations? How does <i>The Book Thief</i> inform our perspective on those different from us?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 minutes	The teacher will assist students in setting up their projects. Also, teachers will grade students using the rubric.	Students will setup their projects and present to their classmates in a gallery walk. Students who are not presenting will view, ask questions, and make comments.	Projects should be setup at the beginning of the class. This class is for all students who chose the ART option.

Thursday 6.4

Daily Lesson Information

Lesson title	Presenting the Final Project
Lesson Purpose/Rationale	The purpose of this lesson is for students to showcase their final projects in a gallery walk setting. This lesson is specifically for students who chose to present using the written option. The purpose in presenting poems and essays in a gallery walk is so that every student will be able to explain how they created their project and its' meaning to the essential question.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students who are presenting their written mode will explain how they created their project and its connection to the essential question using appropriate communication skills. The students who are not presenting will walk around a view the projects, ask questions, and make helpful comments.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan	Original

and how I modified it	
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students should brainstorm for their projects in order to reach success.
How will you address students who do not have this prior knowledge?	Before presenting, students will brainstorm with a Piktochart and should have already scheduled a conference with me.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • A rubric for each student presenting • Student projects
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will be able to choose their mode of presentation.</p> <p>Students will be able to choose whether they want to do the project with a partner or individually.</p> <p>Students may ask for a "presenting assistant if they do not want to present by themselves.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will summarize and synthesize multiple texts and ideas to produce a piece of written work that adheres to the project's essential question.	Final Project-Written	<p>Informal- Visual</p> <p>Formal- The project will be graded according to the rubric.</p>
10.7.W.2 Students will create visual	Students will create a written presentation using creativity to enhance understanding of	Final Project-Written	Informal- Visual

and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	findings, reasoning, and evidence.		Formal- The project will be graded according to the rubric.
10.6.W.4 Students will synthesize and present information in a report.	Students will synthesize and present information in an explanation and written form.	Final Project-Written	Informal- Visual Formal- The project will be graded according to the rubric.
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students who choose to work with a partner for the final project will communicate and work effectively to accomplish a goal according to the rubric and ensure each individual in the group contributes.	Final Project-Written	Informal- Visual Formal- The project will be graded according to the rubric.
10.1.W.1 Students will give formal and informal	Students will give a formal presentation of their group/individual project using textual evidence to support the	Final Project-Written	Informal- Visual Formal- The

presentations in a group or individually, providing textual and visual evidence to support a main idea.	essential question.		project will be graded according to the rubric.
10.3.R.7 Students will make connections (e.g., <i>thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.	Students will connect the three texts to the essential question using textual evidence to support their claims.	Final Project-Written	Informal-Visual Formal- The project will be graded according to the rubric.
10.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., <i>specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style.	Students who choose the written option for the final project will compose a letter to develop ideas with evidence while maintaining structure and formal style.	Final Project-Written	Informal-Visual Formal- The project will be graded according to the rubric.

Today's Essential Question(s) and/or Anticipatory Set

What essential	What have you learned throughout this unit? What have you
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question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	learned from your classmate's presentations? How does <i>The Book Thief</i> inform our perspective on those different from us?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 minutes	The teacher will assist students in setting up their projects. Also, teachers will grade students using the rubric.	The students will present their final projects in a gallery walk. Students who are not presenting will view, ask questions, and make comments.	This day is for the WRITTEN option. Rubric for Written Option

Friday 6.5

Daily Lesson Information

Lesson title	Presenting the Final Projects
Lesson Purpose/Rationale	The purpose of this lesson is to allow students who have chosen the video option to showcase their final projects. The video option encourages students of all learning styles to evoke creativity and use technology as a means of presentation.
Lesson description (Include concepts and skills and where this lesson fits within the curriculum)	Students who chose the video option will showcase their productions one at a time. They must explain how they created their video and its connection to the essential question. The rest of the class will listen and watch respectfully and ask questions when the video is over.
Lesson length	50 minutes
Grade level and course	10 th grade
Source of lesson plan and how I modified it	Original

Daily Lesson Plan Summary

Prior knowledge needed for success	Students should brainstorm for their projects in order to reach success.
How will you address students who do not have this prior knowledge?	Before presenting, students will brainstorm with a Piktochart and should have already scheduled a conference with me.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> • Rubric for each student • Student projects on a flash drive. • Projector
Accommodations and modifications	<p>All IEP's will be followed.</p> <p>Students will be able to choose their mode of presentation.</p> <p>Students will be able to choose whether they want to do the project with a partner or individually.</p> <p>Students may ask for a "presenting assistant if they do not want to present by themselves.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Student will summarize and synthesize multiple texts and ideas to produce a video that adheres to the project's essential question.	Final Project-Video	<p>Informal- Visual</p> <p>Formal- The project will be graded according to the rubric.</p>
10.7.W.2 Students will create visual and/or multimedia	Students will create a visual presentation using video and technology to enhance understanding of findings, reasoning, and evidence.	Final Project-Video	<p>Informal- Visual</p> <p>Formal- The project will</p>

presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.			be graded according to the rubric.
10.6.W.4 Students will synthesize and present information in a report.	Students will synthesize and present information in an explanation and video	Final Project-Video	Informal-Visual Formal- The project will be graded according to the rubric.
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students who choose to work with a partner for the final project will communicate and work effectively to accomplish a goal according to the rubric and ensure each individual in the group contributes.	Final Project-Video	Informal-Visual Formal- The project will be graded according to the rubric.
10.1.W.1 Students will give formal and informal presentations in a group or	Students will give a formal presentation of their group/individual project using textual evidence to support the essential question.	Final Project-Video	Informal-Visual Formal- The project will be graded

individually, providing textual and visual evidence to support a main idea.			according to the rubric.
10.3.R.7 Students will make connections (e.g., <i>thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.	Students will connect the three texts to the essential question using textual evidence to support their claims.	Final Project-Video	Informal- Visual Formal- The project will be graded according to the rubric.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What have you learned throughout this unit? What have you learned from your classmate's presentations? How does <i>The Book Thief</i> inform our perspective on those different from us?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
50 minutes	The teacher will assist students in setting up their projects. Also, teachers will grade students using the rubric.	The students will show their videos. They will explain its connection to the essential question and their production method.	Projects should be on a flash drive. This day is for the VIDEO option Rubric for Video

	Teacher will bring a snack on this day. Example: popcorn		Option
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Appendix A

Research Sheet for 1.3

Suggested Research Sites:

www.newsela.com

<https://scholar.google.com/>

www.dictionary.com

<http://www.findingdulcinea.com/>

Word to Research	Definition of Word	Where You Found It
Culture		
Language		
Perspective		
Difference		

Appendix B



Appendix C

Character Snapshots

Using the text sample provided, create a visual illustration of your character. Pay attention to the small details the author gives you. Consider:

What color their hair is.

Any quirky qualities.

Details you think are important.

BE READY TO SHARE YOUR CHARACTER VISUAL WITH THE CLASS

A description of Liesel Meminger taken from page 31 of *The Book Thief*:

“Upon her arrival, you could still see the bite marks of snow on her hands and the frosty blood on her fingers. Everything about her was undernourished. Wirelike shins. Coat hanger arms. She did not produce it easily, but when it came, she had a starving smile.

Her hair was a close enough brand of German blond, but she had dangerous eyes. Dark brown. You didn’t really want brown eyes in Germany around that time. Perhaps she received them from her father, but she had no way of knowing, as she couldn’t remember him.”

A description of Rosa Hubermann (and a small one of Hans) taken from page 27 of *The Book Thief*:

“After a few minutes, a very tall man came out. Hans Hubermann, Liesel’s foster father. On one side of him was the medium-height Frau Heinrich. On the other was the squat shape of Rosa Hubermann, who looked like a small wardrobe with a coat thrown over it. There was a distinct waddle to her walk. Almost cute, if it wasn’t for her face, which was like creased-up cardboard and annoyed, as if she was merely tolerating all of it. Her husband walked tall and straight with a cigarette smoldering between his fingers. He rolled his own.

CHARACTER SNAPSHOT

A large rectangular box designed for a character snapshot. It features a thick, light gray outer border and a thin black inner border, creating a frame for a character's description or analysis. The interior of the box is white and empty.

Appendix D

Final Project Instructions

Due Dates:

Art Option: 6.3

Letter Option: 6.4

Video Option: 6.5

This unit has covered multiple texts, a full film, short videos, and numerous historical connections throughout. This final project is a culmination of everything you have learned and the change or stagnation of your perception of “the other”. The question you should analyze and answer for this project is:

“How does *The Book Thief* inform our perspective on those different from us?”

This project is about showing what you know rather than what you do not know; therefore, you may select the option that showcases your talents and knowledge best. Follow the attached rubrics but have fun and be creative. **This is your time to shine!**

Select **one** of the following options and begin brainstorming.

Create a Piece of Art:

This option is for students who would like to draw, paint, or build a piece of art to illustrate the answer to the essential question. This option may be done with a partner or individually and must include a verbal explanation on the day of presentation during the gallery walk.

Write a Letter:

This option is for students who would like to write a letter to one of the characters of the novel explaining and answering the essential question. This option may only be completed individually and must include a verbal explanation on the day of presentation during the gallery walk.

Create a Video:

This option is for students who would like to produce a video explaining and answering the essential question. This option may be completed with a partner or individually and must include a verbal explanation on the day of presentation during your video’s showing. The video must be 4 minutes in length and turned in on a flash drive.

All projects must connect to *The Book Thief* and one other text/film/video.

Appendix E

Pop Quiz for Parts 3 and 4

Day 3.3

Multiple Choice

-

Part Three, Mein Kampf

1. How does Hans react when he finds out Liesel stole a book from the bonfire?
 - a) He understands why she stole it and does not punish her.
 - b) He forces her to go back and return it.
 - c) He never finds out.
 - d) He beats her.
2. Who sees Liesel steal the book from the bonfire?
 - a) Rudy.
 - b) The mayor's wife.
 - c) Adolf Hitler.
 - d) Hans. Jr.
3. Which of the following customers is Liesel so afraid of that she skips over her house whenever possible?
 - a) Frau Hermann.
 - b) Frau Hubermann.
 - c) Frau Hansel.
 - d) Frau Hollapfel.
4. How does Liesel react when she sees Frau Hermann's library?
 - a) She is outraged.
 - b) She is overwhelmed.
 - c) She is saddened.
 - d) She is disgusted.
5. What does Rudy's father, Herr Steiner, do for a living?
 - a) He is a tailor.
 - b) He is an actor.
 - c) He is a doctor.
 - d) He is a taxi driver.

Part 4, The Standover Man

1. Where was Hans Hubermann stationed when he fought in WWI?
 - a) Canada.
 - b) Spain.
 - c) England.
 - d) France.
2. Which branch of the armed forces did Hans Hubermann fight in during WWI?

2. Which branch of the armed forces did Hans Hubermann fight in during WWI?
 - a) The navy.
 - b) The air force.
 - c) The marines.
 - d) The army.
3. What instrument did Erik Vandenberg play?
 - a) The banjo.
 - b) The bagpipes.
 - c) The accordion.
 - d) The harmonica.
4. Who did Hans credit with saving his life during WWI?
 - a) Adolf Hitler.
 - b) Max Vandenberg.
 - c) Rosa.
 - d) Erik Vandenberg.
5. Why was Max Vandenberg bullied as a child?
 - a) Because he was poor.
 - b) Because he was small.
 - c) Because he was Jewish.
 - d) Because he had a speech impediment.
6. As a child, who saved Max from the Gestapo when they were removing Jews from the neighborhood?
 - a) Liesel Meminger.
 - b) Walter Kugler.
 - c) Rudy Steiner
 - d) Tommy Mullins.
7. In which room of the Hubermann household does Max hide while he is living with them?
 - a) In the cellar.
 - b) In the attic.
 - c) In the basement.
 - d) In the library.
8. What does Max give to Liesel for her birthday?
 - a) A doll.
 - b) A bouquet of flowers.
 - c) A book.
 - d) A new dress.

Appendix F

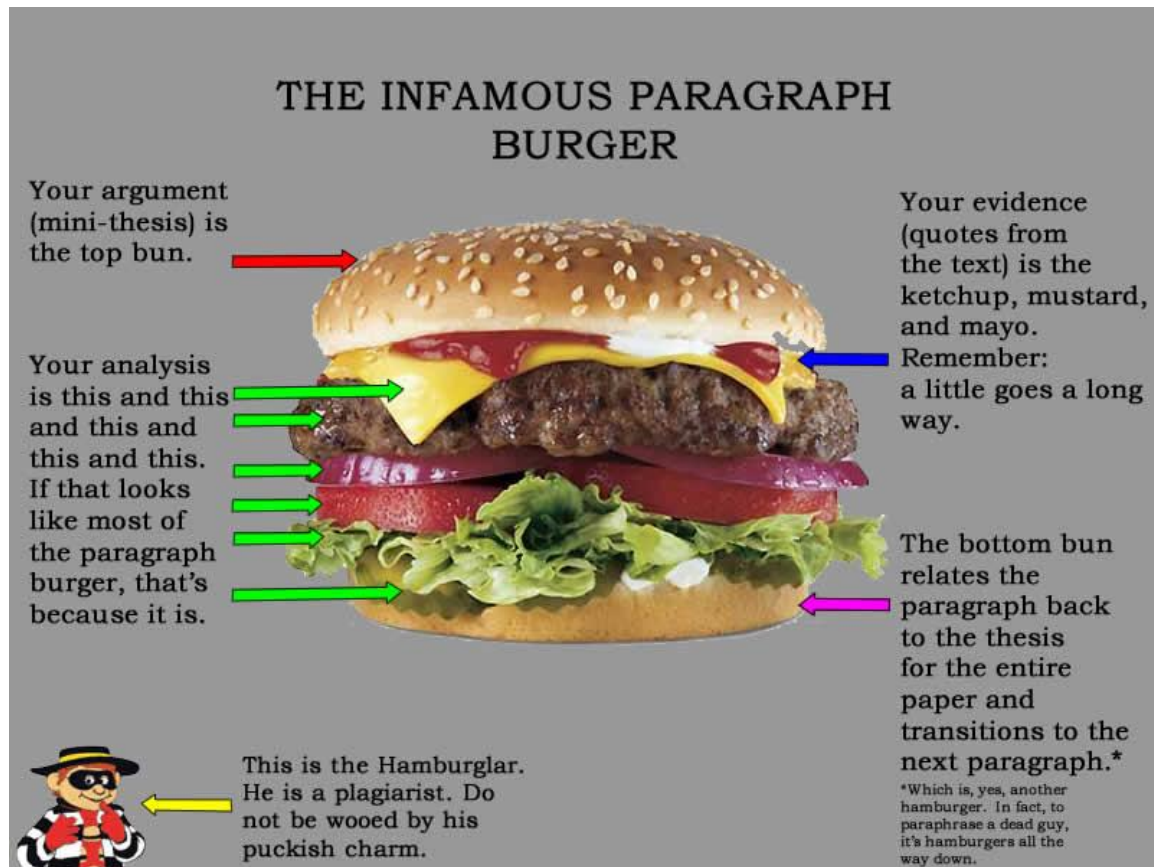
Name:

Class:

Active/Passive Voice Exercise (3.4): Convert all passive voice to active.

When Shari was a young girl, she joyfully sang and danced nearly every day, but as she got older, she found that her happiness had waned. She did not know how to fix this dilemma so she consulted a licensed psychologist near her home. When the psychologist explained that Shari should find new hobbies, she immediately thought of playing tennis in rays of glorious sunshine. She tested the psychologist’s advice and it worked brilliantly. Shari was finally happy again.

Appendix G



Appendix H

Name:

Class:

Multiple Choice

Part Seven, The Complete Duden Dictionary and Thesaurus

1. During what year do the air raids begin in Munich?
 - a) 1942.
 - b) 1939.
 - c) 1947.
 - d) 1951.
2. How many races does Rudy WIN during the Hitler Youth carnival?
 - a) One.
 - b) Two.
 - c) Three.
 - d) Four.
3. Which of the following items is NOT something Frau Hermann leaves on her windowsill for Liesel to collect?
 - a) A thesaurus.
 - b) Liesel's shoes.
 - c) A note.
 - d) A dictionary.
4. How does Frau Hermann react when she realizes that Liesel is stealing from her?
 - a) She is angered.
 - b) She is saddened.
 - c) She is apathetic.
 - d) She is confused.
5. Who is Rudy most terrified of seeing him fail?
 - a) His Hitler Youth division leader.
 - b) His parents.
 - c) Liesel.
 - d) Adolf Hitler.
6. Which of the following characters does NOT get up in the middle of the night during the air raid sirens?
 - a) Rosa.
 - b) Max.
 - c) Liesel.
 - d) Hans.
7. Where are Liesel and her family expected to hide out during the air raid drills?
 - a) In the local swimming pool.
 - b) In their neighbor's basement.
 - c) In their own basement.
 - d) In the church basement.
8. Which of her belongings does Liesel bring into the bomb shelter with her during air raids?

Name:

Class:

- a) Her dolls.
- b) Her books.
- c) Her shoes.
- d) Her dresses.

9. How long has Max been hiding in the basement before he sees the sky?

- a) Two years.
- b) Four years.
- c) One year.
- d) Six months.

10. To which concentration camp is the starving prisoner being relocated?

- a) Treblinka.
- b) Dachau.
- c) Majdanek.
- d) Auschwitz.

Appendix I

Sentence Types:

Simple, Compound, Complex, and Compound-Complex

Simple Sentences

- A simple sentence contains a subject and a verb.
- It expresses a single complete thought that can stand on its own.

Examples:

1. The baby cried for food.
^There is a subject and a verb that expresses a complete thought.
2. Professor Maple's intelligent students completed and turned in their homework.
^ A simple sentence does not necessarily have to be short. It can have adjectives. In this case, there are two verbs "completed" and "turned in." However, the sentence expresses one complete thought and therefore is a simple sentence.
3. Megan and Ron ate too much and felt sick.
^Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subjects and express one complete thought.

Compound Sentences

- A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought.
- Basically, a compound contains two simple sentences.
- These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples:

1. The shoplifter had stolen clothes, **so** he ran once he saw the police.
^Both sides of the conjunction "so" are complete sentences. "The shoplifter had stolen clothes" can stand alone and so can "he ran once he saw the police." Therefore, this is a compound sentence.
2. They spoke to him in Spanish, **but** he responded in English.
^This is also a compound sentence that uses a conjunction to separate two individual clauses.

Complex Sentences

- A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought.
- A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Examples:

1. **After** eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.
^The independent clause is "Tim went to the gym to exercise." The subordinating clause before it is dependent on the main, independent clause. I would be to say "after eating lunch at The Cheesecake Factory," it would be an incomplete thought.
2. Opinionated women are given disadvantages in societies **that** privilege male accomplishments.



^ The subject is "opinionated women" and the verb is "are given." The first part of the sentence "opinionated women are given disadvantages in societies" is an independent clause that expresses a complete thought. The following "that privilege male accomplishments" is a relative clause that describes which types of societies.

3. The woman who taught Art History 210 was fired for stealing school supplies.† The dependent clause in this sentence is "who taught Art History 210" because if removed, the rest of the sentence would stand as an independent clause. "Who taught Art History 210" is an adjective clause that provides necessary details about the subject, woman.

Compound-Complex Sentences

- A compound-complex sentence has two independent clauses and at least one dependent clause.

Examples:

1. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.† If we remove the dependent clause "after the two soccer players lost their game," we have a compound sentence. The dependent clause makes this sentence compound-complex.
2. The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

Practice:

Identify whether the sentences are simple, complex, compound or compound-complex. Please underline dependent clauses where it applies.

1. Vampires Dairies is my favorite television show, but I also love True Blood.
2. The student wiped the white board that was filthy with last week's notes.
3. The trendy fashion designer released her new line on Wednesday.
4. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.
5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
6. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.
7. After listening to the Kanye West CD, I have new respect for his music.
8. After the teacher chose groups, John and Sara were selected as partners for a project,

Appendix J

Oklahoma Populations

A Close Look at Data



Overview

Monday: Lesson 1

- Students will make observations about data.
- Students will record observations.

Tuesday: Lesson 2

- Students will make and share observations about data.
- Students will pair share and record observations.

Wednesday: Lesson 3

- Students will make interpretations of data.
- Students will support interpretations with evidence.

Thursday: Lesson 4

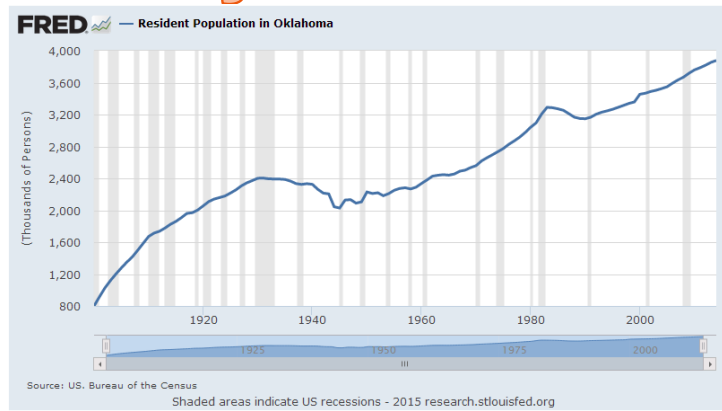
- Students will ask broad questions based on data.
- Students will record broad questions.

Friday: Lesson 5

- Students will organize thinking about data.
- Write a claim, support with evidence and reasoning.



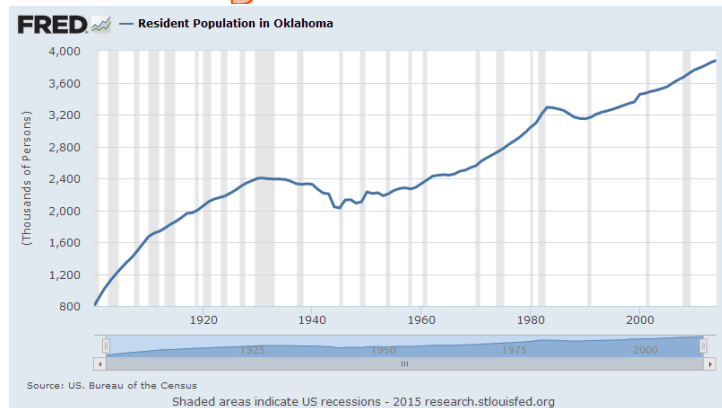
Monday: Lesson One



What do you notice?



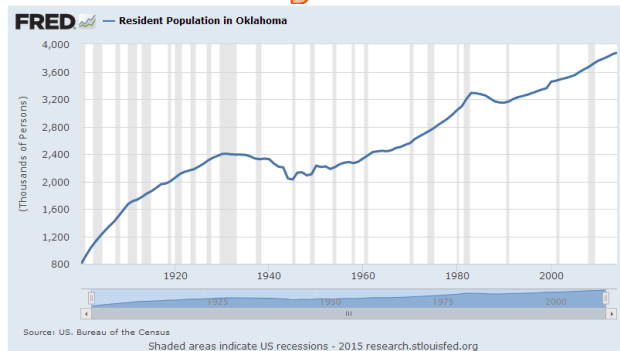
Tuesday: Lesson Two



What else do you notice?



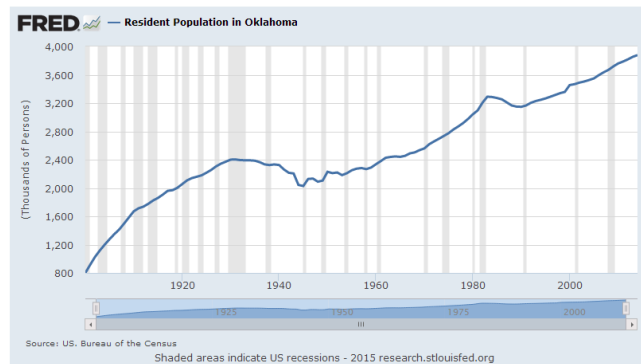
Wednesday: Lesson Three



What kinds of interpretations can you make?
 What else is going on?
 What makes you say that? List the evidence.
 I think _____ happened because of _____.



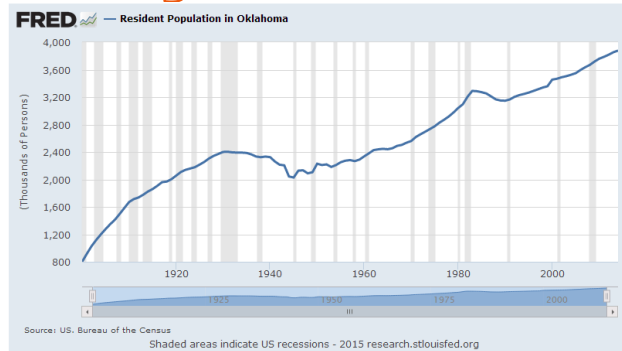
Thursday: Lesson Four



What big questions, issues or ideas do you wonder about the changes in populations?



Friday: Lesson Five



1. Based on observations and interpretations about the data, make a claim.
2. Support your claim with evidence.
3. Extend your thinking by giving possible reasons for the big idea/issue related to the data.
4. Organize your claim, evidence and reasoning in a 3-5 sentence paragraph.

Appendix K

Final Project for “Identifying “the other” in Literature and Society” Rubric for Art Option

Student Name: _____

CATEGORY	4	3	2	1
Artwork Display	The artwork display is organized and inventive.	The artwork display is organized but lacks inventiveness.	The artwork display lacks organization and inventiveness.	The artwork is not turned in by the deadline.
Verbal Explanation	Verbal Explanation is clear, concise, and relates the artwork to the essential question.	Verbal explanation is clear and concise but the connection between the artwork and the essential question is not explained.	Verb explanation is not clear or concise and lacks the connection between the artwork and the essential question.	Verbal explanation is not present.
Knowledge of Text(s)	Ideas are grounded in textual evidence and the art shows knowledge of all texts.	Ideas are grounded in some textual evidence and the art shows some knowledge of texts.	Ideas are not grounded in textual evidence but the art shows some knowledge of texts.	Ideas are not grounded in textual evidence and the art does not show knowledge of texts.
Creative and Original	Art is creative, original, and evokes emotion for the viewing audience.	Art is creative, original, but does not evoke emotion for the viewing audience.	Art lacks creativity and originality.	Art is not turned in by the deadline.

Grade and Comments:

Appendix L

Final Project for “Identifying “the other” in Literature and Society” Rubric for Written Option

Student Name: _____

CATEGORY	4	3	2	1
Letter Format	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Presentation Clarity and Explanation	Verbal Explanation is clear, concise, and relates project to the essential question.	Verbal explanation is clear and concise but the connection between the project and the essential question is not explained.	Verb explanation is not clear or concise and lacks the connection between the project and the essential question.	Verbal explanation is not present.
Knowledge of Text(s)	Ideas are grounded in textual evidence and writer shows knowledge of all texts.	Ideas are grounded in some textual evidence and writer shows some knowledge of texts.	Ideas are not grounded in textual evidence but writer shows some knowledge of texts.	Ideas are not grounded in textual evidence and writer does not show knowledge of texts.
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

Grade and Comments:

Appendix M

Final Project for “Identifying “the other” in Literature and Society” Rubric for Video Option

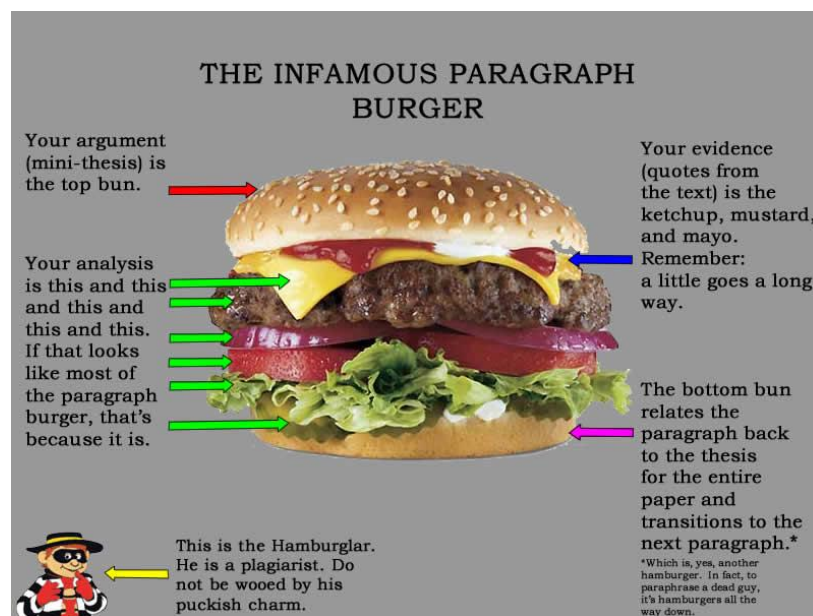
Student Name: _____

CATEGORY	4	3	2	1
Video Format	Sound, image, and setting are well-constructed and meets the time requirement of 4 minutes.	Sound, image, and setting are well-constructed but fails to meet the time requirement of 4 minutes.	Video lacks necessary construct and fails to meet the time requirement of 4 minutes.	Video is not turned in by the deadline.
Verbal Explanation	Verbal Explanation is clear, concise, and relates video to the essential question.	Verbal explanation is clear and concise but the connection between the video and the essential question is not explained.	Verb explanation is not clear or concise and lacks the connection between the video and the essential question.	Verbal explanation is not present.
Knowledge of Text(s)	Ideas are grounded in textual evidence and the video shows knowledge of all texts.	Ideas are grounded in some textual evidence and the video shows some knowledge of texts.	Ideas are not grounded in textual evidence but video shows some knowledge of texts.	Ideas are not grounded in textual evidence and the video does not show knowledge of texts.
Creative and Engaging	Video is creative, original, and evokes emotion for the viewing audience.	Video is creative, original, but does not evoke emotion for the viewing audience.	Video lacks creativity and originality.	Video is not turned in by the deadline.

Grade and Comments:

Appendix N

5.4: Paragraph Structure and Examples



Paragraph Examples: Are these paragraphs well written or not? Why?

“Canada is one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada’s cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.”

“During the Civil War era many factions sought to change America. Remarkable speakers spread their ideas through oratory, thrilling their audience through powerful

speeches that appealed to both emotion and logic. Frederick Douglass, a black American, fought for black civil rights through compelling speeches like "What to the slave is Fourth of July?" which depicted the terror of slavery in graphic detail. Abraham Lincoln, on the other hand, spoke peacefully and optimistically during his Second Inaugural Address to demonstrate his desire for peace and reconciliation with the Confederate states. Both speakers captivated their audiences through persuasive dictions, tone, and argumentative methods in an effort to win them over and gain support."

Both paragraphs are taken from:

How to Write a Perfect Paragraph - csun.edu. (n.d.). Retrieved November 13, 2016, from <https://www.csun.edu/sites/default/files/Auerbach-Handout-Paragraph-Writing-Examples.pdf>

Appendix O

5.5 Post-Test Prompt:

Why do you think it is important to respect those different from you? Has your perspective changed or remained the same? Are we *really* that different after all?

Write **2-3 paragraphs** explaining your answer and mention at least **one text** from the unit as support.

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