

Name: Paul Weidenbach	Grade: 8 th
Subjects Taught: Language Arts	Week of: Jan 12 - 16
If you have questions, please contact me via phone or email listed below.	
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Please note: Lesson plans are subject to change without notice.	
	Language Arts Grade 8
Daily Bell	READ -or- WRITE -or- GETREADY
Monday	<p>Goals: I can write to consider multiple points of view.</p> <p>Individual Work: E-21: Read page 263 and complete the open-book quiz. Class Work: Read the remainder of “On the Front Lines in Vietnam” and complete all side activities. Protest Video: Vietnam Protesters: https://www.youtube.com/watch?v=SB8RGuyEhuc Writing: What are your thoughts on war, any war? Do you know someone who’s been to war, perhaps in Afghanistan or Iraq? Do you believe the United States should go o war even if we are not directly threatened? Do you think we have a responsibility to protect other countries? Do you think it’s in our interest as a nation to stop countries or terrorists from hurting people in other countries, even if it means some of our solders will die? Explain. Wrap up/Exit: Exit ticket</p>
Tuesday	<p>Goals: I can write to consider multiple points of view.</p> <p>Individual Work: Take the “Where Do You Stand” survey. Class Work:E-21: Read “A Decade to Remember” and complete all side activities. Protest Video:Protest Video: Women’s Movement: https://search.yahoo.com/search; ylt=AwrTHRtIUrbUwh8AmyNXNyoA; ylc=X1MDMjc2NjY3OQRfcgMyBGZyA2Rzc195c2V0X2NocgRncHJpZANBdWFvQU55LlJwZUhhUFhaRk4uS0dBBG5fcnNsdAMwBG5fc3VnZwMzBG9yaWdpbgNzZWfyY2gueWFob28uY29tBHBvcwMwBHBxc3RyAwRwcXN0cmwDBHFzdHJsAzMzBHF1ZXJ5A3dvdvWVuJ3MgcmlnaHRzIHByb3Rlc3QgdmlkZW8gMTk3MAR0X3N0bXADMTQyMDg0MTU4Mw--?p=women%27s+rights+protest+video+1970&fr2=sb-top-search&fr=dss_yset_chr Writing: Do you think women have bee treated unfairly? Do you think it is reasonable that women make ad average of 22% less money than men for the same work? Do you think girls are treated differently than boys in school? Please explain your thoughts on this issue. Wrap up/Exit: Exit ticket</p>

<p>Wednesday</p>	<p>Goals: I can write to consider multiple points of view.</p> <p>I can summarize what I read.</p> <p>I can understand and follow all the steps in a process.</p> <p>Protest Video: Protest songs video</p> <p>https://video.search.yahoo.com/video/play;_ylt=A2KLqICMV7BUC10AFh_7w8QF;_ylu=X3oDMTByZWc0dGJtBHNIYwNzcgRzbGsDdmlkBHZ0aWQDBGdwb3MDMQ--?p=protest+video+with+protest+songs+1960s&vid=4969241030584ce4a15cdf744eb0a6ce&l=3%3A37&turl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3D%3D608055928016602425%26pid%3D15.1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D-Azbp8dJWro&tit=%3Cb%3EProtest+Songs+%3C%2Fb%3Eof+the+%3Cb%3E1960s%3C%2Fb%3E&c=0&sigr=11bde4f3s&sig=1186sho5b&age=0&fr2=p%3As%2Cv%3Av%2Cm%3Asa&&tt=b</p> <p>Individual Work/Stations: “Think Across Texts” and “Apply Word Knowledge,” p274-275</p> <p>Writing: Do you think protest songs are an effective way to get people to consider a point of view? Why? How? Explain.</p> <p>Wrap up/Exit: Exit ticket</p>
<p>Thursday</p>	<p>Goals: I can write to consider multiple points of view.</p> <p>Protest Video: TBA</p> <p>Class Work: Choose a topic from the list. Declare a position on the issue.</p> <p>Individual Work: Write to establish your topic and position.</p> <p>Wrap up/Exit: Exit ticket</p>
<p>Friday</p>	<p>Goals: I can write to consider multiple points of view.</p> <p>Class Work: Philosophical Chairs: One topic, two sides, and persuading.</p> <p>Individual Work: Write to examine another position on your topic.</p> <p>Protest Video: TBA</p> <p>Wrap up/Exit: Exit ticket</p>
<p>Essential Question(s)</p>	<p>What do good readers do?</p> <p>What are my strategies for reading this text? How do I know if they are working?</p> <p>What is the text really about? (e.g. main idea, moral, inference, summary) How do I know? What’s the evidence?</p> <p>How do people, events, and ideas change/develop within the text?</p> <p>How do I know the difference between a fact and an opinion?</p> <p>How do I say what I mean?</p> <p>Why am I writing? What will work best for my audience?</p> <p>What makes an argument persuasive? How do I support my argument?</p>

<p>Learning Targets</p>	<p>Infer meaning and find supporting evidence in what I read.</p> <p>Determine the meaning of words using word structure and context clues, including figurative language.</p> <p>Identify the author’s purpose and all relevant points of view and how they set the mood in the story.</p> <p>Distinguish fact from opinion.</p> <p>Analyze the ideas in two or more texts to see how they are alike and different.</p> <p>Determine how an author uses irony, flashback, foreshadowing, symbolism, and suspense in a story.</p> <p>Use the writing process to convince my audience to consider my ideas.</p> <p>Use the writing process to write an argumentative essay.</p> <p>Introduce and support claims with logical and relevant reasons.</p>
<p>Kagan</p>	<p>Rally Robin, Round Robin, Stand/Hand/Pair Up, Philosophical Chairs</p>
<p>Summarizing</p>	<p>Written short answer summary, Main Idea Summary, Elaboration</p>
<p>Course/Grade Level Standard:</p>	<p style="text-align: center;">Reading</p> <p>LA.08.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LA.08.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories).</p> <p>LA.08.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>LA.08.RI.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>LA.08.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>LA.08.RI.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p style="text-align: center;">Writing</p> <p>LA.08.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>