Unit Title:	Is the truth the same for everyone?
Unit Big Idea: [1]	Students will read various texts, both fiction and nonfiction, and discover what truth is, how we find the truth, and whether or not the truth is universal through class discussion, journal entries, and narrative and expository writing.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Standard/Domain [2]	**ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Learning Target [3]	*DEVICE DEPLOYMENT DAY AND DIGITAL CITIZENSHIP*	I can determine key details and events throughout the text.	I can determine a theme of a text.	I can analyze the development of the theme over the course of the text including its relationship to the setting.	I can analyze the development of the theme over the course of the text including its relationship to the plot.
Essential Question [4]	What are the characteristics of an ideal community? In what ways is life fair or unfair?	What are the characteristics of an ideal community? In what ways is life fair or unfair?	What are the characteristics of an ideal community? In what ways is life fair or unfair?	What are the characteristics of an ideal community? In what ways is life fair or unfair?	What are the characteristics of an ideal community? In what ways is life fair or unfair?
ELL — WIDA Standard					
ELL — Language Obj.					
WICOR Strategy [5]					
Bell Ringer [6]		**Predictions:** "The Lottery" Anticipation Guide	**Review:** Questions about setting	**Brainstorming:** Using Monday's Exit Slip, students will begin further brainstorming their potential setting, tone, and mood changes to "The Lottery" for their comic strip panel assignment.	**Review:** Questions about theme
Opening Session ENGAGE [7]		Review bellringer and begin setting mini-lesson	Review bellringer and continue reading "The Lottery" as a whole group	**Formative Assessment:** A quick, formative assessment over setting	

			Setting Prezi		Tone and Mood	
Mini-Lesson(s) [8]			Setting Prezi		Tone and Mood	
Work Session [9]	Whole Group [10]		Begin reading "The Lottery" out loud with students after the mini-lesson on setting.	Finish "The Lottery" Read Aloud.		Review "The Lottery" Comic Strip Panel assignment instructions/requirements.
	Teacher-Directed Station [11]					
	Collaborative Station [12]		**Think-Pair-Share:** Students will share their Anticipation Guide answers with their elbow partner. Students will have the opportunity to share with another pod of students before sharing with the whole group.			
	Technology Station [13]					
	Independent Station [14]		Students will fill out a graphic organizer during the mini-lesson as their focused notetaking sheet.	Students will fill out a graphic organizer during the mini-lesson as their focused notetaking sheet.		**"The Lottery" Comic Strip Panel:** Students will create an 8-panel comic strip, reimagining the setting, tone, and mood of "The Lottery." Students will also write an explanation for their choices and the mood they want to create in the reader. The theme of the short story should remain intact despite the differences in setting, tone, and mood.
Close [15]			**Exit Slip:** Students predict and write down 2 different settings that could potentially be applied to "The Lottery" based off teacher introduction of the short story.	**Exit Slip:** 3-2-1	**Think-Pair-Share:** Students will watch two movie trailers (The Hunger Games and Mrs. Doubtfire) and compare/contrast tone in remixes (The Hunger Games as a comedy and Mrs. Doubtfire as horror/thriller). Students will write down their answers on their graphic organizer.	**Formative Assessment:** A quick, formative assessment over reading comprehension, tone, and mood.

| Differentiation [16] | | **Content:** Provide students with a handout that contains definitions of words that may be easily misunderstood. | **Content:** Videos provided for visual learners; notes for Mini-Lesson notes set up as graphic organizers so students can differentiate between the various aspects of tone and mood | | |

[1] Insert the standard and it's identifier. For example:
ELAGSE6RI1: Cite textual evidence to support analysis of what the text says explicitly as
well as inferences drawn from the text.

[2] Insert the standard and it's code. For example: ELAGSE6RI1: Cite textual evidence to support analysis of what the text says explicitly as
well as inferences drawn from the text.

[3] What should students be able to do after mastering this?

[4] Imagining and Creating
Write your essential questions for the unit or day.

[5] Writing
Inquiry
Collaboration
Organization
Reading to Learn

[6] Engage the students right away. Can be combined with or the same as opening session.

[7] Imagining and Creating
Lesson Introduction/Mini-Lesson/Lecture/Modeling/Demonstration/etc.

[8] Please describe the mini-lessons you will use each day.

[9] Work sessions can be whole group or completed in stations. Our personalized learning plan expects teachers to be using the four stations listed to the right
on a regular basis.

[10] Describe the activity or activities you have designed for your students to complete as a whole group.

[11] What are you doing with the students in the teacher directed station?

[12] What are the students doing in the collaborative station?

[13] What are the students doing in the technology station?

[14] What are the students doing in the independent station?

[15] Imagining and Creating
Review & Clarify Key Points/Student Reflections/Clear Up Misconceptions/etc.

[16] Content/Process/Products/Environment