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| **UNIT PLAN**  **THEME**War  Week 1 |  |  |  |  |  |  |
| **Date** | **History** | **Creative Writing** | **Dance** | **Literature** | **Art (Jewelry)** | **Math** |
| Mon. | Introduction of World War II  Cornell Notes | Bell Work: Journal prompt  “What knowledge do you have of WWII? What are some images/ideas that come to mind?”  -Introduction to “The Diary of a Young Girl” | -Introduction to Swing Dance and the different styles of Swing Dance  -Show two videos of Swing Dances | -Introduction to World War II unit.  -Mind map (lit strategy) on board: What do you know about WWII?  -Power Point on key events of WWII. | Introduction of Sweetheart Jewelry  -KWL’s  -Examples of Sweetheart Jewelry | Introduction to World War II Unit (students will be given rubric for final project and explanation of what is expected will be given) |
| Tues. | Historical Scene Investigation  “T-Chart” | Bell Work: Journal Prompt  “After beginning the Diary, what contrasts can you make between your life and Anne Franks?”  - students will complete a KWL chart on their knowledge of both WWII and Anne Frank’s life | -Introduce basic steps of Lindy Hop  - Give students mini-lecture on famous lindy hop partners and how it is connected to society and WWII on the home front  -Exit Ticket: O.M.E | -Web-Quest (added technology) presentation in computer lab.  -Introduce *Night* by Elie Wiesel.  -Hand out Word Meaning graphic organizer (lit strategy) to be filled out over semester.  -Discuss Holocaust and define key vocabulary such as “genocide” and “culture.” | Introduce Project Prompt  Students have time to research, brainstorm, and sketch for the project. | Students will be taken to computer lab and use graphing tools to see the difference between linear and exponential functions. |
| Wed. | A day with Dr. Seuss Propaganda  Posters | Bell Work: Journal Prompt  - students will be given an image of a popular propaganda poster and describe the purpose and effect of the poster.  -brief lecture on figurative language (VIDEO)  -students will do personal research in the library to find their own propaganda poster | -Continue Lindy hop movements throughout duration of the class  -Review main ideas/concepts/history  -Exit Ticket O.M.E | -Admit Slip (lit strategy): What is theme?  -Review concept of theme.  -Discuss *Night.*  -Assign analytical essay on central themes of *Night.* | Student Work Day | Computer lab. Use KWL chart when researching on the websites I have already found for them. Given students informational texts as well to use if wanted. |
| Thurs. | Change of gender roles  KWL | -Journal prompt: “Draw a picture of how you imagine the set-up of Anne Frank’s flat in Amsterdam”  -continue research in library, give instructions for rest of assignment: make fig. lang. captions for posters  Exit Slip: what is an example of a “modern day” propaganda poster? | -Introduce Jitterbug: history, concepts, main ideas, famous partners  -Begin basic steps of jitterbug  -Show similarities and differences between jitterbug and lindy hop  -Exit Ticket: O.M.E | -Discuss *Night* and add key words to Word Meaning graphic organizer.  -Exit slip (lit strategy): My big takeaway from today’s discussion is… | Student Work Day | Go over concepts of exponential functions and the different components.  Use exit slip to check for understanding (give problems similar to the ones gone over in class). Use WWII terminolgy in world problems and functions |
| Fri. | Quick Write- What roles did women take on during WWII?  Video on WWII | Journal Prompt: “If you were Anne Frank, how would your views be different/similar? What kind of “universal truths” are present in her diary? How can you relate/not relate?  - Last day to complete captions for propaganda posters  - presentations conducted Monday | -Continue jitterbug movement  - Review main ideas/concepts  -Exit Ticket: O.M.E | -Do now: Give one example of war on culture per your reading thus far.  -Guest speaker: Oskar Knoblauch. Holocaust survivor, speaker and author.  -Write one page letter to Mr. Knoblauch which explains understanding of war on culture you developed as a result of his presentation. | Student Work Day/ Critique | Students are given time to research on their own using the library resources as well as websites. |
| **UNIT PLAN**  **THEME**War  Week 2 |  |  |  |  |  |  |
| **Date** | **History** | **Creative Writing** | **Dance** | **Literature** | **Art** | **Math** |
| Mon. | World War II  Prezi Project introduced to the class | -Student presentations of propaganda poster captions  Exit Slip: what makes a propaganda poster effective? Use references to ethos/pathos/logos in your response.  \*Remind students to bring a piece of music they think reflect the WWII era for Tuesday | -Introduce history and main concepts of the Jive  - Introduce basic Jive movements  -Exit Ticket: O.M.E | -*Night* essay due.  -Introduce new WWII book options.  -Assign compare/contrast essay.  -Finish discussing *Night.*  -Exit ticket: My biggest takeaway from *Night* was. | Introduction to Propaganda (posters) | Students are given more time to research. Trade books and children books are given to students to get more information  Show video to class.  Create plan and what type of research you are using for final project (due tomorrow) |
| Tues. | Research Day | Journal Prompt: “what is the difference between poetry and a novel? What purpose do each serve? How are they similar/different?”  -I will read aloud “Holland 1945” by Jeff Mangum, followed by the song performance.  -students get into groups to share music and ideas on a responsive piece (letter, poem, diary entry..) | -Continue working on Jive movement  -Assign Swing Dance word scatter  -Exit Ticket: O.M.E | -Assign Web Quest project on the effects of WWII on culture.  -Discuss introduction paper to summarize views on effects of WWII on culture.  -Exit Ticket: One example of effect of war on culture in new book. | Introduce Project Prompt  Students have time to research, brainstorm, and sketch for the project. | Students turn in plan of action for their project.  More information given on exponential functions, using data tables to create.  Exit ticket to check for understanding (give similar problems used in class) |
| Wed. | Research Day | Bell Work: students will start to write final evaluation of “The Diary of a Young Girl”, to be completed as HW due Friday w/ project.  -Teacher will hand out Pinksy anthologies and students will find poem to “mirror” | Introduce Final Project for this Unit  -Choreograph a swing dance of choice with a small group and before their performance in front of the class, the must present their findings on that specific Swing Dance Style  WORK DAY | -Introduce Media components of Web Quest.  -Watch and discuss video, “Oprah Visits Auschwitz with Elie Wiesel.”  -Exit Ticket: My big takeaway from the video… | Student Work Day | Review of material (if needed, depending on results of exit ticket)  Student Work Day |
| Thurs. | Prezi Presentation | Student Work Day  -poster  -evaluation  -mirror poem  - 2 additional creative pieces on WWII | WORK DAY  -Word scatter due | -Compare/contrast essay due.  -Close Reading Exercise (Lit Strategy) of Holocaust poem. Takeaway from close reading exercise. | Student Work Day | Student Work Day |
| Fri. | Prezi Presentation | Student Work Day  Portfolios due at the end of the period | Performance day! | -Present Web Quest projects on effect of WWII on culture.  -Exit Ticket: My biggest take away from this unit… | Student Work Day/Critique | Students presentations of final project |