

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 1 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
<ul style="list-style-type: none"> • Nonfiction is prose writing that presents and explains ideas or tells about real people, places, objects, or events.
<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
What is nonfiction?
What elements are unique to nonfiction?

SC Academic Standards
7-1.1 Analyze literary texts to draw conclusions and make inferences.
7-1.2 Explain the effect of point of view on a given narrative text.
7-1.7 Create responses to literary texts through a variety of methods.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Anticipation Guide	TW – Pose statements to the class. Lead discussion about statements.	TSW – Students will move from one side of the room to the other signaling if they agree or disagree with the statements.
2	Silent Graffiti	TW – place the word “holocaust” on board.	TSW – one at a time write down anything and everything they know about the “holocaust”
3	Read Aloud	TW – read the introduction to <i>Parallel</i>	TSW – listen to the introduction and then

		<i>Journeys</i> . Lead discussion on predictions.	turn and discuss predictions for core text.
4	Shared Reading	TW – read chapter 1 in <i>Parallel Journeys</i>	TSW – follow along while reading chapter 1 in <i>Parallel Journeys</i> .
5	Noticings Chart	TW – create a noticings chart for student responses	TSW – work in groups to discover the differences between this text and other novels they have read.

Materials and Resources	
<i>Parallel Journeys</i>, Anticipation guide statements, Noticings chart paper	

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 2 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How do facts help us understand history?

SC Academic Standards
7-1.7 Create responses to literary texts through a variety of methods.
7-5.1 Create informational pieces that use language appropriate for a specific audience.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Here and Now	TW- provide prompt for writing. "Why is it important to remember events in history?"	TSW- respond to prompt in writer's notebook and discuss entries with group.
2	Shared Reading	TW – read chapter 2 in <i>Parallel Journeys</i>	TSW – read along and note anything that needs to be added to chart.
3	I/We're Experts	TW – provide students with information on the 3 major political parties in Germany during this time period.	TSW – work together in small groups to become experts on the political party they are assigned. They will present their findings to the class as a whole.

Materials and Resources
<i>Parallel Journeys</i>, Information on 3 political parties

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 3 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How does propaganda affect how we see information?

SC Academic Standards
7-2.7 Identify the use of propaganda techniques in informational texts.
7-1.7 Create responses to literary texts through a variety of methods.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Gallery Walk	TW – provide advertisements for a propaganda gallery walk	TSW – create a noticings chart for the gallery walk.
2	Noticings Chart	TW – guide students in noticing the 7 main propaganda techniques in the advertisements	TSW – provide information for the chart and take notes on the propaganda techniques
3	Group propaganda presentations	TW – choose groups and assign political party	TSW – create propaganda posters using 2 of the propaganda techniques

4	Shared Reading	TW – read chapter 3 in <i>Parallel Journeys</i>	TSW – read along and participate in discussion
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Materials and Resources	
<i>Parallel Journeys</i>, Gallery for Propaganda walk, posters, markers etc.	

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 4 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How can memoirs be more powerful than a history book?

SC Academic Standards
7-2.7 Identify the use of propaganda techniques in informational texts.
7-1.7 Create responses to literary texts through a variety of methods.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Here and Now	TW – provide prompt for writing “What can be gained by reading one chapter about Alfons and one chapter about Helen?”	TSW – respond to prompt in writer’s notebook and participate in discussion
2	Shared Reading	TW – read chapters 4-5	TSW – read along and participate in discussion
3	Group propaganda presentations cont.	TW – choose groups and assign political party/ monitor groups	TSW – create propaganda posters using 2 of the propaganda techniques

Materials and Resources

<i>Parallel Journeys</i>, Posters and materials , writer's notebooks

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 5 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How do multiple genres help us gain understanding of an event?

SC Academic Standards
7-1.8 Compare/Contrast literary texts from various genres.
7-1.7 Create responses to literary texts through a variety of methods.
7-1.6 Analyze a given literary text to determine its theme.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Music Video	TW – play “If Everyone Cared” by Nickelback “How do you think this video relates to <i>Parallel Journeys</i> ?”	TSW – watch video and respond in writer’s notebook.
2	Read Aloud	TW – read <i>The Yellow Star</i> by Carmen Deedy	TSW – listen to book and compare and contrast video and book
3	Shared Reading	TW – read chapter 6	TSW – read along and participate in discussion
4	Group Propaganda	TW – grade	TSW – present

	Presentations	presentations	presentations to class
5			

Materials and Resources			
<i>Parallel Journeys, The Yellow Star, If Everyone Cared video</i>			

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 6 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
Why is it important to learn from past events?

SC Academic Standards
7-1.7 Create responses to literary texts through a variety of methods.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Here and Now	TW – provide prompt for writing. “What is your passion? If you could make a difference in the world what would it be?” Lead discussion.	TSW – respond to prompt in writer’s notebook. Participate in discussion.
2	Video Clip	TW – play “Hoops for Hope” part 1	TSW – make a list in writer’s notebook of ways they could make a difference in our school, our community.

3	Shared Reading	TW – read chapters 7-8	TSW – read along in <i>Parallel Journeys</i>
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Materials and Resources	
<i>Parallel Journeys, Hoops for Hope video</i>	

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 7 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How can poetry be used to tell a story?

SC Academic Standards
7-1.6 Analyze a given literary text to determine its theme.
7-1.1 Analyze literary texts to draw conclusions and make inferences.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Poetry reading	TW – provide each student with one poem from <i>How to Spot One Of Us</i> . Monitor students and lead discussion.	TSW – take turns reading their poems in small group. Discuss what they noticed about poems.
2	Shared Reading	TW – read “The Hangman” p. 204-6 of Facing History and ourselves. Pose questions to class. P. 206	TSW – analyze narrative poem for meaning/theme.
3	Video	TW – show video of “The Hangman” and	TSW – try to answer questions posed earlier

		then lead discussion	and participate in discussion.
4	Shared Reading	TW – read chapter 9-10	TSW – read along in <i>Parallel Journeys</i>

Materials and Resources	
<i>Parallel Journeys</i>, Poems from <i>I Promised I would tell</i>, <i>The Hangman</i> narrative poem and video	

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 8 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
<ul style="list-style-type: none"> • Nonfiction is prose writing that presents and explains ideas or tells about real people, places, objects, or events.
<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How can maps help us understand a text?

SC Academic Standards
7-2.6 Analyze information from graphic features in informational texts.
7-2.4 Create responses to informational texts through a variety of methods.
7-2.1 Analyze central ideas within and across informational texts.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Here and Now	TW – pose question for writer’s notebook and discussion. “If you had to go into hiding where would it be?” Draw the place in your Writers Notebook	TSW – respond to question in notebook and discuss with class.
2	Map Reading	TW – present a map of Europe during the holocaust	TSW – note text features and then map out the journey of Helen and Alfon.
3	Video Clip	TW – play <i>For Every</i>	TSW – note text

		<i>Person There Is A Name</i> . Extra- Animated Map	features of map
4	Shared Reading	TW – read chapter 11-12	TSW – read along in <i>Parallel Journeys</i>

Materials and Resources	
<i>Parallel Journeys, For Every Person There Is A Name</i> video, Map of Europe during holocaust	

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 9 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
Why is it important to look at multiple genres on the same subject?

SC Academic Standards
7-1.8 Compare/Contrast literary texts from various genres
7-1.7 Create responses to literary texts through a variety of methods

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Here and Now	TW – pose question. “Should one person have the power to decide if someone lives or dies?”	TSW – respond to question in writer’s notebook and then discuss with class
2	Shared Reading	TW – read chapter 13-14	TSW – read along in <i>Parallel Journeys</i>
3	Drama	TW – help students create a noticings chart for the play <i>The Diary of Anne Frank</i> p.772-911	TSW – notice how a drama is different from a short story or nonfiction text.

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Materials and Resources
<i>Parallel Journeys, Literature books</i>

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 10 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
<ul style="list-style-type: none"> • Nonfiction is prose writing that presents and explains ideas or tells about real people, places, objects, or events.
<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How does hearing a first person perspective effect mood?

SC Academic Standards
7-1.8 Compare/Contrast literary texts from various genres
7-1.7 Create responses to literary texts through a variety of methods

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Readers Theatre	TW – set guidelines and establish roles	TSW – participate in reading <i>The Diary of Anne Frank</i> taking on assigned roles.
2	Podcast	TW – play a podcast of Halina Peaabody from <i>First Person Conversations with Holocaust Survivors</i>	TSW – create a venn diagram of Anne Frank and Halina Peaabody
3	Shared Reading	TW – read chapter 15-16	TSW – read along in <i>Parallel Journeys</i>
4			

Materials and Resources
<i>Parallel Journeys, First Person Conversations with Holocaust Survivors, The Diary of Anne Frank</i>

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 11 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

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<ul style="list-style-type: none"> • All nonfiction writings share common elements: deal with real people, events or ideas; narrated from point of view of author; presents facts and discusses ideas; reflects historical context; references major social and cultural information.
<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
How do facts help us when taking a stand against crime?

SC Academic Standards
7-2.1 Analyze central ideas within and across informational texts.
7-2.4 Create responses to informational texts through a variety of methods.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Video Clip	TW – show video clip <i>Heil Hitler: Confessions of a Nazi Youth</i>	TSW – work in groups to determine his guilt or innocence
2	Debate	TW – assign groups for and against Alfons Heck	TSW – defend their positions on whether he should be placed on trial based on the 4 crimes.
3	Shared Reading	TW – read chapter 17-18	TSW – read along in <i>Parallel Journeys</i>
4			

Materials and Resources
<i>Parallel Journeys, Heil Hitler: Confessions of a Nazi Youth</i> video

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 12 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

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<ul style="list-style-type: none"> • Nonfiction is prose writing that presents and explains ideas or tells about real people, places, objects, or events.
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<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
What can we learn from characterization?

SC Academic Standards
7-1.7 Create responses to literary texts through a variety of methods.
7-1.4 Analyze an Authors development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Here and Now	TW – pose question. “Can a monetary value be placed as payment for a crime? Should a nation be held responsible for the crimes its leaders commit?”	TSW – respond to questions in writer’s notebook and participate in class discussion.
2	Shared Reading	TW – read chapter 19-20	TSW – read along in <i>Parallel Journeys</i>
3	Podcast	TW – play podcast	TSW – listen to

		<i>First Person Conversations with Holocaust Survivors</i> Louise Lawrence Israels – first days of freedom	podcast
4	Direct Instruction	TW – define characterization	TSW – take notes

Materials and Resources
<i>Parallel Journeys, First Person Conversations with Holocaust Survivors</i>

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 13 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

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<ul style="list-style-type: none"> • Nonfiction allows writers to convey personal experiences and readers to relate to the ideas expressed.

Applicable Unit Essential Questions
What can be learned from analyzing a character?

SC Academic Standards
7-1.7 Create responses to literary texts through a variety of methods.
7-1.4 Analyze an Authors development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Identity Chart	TW – model how to complete an identity chart	TSW – students will work together to complete identity charts on Alfons Heck and Helen Waterford
2	Shared Reading	TW – read chapter 21-22	TSW – read along in <i>Parallel Journeys</i>
3	Music Video	TW – play video and	TSW – watch video

		lead discussion. "One Little Miracle" by Hawk Nelson	and participate in discussion
4	Activity	TW – model how to complete the graphic organizer "What does this face say to the world?"	TSW – complete the graphic organizer on themselves.

Materials and Resources	
<i>Parallel Journeys, one little miracle video, what does this face say to the world graphic organizer</i>	

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 14 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

Applicable Unit Understandings
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Applicable Unit Essential Questions
How can words become powerful?

SC Academic Standards
7-2.4 Create responses to informational texts through a variety of methods.
7-5.4 Create persuasive pieces

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Shared Reading	TW – read epilogue and postscript	TSW – read along in <i>Parallel Journeys</i>
2	Read Aloud	TW – read the quote “This is the beginning of a new day”	TSW – respond to the quote in their writer’s notebooks.
3	Writing for Social Change	TW – introduce persuasive writing	TSW – will begin writing persuasive letters to congress stating why genocide is

			wrong and why we must become upstanders.
4			

Materials and Resources			
<i>Parallel Journeys</i> , Persuasive writing notes, quote			

STANDARDS-BASED DAILY LESSON PLAN

Teacher Brackett Day 15 Subject ELA Level 7 *Parallel Journeys*

Unit Theme: Authors use a variety of nonfiction formats to present and explain ideas.

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Applicable Unit Essential Questions
How can I show my knowledge of the core text studied?

SC Academic Standards
7-1.9 read independently for extended periods of time for pleasure.

Lesson Segment	Instructional Strategies	Teacher Activities	Student Tasks
1	Assessment	TW – monitor students	TSW – take

		during assessment	assessment
2	Independent Reading	TW – confer with students	TSW – read independently
3			
4			

Materials and Resources	
<i>Parallel Journeys</i>, Independent reading books, Assessment	