|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standard/Objective | RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | Library Activity | RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | W.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Learning Target | I can determine the point of view of Jewish people involved in the Holocaust | Library Activity | I can cite textual evidence to answer text dependent questions in the article “Auschwitz” | I can research and create a timeline of the events of the holocaust and use digital tools to create a power point of the events that I researched. | I can use Costa’s levels of questioning to create questions about articles on articles about Jewish Ghettos. |
| Assignments/Activities | Antisemitism Lumio | Library Activity | “Auschwitz” video and Commonlit. | Holocaust Timeline Research activity. | Costa’s levels of questioning.  Read articles about Jewish ghettos and create questions using Costa’s levels of questioning. |
| Graded Assessments and/or projects |  |  | Commonlit questions. | Power-point  Due Friday 2/16/24 |  |
| Homework | 2 Iready lessons passed by Sunday | 15 minutes of independent reading. | 15 minutes of independent reading  (Work not completed in class may be assigned for homework) | 15 minutes of independent reading  (Work not completed in class may be assigned for homework) | 15 minutes of independent reading  (Work not completed in class may be assigned for homework) |