

# Common Core Aligned Lesson Plan Template

**Subject(s): English Grade: 7**

**Teacher(s): Gieser School: Ryan**

<b>LESSON Overview Bottle in the Gaza: Students will read The Bottle in the Gaza Sea with the ultimate goal of writing a paragraph that compares and contrasts the lives of it's two main characters Tal and Naim. Students will discuss of thinking maps</b>	<b>Notes:</b>
<p>1. Common Core Learning Standard(s) Addressed:</p> <p>Reading 7 Compare and contrast a written story, drama or poem to its audio analyzing effects or techniques unique to each medium ( e.g. lightting, sound, color or camera focus and angles in a film) (e.g., The Call of the Wild) each medium’s portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the overall message).</p> <p>Writing 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p> <p>Speech/Language 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	
<p>2. Learning Target(s): (What will students know &amp; be able to do as a result of this lesson?)</p> <p>Students will view two different (film and text) versions of the same story for a comparison and contrast essay. Students will read the dialogue, then hear it acted out in the film and compare differences</p> <p>Students will collaborate using Google Docs</p> <p>Students will know relevant information and be able to create their own opinion based on diverse, and often contradictory messages</p>	

<p>3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <p>Students will learn the basis for using multiple sources of media in order to gain knowledge and form an opinion.</p>	
<p>4. Formative Assessment Criteria for Success: (How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)</p> <p>Students will compose 2 6-8 sentence paragraphs: compare and contrast (2).</p> <p>Students will use a double-bubble thinking map.</p> <p>Students will engage in discussions (observation/Kagan)</p>	
<p>5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)</p> <p>Read: A Bottle in the Gaza Sea by Valerie Zenatti</p> <p>View: A Bottle in the Gaza Sea directed by Thierry Binisti</p> <p style="padding-left: 40px;">Budrus, directed by Julia Bacha</p> <p style="padding-left: 40px;">Israel and Palestine: The Roots of Conflict, produced by Discovery School</p> <p>Complete: Israeli-Palestinian Conflict Web Quest (Extension)</p> <p>Participate: Small group/whole class discussions</p> <p>Complete: various thinking maps and 2-3 6-8 sentence paragraphs</p>	

6. Materials:

Auman, M. (2003). Step up to writing. In *Step up to writing* (2nd ed.). Dallas, Texas, USA: Cabium learning.

Bacha, J. (Director). (2009). *Budrus* [Motion picture]. USA: Just vision films.

Binisti, T. (Director). (2013). *A bottle in the Gaza Sea* [Motion picture]. France: TS production.

Kagan, S. (2003). *Kagan cooperative learning* (2nd ed.). San Clemente, CA, USA: Kagan cooperative learning.

Yeager, C., & Hyerle, D. (n.d.). *Thinking maps: A language for learning*. Cary, NC, USA: Innovative learning groups.

Zenatti, V. (2008). *A Bottle in the Gaza Sea* (A. Hunter, Trans.). New York, NY: Bloomsbury.

Week :

Day 1 Book Preview/Read

Day 2 Read/Movie

Day 3 Read/Movie

Day 4 Read Movie

Week 6:

Day 1 Read/Thinking Map Double Bubble

Day 2 Read Thinking Map

Day 3 Read/ Thinking Map

Day 4 Read Thinking Map

Week 5:

Day 1 Movie/Discussion

Day 2 Movie/Discussion

Day 3 Movie/Outline (See Attached)

Day 4 Movie/Outline

Week 4:
Day 1 Step-Up/Draft
Day 2 Step-Up/ Compose
Day 3 Step-Up/ Collaborate/Revise
Day 4 Step-up: Revise/proof/Submit

	Proficient	Acceptable	Needs more work	Will require a complete rewrite
Topic Sentence/Conclusion	The topic sentence (s)/Conclusion is clear, concise and creative. It implies both the topic and the thesis.	The topic sentence(s) is clear and concise. It contains both the topic and the thesis	Topic sentence is missing the topic, thesis or both. It is wordy and confusing	No evidence of a topic sentence.
R/D/Fs	Your details from the text are summarized and retold in a vivid style. There is no question about where this information is in the text.	Though your details are present, you may be missing elements such as who, what when where and why.	The details are vague and only recognizable with considerable inference. Add who what when where and why to your details for better clarity	No details are present.
Elaborations	Your elaborations make perfect sense. You clearly understand the topic and the thesis. You have compared/contrasted and supported it with evidence	Your elaborations make an attempt to connect the topic and the thesis; however, the connection is only made after further inference. A rewrite could make you	Your elaborations make little or no effort in connecting the topic with the thesis. Your comparisons/contrasts lacks conviction and	You have not made clear differences between Tal and Naim's life behavior.

	from the text and film.	proficient	support from the text	
Mechanics/Fluency	Transitions make the paper flow. Use of a variety of sentence structures evident. Vocabulary is appropriate and style is formal. Punctuation and spelling are correct throughout.	Transitions make the paper flow. Use of a variety of sentence structures is <u>not</u> present. Vocabulary may or may not be appropriate. Style may/may not be formal. Punctuation and spelling show lack of proofreading	No Transitions. All details must show transitions. Sentence structure lacks order. Vocabulary and style are both inappropriate and informal. Multiple errors in punctuation and spelling show disregard for proofreading	Too little has been written to make any assessment. Most sentences are incomplete or nonsensical. Forms of invented spelling are present.