



Unit-at-a-Glance

This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.8.1, L.8.4	Discover Our Topic: Lessons from Japanese American Internment Opening A. Engage the Learner – L.8.4 (5 minutes) Work Time A. Infer the Topic – RI.8.1 (20 minutes) A. Introduce the Performance Task and Module Guiding Questions – L.8.4b (10 minutes) Closing and Assessment A. Launch Independent Research Reading – RL.8.10, RI.8.10 (10 minutes) Homework A. Read and Reflect: Students read and reflect on the module guiding questions and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students participate in the Infer the Topic protocol, taking turns sharing initial notices and wonderings about the topic of Japanese American internment in pairs. This lesson also introduces students to the module guiding questions and the Performance Task Overview, and includes the launch of independent research reading.	<ul style="list-style-type: none"> • I can infer the topic of this module from text and visual resources. (RI.8.1) • I can select a research reading text that I want to read. (RL.8.10, RI.8.10) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 1 (RI.8.4, L.8.4) • Work Time A: Infer the Topic: I Notice/ I Wonder note-catcher (RI.8.1)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 2 RI.8.3, RI.8.4, L.8.4	Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapter 1 Opening A. Engage the Learner – RI.8.3 (5 minutes) Work Time A. Read <i>Farewell to Manzanar</i> : Foreword, Epigraphs, and Chapter 1 – RI.8.4, L.8.4 (15 minutes) A. Analyze Connections and Distinctions: <i>Farewell to Manzanar</i> , Chapter 1 – RI.8.3 (20 minutes) Closing and Assessment A. Pair Share – RI.8.3 (5 minutes) Homework A. Analyze Connections and Distinctions: Students finish completing the note-catcher for chapter 1 as needed. A. Preread Anchor Text: Students preread chapter 2 (pages 9–20) of <i>Farewell to Manzanar</i> in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students begin reading the anchor text, <i>Farewell to Manzanar</i> , and begin tracking connections and distinctions in the text.	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar vocabulary in chapter 1 of <i>Farewell to Manzanar</i>. (RI.8.4, L.8.4) I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 1 of <i>Farewell to Manzanar</i> to develop my understanding of the text. (RI.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 2 (RI.8.3) Work Time A: Gist on sticky note Work Time B: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.3)
Lesson 3 RI.8.3, RI.8.4, L.8.4	Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapter 2 Opening A. Introduce Significant Ideas Anchor Chart – RI.8.3 (5 minutes) Work Time A. Read <i>Farewell to Manzanar</i> , Chapter 2 – RI.8.4, L.8.4 (15 minutes) A. Language Dive: <i>Farewell to Manzanar</i> , Page 12 – RI.8.3 (10 minutes) Closing and Assessment A. Analyze Connections and Distinctions: <i>Farewell to Manzanar</i> , Chapter 2 – RI.8.3 (15 minutes) Homework A. Analyze Connections and Distinctions: Students finish completing the note-catcher for chapter 2 as needed. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students read chapter 2 of <i>Farewell to Manzanar</i> , and continue tracking connections and distinctions in the text. Students also participate in a Language Dive to explore connections and the use of figurative language in the text.	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar vocabulary in chapter 2 of <i>Farewell to Manzanar</i>. (RI.8.4, L.8.4) I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 2 of <i>Farewell to Manzanar</i> to develop my understanding of the text. (RI.8.3) 	<ul style="list-style-type: none"> Work Time A: Gist on sticky note Work Time B: Language Dive note-catcher (RI.8.3, L.8.1a, L.8.5a, L.8.5c) Closing and Assessment A: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.1, RI.8.3) Closing and Assessment A: Exit Ticket: Unit 1, Lesson 3 (RI.8.1, RI.8.3)

Lessons from Japanese American Internment

Module 4: Unit 1

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Lesson 4 RL.8.7	<p>Analyze Filmmakers' Choices: <i>Farewell to Manzanar</i>, Part 1</p> <p>Opening A. Engage the Learner – RL.8.7 (5 minutes)</p> <p>Work Time A. Analyze <i>Farewell to Manzanar</i>, Part 1 – RL.8.7 (35 minutes)</p> <p>Closing and Assessment A. Peer Share: Compare Text to Film Note-Catchers – RL.8.7 (5 minutes)</p> <p>Homework A. Complete Compare Text to Film Note-Catcher: As necessary, students add notes to their Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher, drawing on their anchor text and Connections and Distinctions note-catchers to determine how the film is faithful to or departs from the text. A. Preread Anchor Text: Students preread chapters 3–4 (pages 21–30) of <i>Farewell to Manzanar</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>In this lesson, students watch the first segment of the film adaptation of <i>Farewell to Manzanar</i> and begin analyzing how the film stays faithful to and departs from the text.</p>	<ul style="list-style-type: none"> I can analyze the extent to which the film <i>Farewell to Manzanar</i> stays faithful to or departs from the text, evaluating the filmmakers' choices. (RL.8.7) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 4 (RL.8.7) Work Time A: Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher (RL.8.7)
Lesson 5 RI.8.3, RI.8.4, L.8.4	<p>Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapters 3–4</p> <p>Opening A. Engage the Learner – L.8.4 (5 minutes)</p> <p>Work Time A. Read <i>Farewell to Manzanar</i>, Chapters 3–4 – RI.8.4, L.8.4 (15 minutes) A. Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapters 3–4 – RI.8.3 (10 minutes)</p> <p>Closing and Assessment A. Exit Ticket – RI.8.3 (10 minutes)</p> <p>Homework A. Analyze Connections and Distinctions: Students finish completing the note-catcher for chapters 3 and 4 as needed. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students read chapters 3–4 of <i>Farewell to Manzanar</i> and continue tracking connections and distinctions in the text.</p>	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar vocabulary in chapters 3–4 of <i>Farewell to Manzanar</i>. (RI.8.4, L.8.4) I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapters 3 and 4 of <i>Farewell to Manzanar</i> to develop my understanding of the text. (RI.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 5 (RI.8.1, RI.8.4, L.8.4) Work Time A: Gist on sticky note Work Time B: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.3) Closing and Assessment A: Exit Ticket: Unit 1, Lesson 5 (RI.8.3, RI.8.4)

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Lesson 6 RI.8.1, RI.8.3, RI.8.4, L.8.4a, L.8.4b, L.8.5a, L.8.5c	Mid-Unit 1 Assessment: Analyze Vocabulary, Connections, and Distinctions: <i>Farewell to Manzanar</i>, Chapter 5 Opening A. Engage the Learner (5 minutes) Work Time A. Mid-Unit 1 Assessment: Analyze Vocabulary, Connections, and Distinctions: <i>Farewell to Manzanar</i> , Chapter 5 (35 minutes) Closing and Assessment A. Track Progress (5 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students complete the Mid-Unit 1 Assessment, which focuses on connections and distinctions and vocabulary in <i>Farewell to Manzanar</i> . Students also receive feedback on their End of Unit 2 Assessments.	<ul style="list-style-type: none"> I can analyze the figurative and connotative meanings of words as they are used in chapter 5 of <i>Farewell to Manzanar</i>. (RI.6.4) I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 5 of <i>Farewell to Manzanar</i>. (RI.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 6 Work Time A: Mid-Unit 1 Assessment: Analyze Vocabulary, Connections, and Distinctions: <i>Farewell to Manzanar</i>, Chapter 5 (RI.8.1, RI.8.3, RI.8.4, RI.8.10, W.8.10, L.8.4a, L.8.4b, L.8.5a, L.8.5c) Closing and Assessment A: Track Progress (RI.8.1, RI.8.4, RI.8.10, L.8.4)
Lessons 7–8 RL.8.1, RI.8.1	Build Background Knowledge: Other Japanese American Internment Experiences Opening A. Engage the Learner – RI.8.1 (10 minutes) Work Time A. Build Background Knowledge – RI.8.1 (45 minutes) Closing and Assessment A. Chalk Talk – RI.8.1 (20 minutes) A. Share Independent Research Reading – RL.8.10, RI.8.10 (15 minutes) Homework A. QuickWrite about Other Internment Experiences: Students complete Homework: QuickWrite about Other Internment Experiences to write about how one of the texts read in these lessons relates to the experiences or events in <i>Farewell to Manzanar</i> . A. Preread Anchor Text: Students preread chapter 7 (pages 54–58) of <i>Farewell to Manzanar</i> in preparation for studying an excerpt from the chapter in the next lesson. In these lessons, students participate in the Building Background Knowledge protocol to explore other experiences during Japanese American internment. Students then participate in a short Chalk Talk protocol to synthesize their learning.	<ul style="list-style-type: none"> I can draw inferences using evidence from texts to build background knowledge about other Japanese American internment experiences. (RL.8.1, RI.8.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lessons 7–8 (RI.8.1) Work Time A: Building Background Knowledge chart paper responses (RL.8.1, RI.8.1)

Lessons from Japanese American Internment

Module 4: Unit 1

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 9 RI.8.3, SL.8.1	<p>Close Read: <i>Farewell to Manzanar</i>, Chapter 7</p> <p>Opening A. Engage the Learner – RI.8.3 (5 minutes)</p> <p>Work Time A. Close Read: <i>Farewell to Manzanar</i>, Chapter 7 – RI.8.3 (20 minutes) A. Culminating Task – RI.8.3 (5 minutes)</p> <p>Closing and Assessment A. Collaborative Discussion – SL.8.1 (15 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 8 and 9 of <i>Farewell to Manzanar</i> in preparation for studying these chapters in the next lesson.</p> <p>In this lesson, students participate in a close read of chapter 7 of <i>Farewell to Manzanar</i>. After reading, they complete a culminating task and engage in a collaborative discussion to explore a significant idea from the text.</p>	<ul style="list-style-type: none"> I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 7 of <i>Farewell to Manzanar</i>. (RI.8.3) I can engage effectively in a collaborative discussion about a significant idea in the text by being prepared, drawing on my notes, and following rules for collegial discussions. (SL.8.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 9 (RI.8.3) Work Time A: Close Read: <i>Farewell to Manzanar</i>, Chapter 7 (RI.8.3) Work Time B: Close Reading Culminating Task: <i>Farewell to Manzanar</i>, Chapter 7 (RI.8.3)
Lesson 10 RI.8.3, RI.8.4, L.8.1b, L.8.3a, L.8.4, SL.8.1a	<p>Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapters 8–9</p> <p>Opening A. Engage the Learner – RI.8.4 (5 minutes)</p> <p>Work Time A. Read <i>Farewell to Manzanar</i>, Chapters 8–9 – RI.8.4, L.8.4 (15 minutes) A. Language Dive: <i>Farewell to Manzanar</i>, Page 65 – SL.8.1a (10 minutes)</p> <p>Closing and Assessment A. Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapters 8–9 – RI.8.3 (15 minutes)</p> <p>Homework A. Analyze Connections and Distinctions: Students finish completing the note-catcher for chapters 8 and 9 as needed. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students read chapters 8–9 of <i>Farewell to Manzanar</i> and continue tracking connections and distinctions in the text. Students also participate in a Language Dive to explore connections and the use of vocabulary in the text.</p>	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar vocabulary in chapters 8–9 of <i>Farewell to Manzanar</i>. (RI.8.4, L.8.4) I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapters 8–9 of <i>Farewell to Manzanar</i> to develop my understanding of the text. (RI.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 10 (RI.8.4) Work Time A: Gist on sticky note Work Time B: Language Dive: <i>Farewell to Manzanar</i>, Page 65 note-catcher (SL.8.1a, L.8.1b, L.8.3a) Closing and Assessment A: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.3)

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Lesson 11 RL.8.7	<p>Analyze Filmmakers' Choices: <i>Farewell to Manzanar</i>, Part 2</p> <p>Opening A. Engage the Learner – RL.8.7 (5 minutes)</p> <p>Work Time A. Analyze <i>Farewell to Manzanar</i>, Part 2 – RL.8.7 (30 minutes)</p> <p>Closing and Assessment A. Make Connections to Text – RL.8.7 (10 minutes)</p> <p>Homework A. Complete Compare Text to Film Note-Catcher: As necessary, students add notes to their Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher, drawing on their anchor text, Connections and Distinctions note-catchers, and Close Read: <i>Farewell to Manzanar</i>, Chapter 7 note-catchers to determine how the film is faithful to or departs from the text. They also analyze how the moments in the text and film develop significant ideas.</p> <p>A. Preread Anchor Text: Students preread chapter 11 (pages 73–82) of <i>Farewell to Manzanar</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>In this lesson, students watch the second segment of the film adaptation of <i>Farewell to Manzanar</i> and continue analyzing how the film stays faithful to and departs from the text.</p>	<ul style="list-style-type: none"> I can analyze the extent to which the film <i>Farewell to Manzanar</i> stays faithful to or departs from the text, evaluating the filmmakers' choices. (RL.8.7) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 11 (RL.8.7) Work Time A: Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher (RL.8.1, RL.8.7, RI.8.1)
Lesson 12 RI.8.4, SL.8.1a, SL.8.1b, L.8.4a, L.8.4b	<p>End of Unit 1 Assessment: Collaborative Discussion: <i>Farewell to Manzanar</i></p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Read <i>Farewell to Manzanar</i>, Chapter 11 – RI.8.4, L.8.4 (15 minutes)</p> <p>A. End of Unit 1 Assessment: Collaborative Discussion: <i>Farewell to Manzanar</i> (20 minutes)</p> <p>Closing and Assessment A. Track Progress: Collaborative Discussion – SL.8.1a, SL.8.1b (5 minutes)</p> <p>Homework A. Analyze Connections and Distinctions: Students complete the note-catcher for chapter 11 as needed.</p> <p>A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students participate in an academic discussion that centers on the module guiding question: "What were the causes and impacts of Japanese American internment camps?" Prior to the discussion, students participate in a short QuickWrite to organize their thinking. Students also receive feedback on their Mid-Unit 1 Assessments.</p>	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar vocabulary in chapter 11 of <i>Farewell to Manzanar</i>. (RI.8.4, L.8.4) I can engage effectively in collaborative discussions about one of the module guiding questions by being prepared, drawing on my notes, and following rules for collegial discussions. (SL.8.1a, SL.8.1b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 10 Work Time A: Gist on sticky note Work Times B and C: End of Unit 1 Assessment: Collaborative Discussion: <i>Farewell to Manzanar</i> (SL.8.1a, SL.8.1b) Closing and Assessment A: Track Progress: Collaborative Discussion