

How do informational texts build my understanding about slavery in the United States?

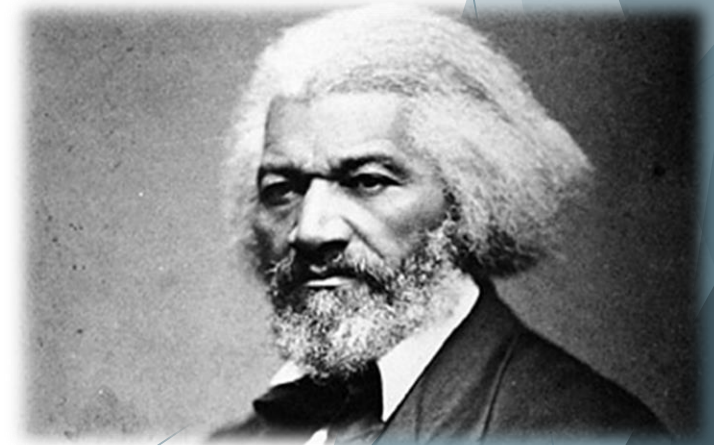
Module 3: Narrative of the Life of Frederick Douglass

March 25, 2020

March 26, 2020

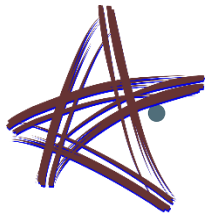
March 27, 2020

M3U1L101112





DO-NOW Learning Targets



- I can read and reread a complex, above grade-level text (NotLoFD) to better understand and analyze it for multiple meanings.
- I can cite several pieces of text-based evidence to support my analysis of our new central text, ***Narrative of the Life of Frederick Douglass*** written by himself.

How close reading looks with the NotLoFD - *ReReading for Multiple Meanings*



First read: gist text and annotate evidence

Second read: answer comprehension-level questions in a few words

Third read: Jot down notes for TDQ/short-response style analysis questions. Answer these questions using **CtEAC writing formula** on separate sheet of paper

Before we read, let's talk about what we do when we read closely.

Finish NotLoFD Excerpt 1 (p. 6-10) and start NotLoFD Excerpt 2



- Get the ***gist*** - figure out what the text is mostly about
- Use details from the text to make inferences
- Use context clues to figure out word meanings
- Continuously think about how all this comes together for me as the reader after reading multiple times

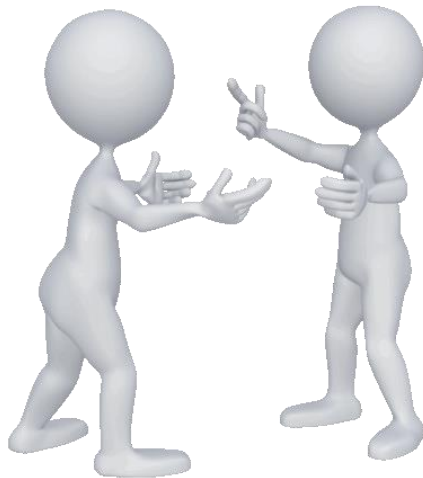
BB FF Protocol:

(from Excerpt 2, paragraph #1&2)

Why does Douglass describe the clothing that enslaved people were given in such detail?

What is he trying to show?

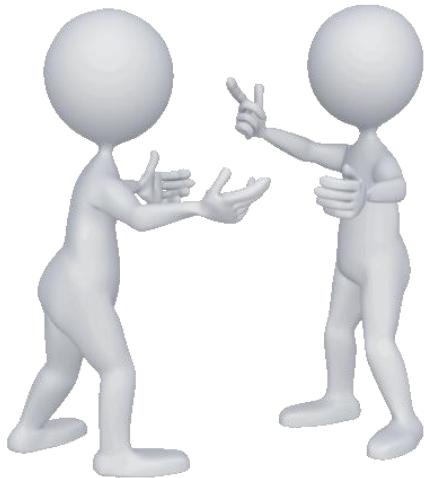
Use evidence from the text to support your answer.



BB FF Protocol:

What emotions did the songs sung by enslaved people convey?

Use evidence from the text to support your answer.



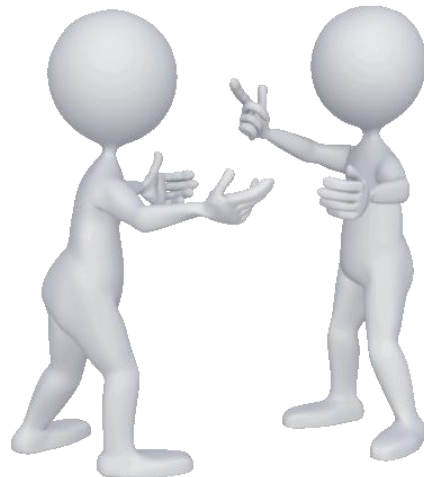
BB FF Protocol:

CENTRAL IDEA

How does having power over enslaved people seem to affect the overseer and the owner.

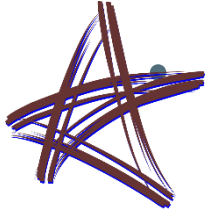
Explain using details from the text.

Use evidence from the text to support your answer.





DO-NOW Learning Targets




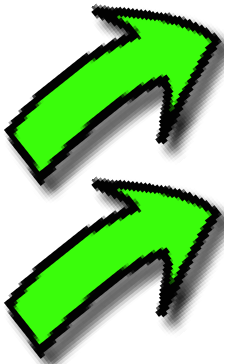
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Exit Ticket - Learning Target Tracker



- ★ I can reread a complex, above grade-level text (NotLoFD) to better understand and analyze it for multiple meanings.

Learning Target			
 _____ _____ _____ _____			
1 – I can't meet this target yet. Circle one: B E	2 – I can meet some of the target, but I am still a little confused. Circle one: B E	3 – I can meet this target. Circle one: B E	4 – I can meet this target and help others meet it, too. Circle one: B E
Evidence of Learning & Reflection: _____ _____ _____ _____			



Homework - Agenda in ELA section, write:

