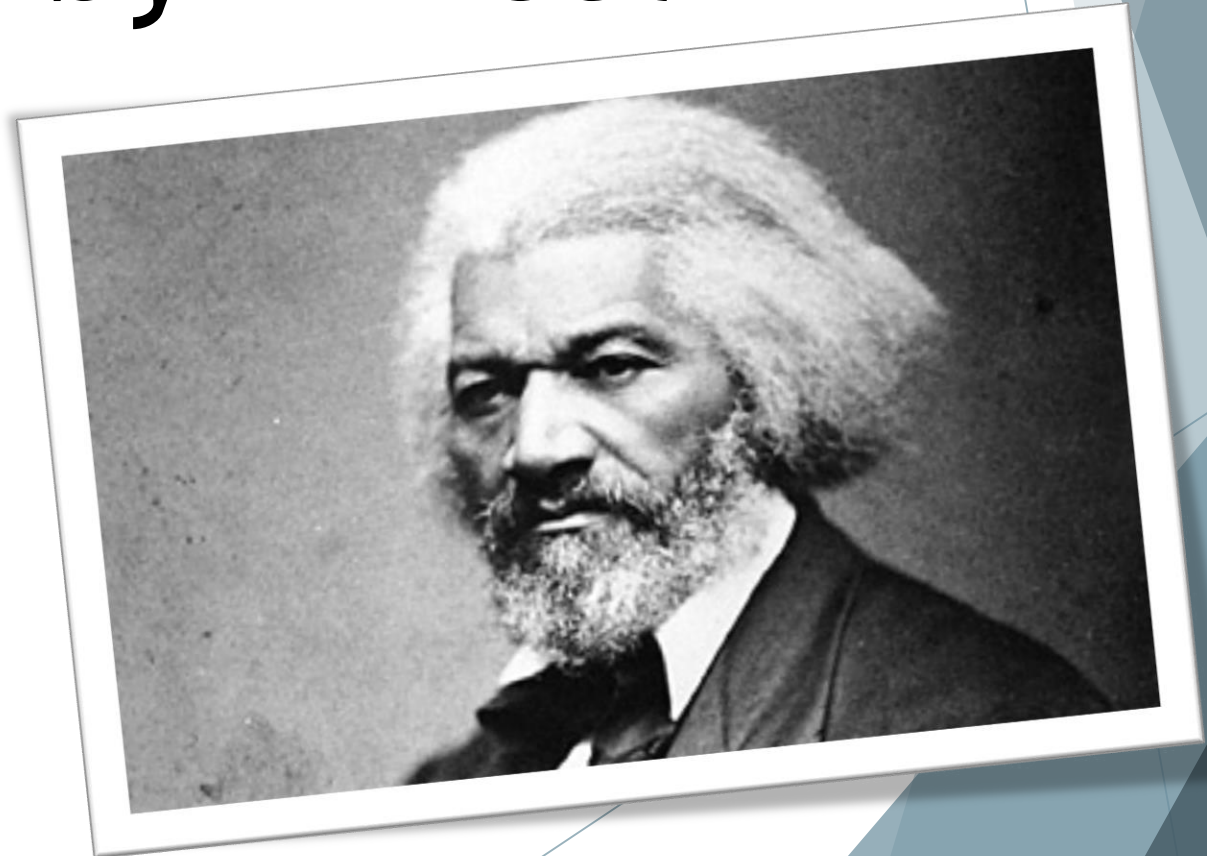


Narrative of the Life of Frederick Douglass written by Himself

Friday, March 9, 2019

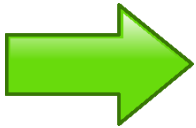
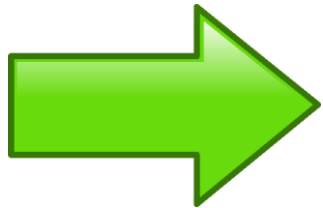
M3U1, Lesson 2





DO-NOW Learning Targets

✱ I can close read Lucille Clifton's poem "slaveships" in order to analyze the historical context of our new central text, *Narrative of the Life of Frederick Douglass* written by himself.



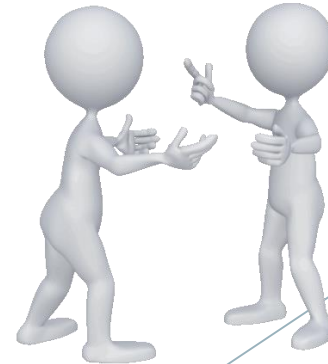
Learning Target			
 _____ _____ _____ _____			
1 – I can't meet this target yet.	2 – I can meet some of the target, but I am still a little confused.	3 – I can meet this target.	4 – I can meet this target and help others meet it, too.
Circle one: B E	Circle one: B E	Circle one: B E	Circle one: B E
Evidence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

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

Things Close Readers Do ...



- Get the ***gist*** - figure out what the text is mostly about
- Re-read
- Cite evidence - **author's use of descriptive language**
- 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 you as the reader
- Talk with others about the text



Things Close Readers of Poems Do ...



Step 1: “Paint Job” Read and annotate



Step 2: “Pop the Hood” Read and annotate again to add more details



Step 3: “Mean Machine” Read and annotate again to clarify and finalize meaning



DO-NOW Learning Targets

- ✱ I can close read Lucille Clifton's poem "slaveships" in order to analyze the historical context of our new central text, *Narrative of the Life of Frederick Douglass*.
- I can determine Frederick Douglass' (author) point of view and purpose his autobiography, *Narrative of the Life of Frederick Douglass*.

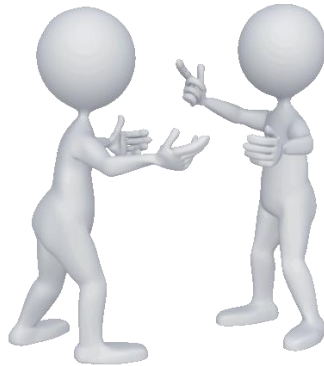
Close Read poem “slaveships” by Lucille Clinton
Re-read and analyze this portion of the poem

loaded like spoons
into the belly of Jesus
where we lay for weeks for months
in the sweat and stink
of our own breathing

The Middle Passage

Be ready to share your thoughts on this short video (2:34) about the Middle Passage:

<https://www.youtube.com/watch?v=0IJrhQE6DZk>



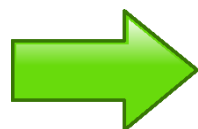
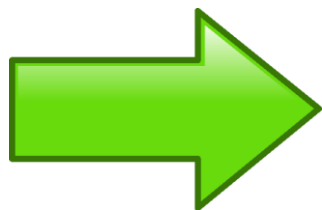
After close reading the poem “slaveships” by Lucille Clinton, answer the two TDQs independently.



Exit Ticket - Learning Target Tracker



I can close read Lucille Clifton's poem "slaveships" in order to analyze the historical context of our new central text, *Narrative of the Life of Frederick Douglass* written by himself.



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:
1 or 2 wonderings/questions about
Frederick Douglass and his life

