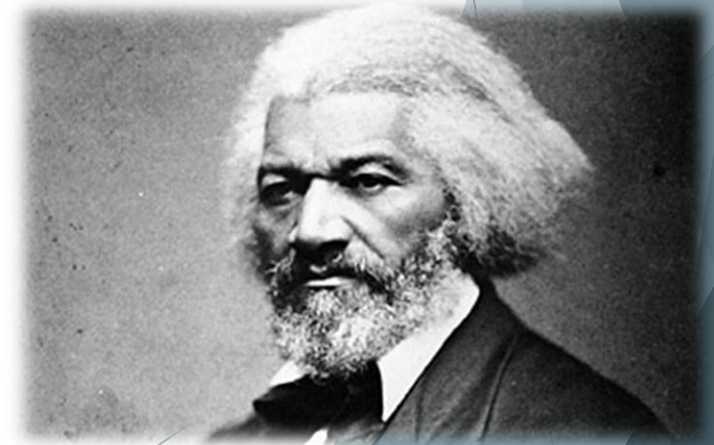


How do informational texts build my understanding about slavery in the United States?

Module 3: Narrative of the Life of Frederick Douglass

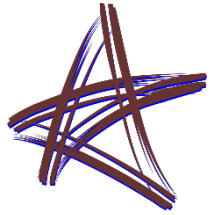
Tuesday, March 10, 2020

M3U1L3





DO-NOW Learning Targets



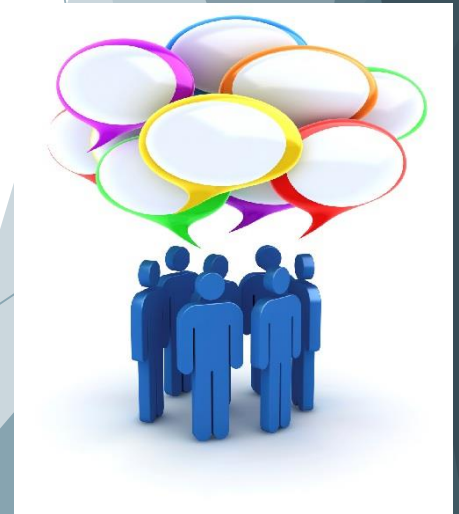
I can gist while close reading to support my comprehension of the informational text, “The Slave Trade, Freedom: A History of the United States.”

- I can draw conclusions about the impact of slavery in the United States and build my understanding about its historical context.

“The Slave Trade” *Freedom: A History of the United States*

An **Informational Text** is:

- has a primary purpose to inform the reader about the natural, historical and/or social world
- different from fiction
- different from other forms of non-fiction
- does not utilize characters or plots
- often describes main ideas and supporting details
- often presents causes and effects



“The Slave Trade” *Freedom: A History of the United States*

Review Image of Triangular Slave Trade

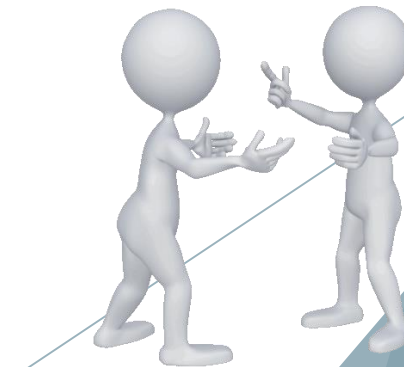


Before we read, let's talk about what we do when we read closely.

Things Close Readers Do ...

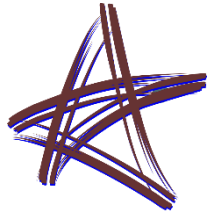


- Get the ***gist*** - figure out what the text is mostly about
- Cite evidence - **identify strongest evidence to support analysis of informational text**
- Use details from the text to make inferences
- **Use context clues to figure out word meanings**
- Continuously think about how all this comes together for me as the reader
- Talk with others about the text





DO-NOW Learning Targets



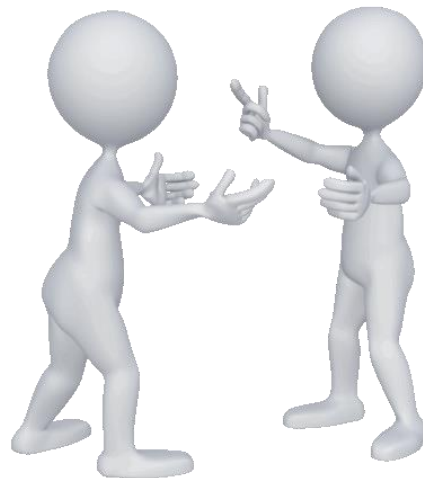
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BB FF Protocol:

In paragraph two (2), what were the conditions like on the slave ships?

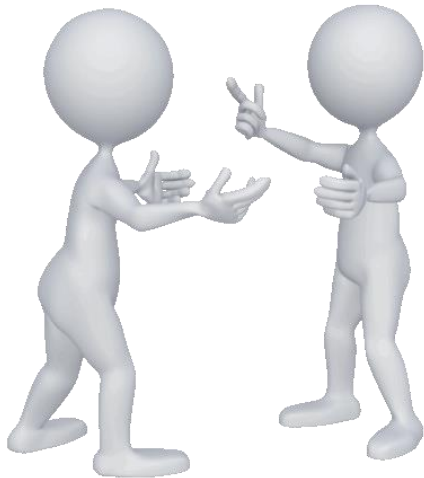
Use evidence from the text to support your answer.



BB FF Protocol:

In paragraph three and four (3 & 4), why did the “Black Codes” prohibit teaching enslaved people to read and write?

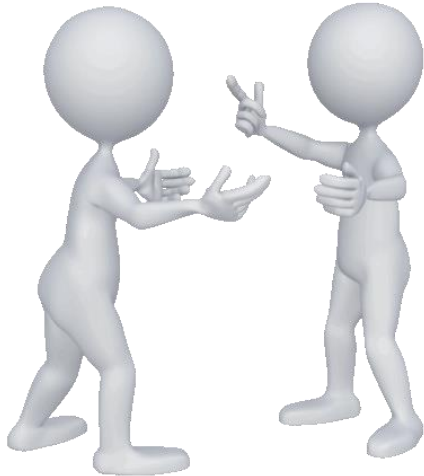
Use evidence from the text to support your answer.



BB FF Protocol:

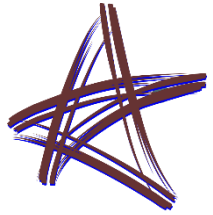
In paragraph five (5), how and why did some Southerners use racial differences to justify slavery?

Use evidence from the text to support your answer.





DO-NOW Learning Targets




I can gist while close reading to support my comprehension of the informational text, “The Slave Trade, Freedom: A History of the United States.”

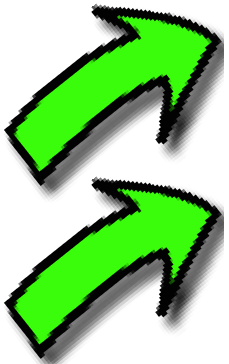
- I can draw conclusions about the impact of slavery in the United States and build my understanding about its historical context.

Exit Ticket - Learning Target Tracker



★ I can gist while close reading to support my comprehension of the informational text, “The Slave Trade, Freedom: A History of the United States.”

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 the the
impact of slavery on the history of the US

