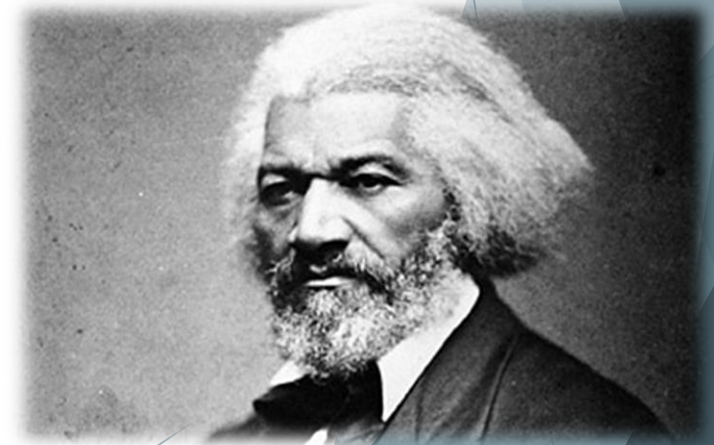


*How do informational texts build my understanding about slavery in the United States?*

# Module 3: Narrative of the Life of Frederick Douglass

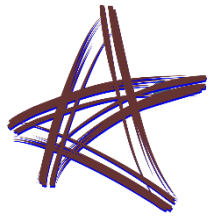
Tuesday, March 12, 2020

M3U1L4





# DO-NOW Learning Targets

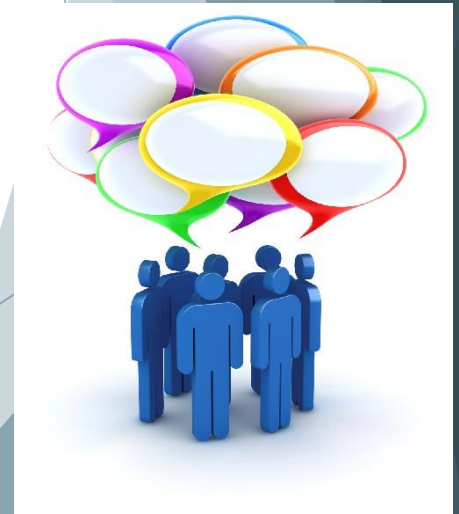


- I can analyze the informational text, “The Slave Trade, Freedom: A History of the United States,” and write TDQs using the C.t.E.A. writing formula.
- I can draw conclusions about the impact of slavery in the United States and build my understanding about its historical context.

# “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*

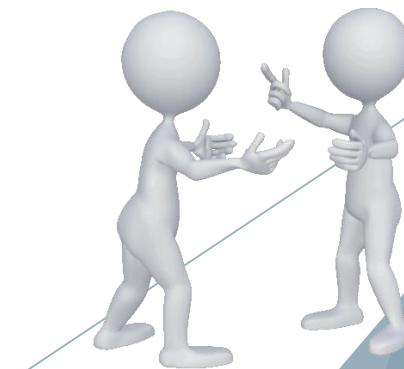


Before we read, let's talk about what we do when we read closely.

# Things Close Readers Do ...

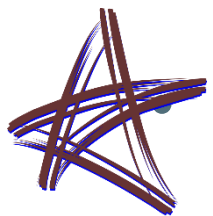


- Get the ***gist*** - figure out what the text is mostly about
- Cite evidence - **identify strongest evidence to support analysis of informational text**
- Use details from the text to make inferences
- **Use context clues to figure out word meanings**
- Continuously think about how all this comes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

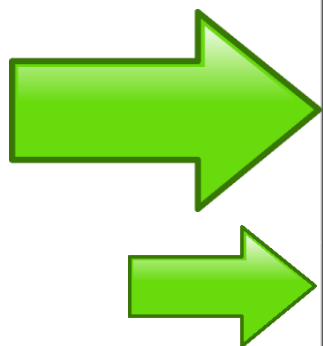





# DO-NOW Learning Targets



I can analyze the informational text, “The Slave Trade, Freedom: A History of the United States,” and write TDQs using the C.t.E.A. writing formula.

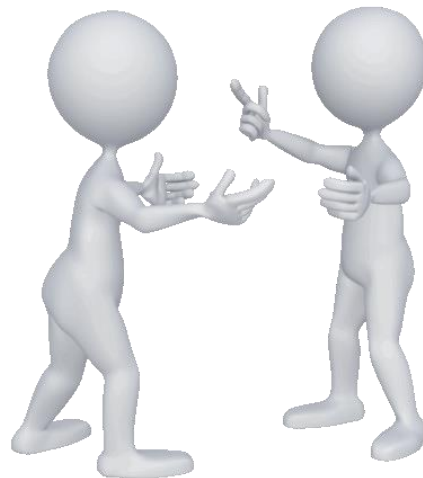


<b>Learning Target</b>  _____ _____ _____			
<b>1 – I can’t meet this target yet.</b> Circle one: <b>B</b> <b>E</b>	<b>2 – I can meet some of the target, but I am still a little confused.</b> Circle one: <b>B</b> <b>E</b>	<b>3 – I can meet this target.</b> Circle one: <b>B</b> <b>E</b>	<b>4 – I can meet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

## 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.

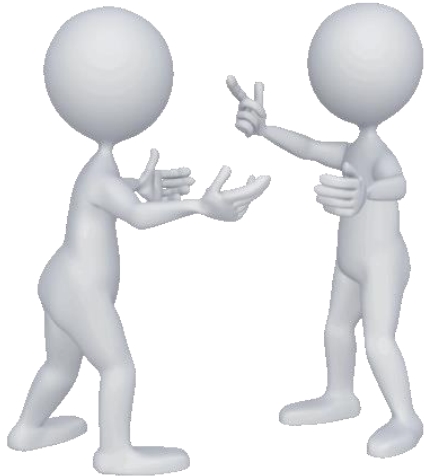




## BB FF Protocol:

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.

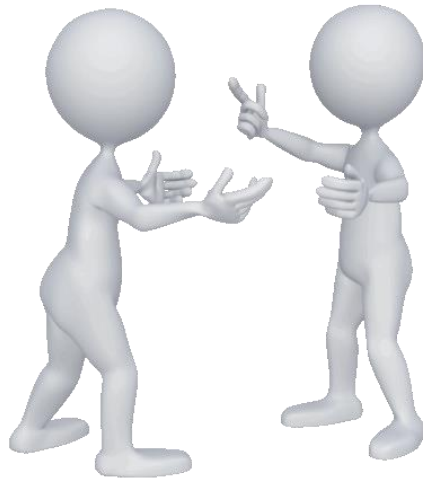




## BB FF Protocol:

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.



# Exit Ticket - Learning Target Tracker



★ I can analyze the informational text, “The Slave Trade, Freedom: A History of the United States,” and write TDQs using the C.t.E.A. writing formula.

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

Homework - Agenda in ELA section, write:  
1 or 2 wonderings/questions about the the  
impact of slavery on the history of the US

