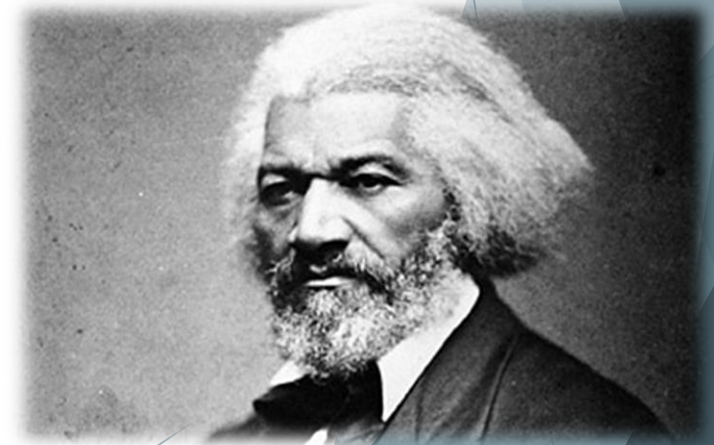


*How do informational texts build my understanding about slavery in the United States?*

# Module 3: Narrative of the Life of Frederick Douglass

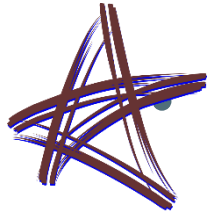
March 23, 2020

M3U1L8&9





# 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 - *Re-Reading for Multiple Meanings*



First read: gist text and annotate evidence

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

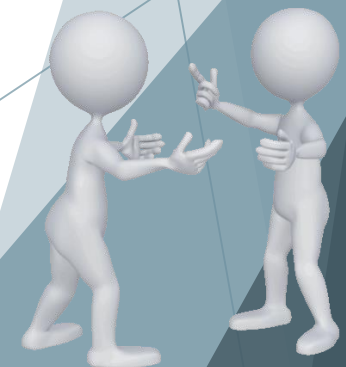
Third read: Jot down notes for TDQ/short-response style analysis questions. Answer these questions using **CtEAC writing formula** on separate sheet of paper

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

# Things Close Readers Do ...

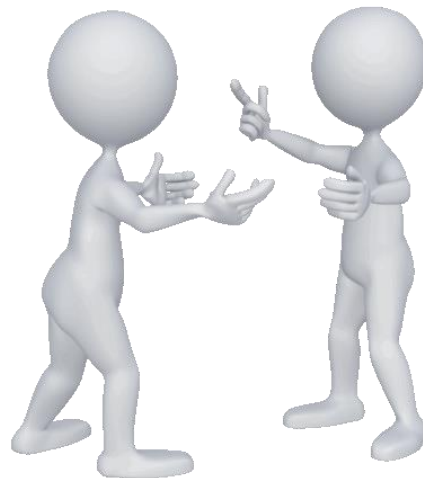


- Get the ***gist*** - figure out what the text is mostly about
- Cite evidence - **identify strongest evidence to support analysis of informational text**
- Use details from the text to make inferences
- **Use context clues to figure out word meanings**
- Continuously think about how all this comes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



## BB FF Protocol:

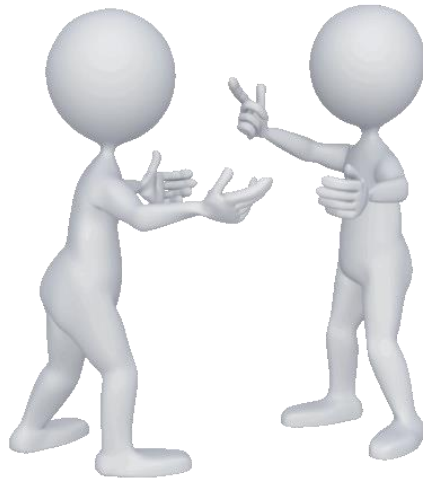
*(from Excerpt 1, paragraph #3)* This paragraph discusses Douglass's parents. What does it show about how slavery affected children's relationships with their parents?  
Use evidence from the text to support your answer.



# BB FF Protocol:

Analyze the impact Frederick Douglass' mother's death has on him. Use evidence from the text to support your answer.

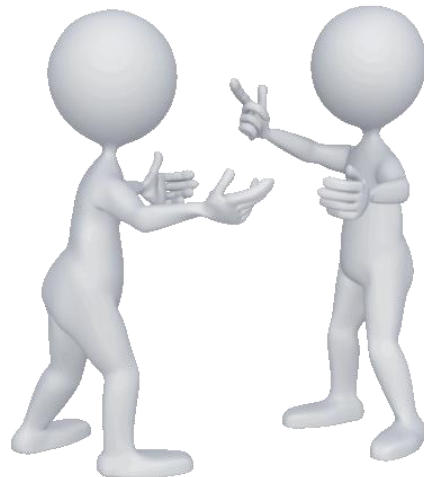
Use evidence from the text to support your answer.



# BB FF Protocol:

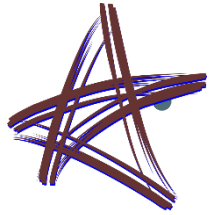
How does having power over their slaves seem to affect the overseer and the owner. Explain using details from the text.

Use evidence from the text to support your answer.





# DO-NOW Learning Targets



I can 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.



# Exit Ticket - Learning Target Tracker



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

<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:

