

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

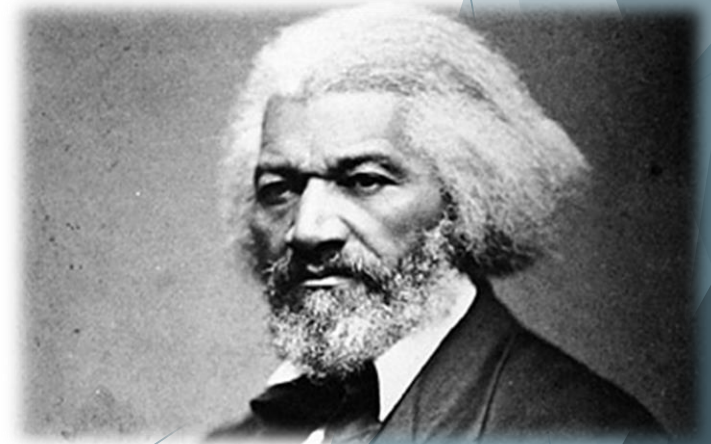
Module 3: Narrative of the Life of Frederick Douglass

(Cont'd)

A-day Thursday, March 29th,

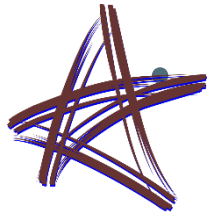
M3U1L9

NotLoFD Excerpt Two





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.

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

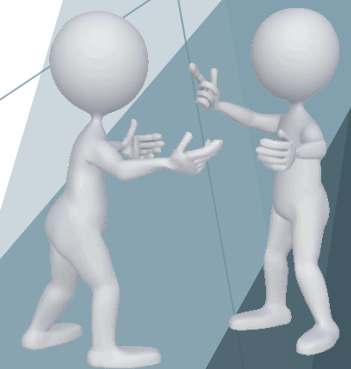
Third read: Jot down notes for TDQ/short-response style analysis questions. Answer these questions using **CtEAC writing formula** on separate sheet of paper

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

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

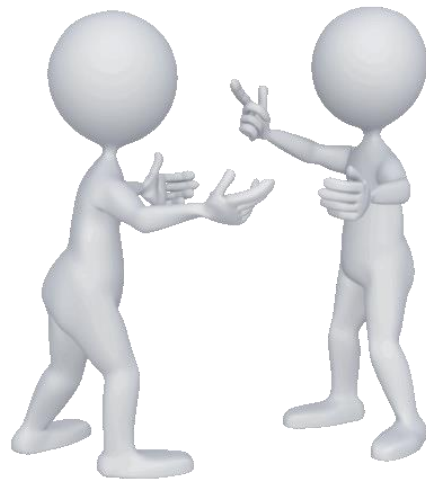


BB FF Protocol:

(from Excerpt 2, paragraph #1&2)

Why does Douglass describe the clothing that slaves were given in such detail? What is he trying to show?

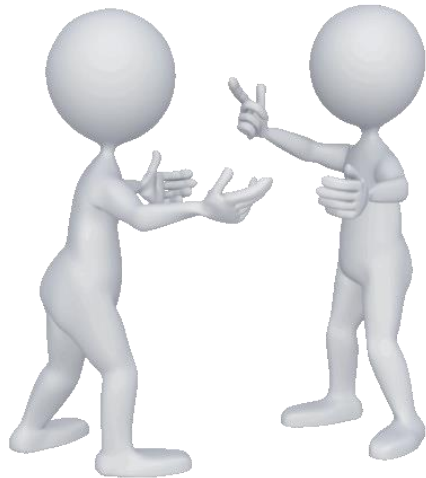
Use evidence from the text to support your answer.



BB FF Protocol:

What emotions did Douglass say that the songs sung by slaves conveyed?

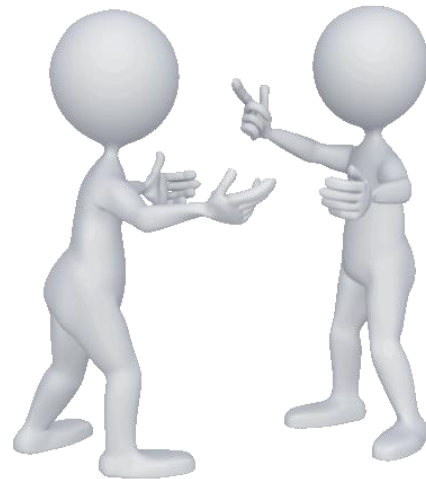
Use evidence from the text to support your answer.



BB FF Protocol: CENTRAL IDEA

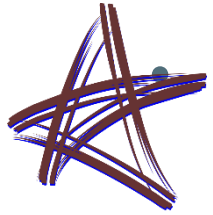
How does having power over their slaves seem to affect the overseer and the owner. Explain using details from the text.

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

 **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.
--	---	------------------------------------	---

Evidence: _____



Homework - Finish writing “NotLoFD” Excerpt 2 TDQs

