



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 2: Lesson 3

Analyzing Powerful Language: Learning to Read



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)
- I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)
- I can determine an author’s point of view or purpose in informational text. (RI.7.6)
- I can analyze how the author distinguishes his/her position from others’. (RI.7.6)

Supporting Learning Targets

- I can determine the meaning of words and phrases in an excerpt of *Narrative of the Life of Frederick Douglass*.
- I can identify vivid language and analyze the impact of word choice on meaning in *Narrative of the Life of Frederick Douglass*.
- I can analyze how specific sections of *Narrative of the Life of Frederick Douglass* convey Douglass’s position on slavery.

Ongoing Assessment

- Excerpt 3 Text and Questions: Learning to Read
- Vivid Word Choice cards



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Answers to Excerpt 3 Second Read Questions (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Introducing the Powerful Language Word Wall (10 minutes) B. Excerpt 3 Third Read (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Powerful Language Word Wall (7 minutes) B. Previewing Homework (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Sentence Structure homework 	<ul style="list-style-type: none"> • In order to provide support and follow up on the independent work they did at home, students correct their answers to the second read questions and evaluate how well they understood the meaning of words and sentences in Excerpt 3. In the debrief, focus on questions that are related to vocabulary in order to build on the work from Lesson 2. • In this lesson, students are introduced to the Powerful Language word wall, which will hold examples students collect of powerful language in the <i>Narrative</i> and therefore demonstrate the types of thinking outlined in RI.7.4 and L.7.5. Using the word wall helps students prepare for the Mid-Unit 2 Assessment Part 2 and also supports them in using powerful language when they write their own picture books in Unit 3. The word wall is divided into two sections: figurative language and word choice. If you wish to spend more time on this, you could add a section on sound (rhythm, repetition, alliteration/onomatopoeia, etc.). In this lesson, the focus is on word choice. • As in the lessons about poetry, it is important to connect the discussion of word choice to Douglass’s overall meaning and purpose. He uses vivid language not just for its own sake, but to convey the horrors of slavery and therefore make his plea to end slavery more powerful. • In this lesson, students use the Poet's Toolbox reference sheet (Unit 1, Lesson 11) to reconnect with vivid word choice and to assist them with those third read questions that focus on figurative language. Depending on the needs of your class, consider having several additional copies on hand for students who are not able to locate theirs. • The Vivid Word Choice cards students complete at the end of the lesson provide formative assessment for RI.7.4. Not all cards students create should be added to the word wall; choose several strong exemplars from each class to display. • Students complete the Excerpt 3 third read questions more independently than they did in Unit 1. Consider pulling a small group to work with if there are students who still struggle with this level of text analysis. • For homework, students circle back to the sentence structure work they began in Lesson 2. The Sentence Structure homework provides practice in identifying the main clause in a sentence. Consider what resources your students may need as they complete this at home. One option is to make them copies of the Anatomy of a Sentence anchor chart; another is to have them take home the entry task from Lesson 2. Choose the method that will work best for your students. • Review Excerpt 3 Third Read Close Reading Guide.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Determine how to show students the answers to the second read questions. The lesson suggests displaying the second column of the Excerpt 3 Close Reading Guide, Second Read (for teacher reference) on a document camera or on the board. Alternatively, a separate answer key can be created to display for students.– Create the Powerful Language word wall (see supporting materials). Please note that this includes a copy of the Poet’s Toolbox anchor chart (from Unit 1, Lesson 11).– Create the Vivid Word Choice cards.• Post: Powerful Language word wall (including Poet’s Toolbox) and learning targets.• For the next lesson: Assess the short constructed responses from Unit 1, Lesson 8. Select a strong student example to share with the class in Lesson 4. In advance, ask the student for permission to share their work anonymously. If you do not find a student exemplar that meets the criteria on the rubric you are using, consider using the provided exemplar. When you share student work, you will also share the rubric. (Recommended rubric: Short Response Holistic Rubric from <i>Grade 7 Common Core English Language Arts Test Guide</i>, page 12; available online at http://www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics).



Lesson Vocabulary	Materials
<p>powerful, bland, tone, craftsmanship, vivid, obvious dislike, glaring odiousness, tranquil, abolition</p>	<ul style="list-style-type: none">• Excerpt 3 Text and Questions: Learning to Read (from Lesson 2)• Document camera• Excerpt 3 Close Reading Guide, Second Read (for teacher reference; from Lesson 2; one to display)• Poet’s Toolbox anchor chart (begun in Unit 1, Lesson 11)• Powerful Language Word Wall (new; teacher-created; see supporting materials)• Powerful Language T-chart (one per student and one to display)• Powerful Language T-chart (answers, for teacher reference)• Douglass’s Homes Discussion Appointments (from Unit 1, Lesson 6)• Excerpt 3 Close Reading Guide, Third Read (for teacher reference)• Poet’s Toolbox reference sheet (from Unit 1, Lesson 11)• Vivid Word Choice card directions (one to display)• Vivid Word Choice cards (one per student; see Teaching Notes)• Sentence Structure homework (one per student)• Sentence Structure homework (answers, for teacher reference)• Anatomy of a Sentence anchor chart (optional; begun in Lesson 2)• Entry Task: Sentence Structure (optional; from Lesson 2)



Opening	Meeting Students' Needs
<p>A. Reviewing Answers to Excerpt 3 Second Read Questions (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Excerpt 3 Text and Questions: Learning to Read.• Direct students' attention to the document camera. Display Excerpt 3 Close Reading Guide, Second Read (for teacher reference) and ask students to correct their own as needed.• Debrief questions based on the needs of your class, focusing on the ones you did not discuss in Lesson 2.• Use the Fist to Five checking for understanding technique to self-assess on the learning target:<ul style="list-style-type: none">* "I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>."• After all students are showing where they are, call on a few students to provide evidence for the rating they gave themselves.• Then notice where the class is by saying something like: "I notice most/some/a few students are meeting the learning target 'I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.'" If most students give less than a three, consider reviewing some of the second read questions in Excerpt 3 in more depth. Compliment students on the hard work they have done to make progress on this standard, and tell them it is one of the standards assessed on the Mid-Unit 2 Assessment.• Consider noting the students who gave less than a three and working with them in a small group during the third read.	



Work Time	Meeting Students' Needs
<p>A. Introducing the Powerful Language Word Wall (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that just as a painter uses different colors of paint to create an image, an author uses a variety of words to create an image in the reader's mind. Sometimes those words are <i>powerful</i> and sometimes they are <i>bland</i>, depending on the audience and purpose of the text. We most commonly use the word bland to talk about food that does not have a strong taste: mashed potatoes and white rice are bland. Spicy curry is not bland at all. Powerful words often stick in our minds or endure for a long period of time because they are so precise that we better understand what idea or emotion the author is trying to convey. Powerful words are often <i>vivid</i>: they describe an event or person so clearly that it seems real. Bland words are often the more common way of saying something: they do not create a strong reaction or paint a bright picture. Powerful words often change the <i>tone</i> or the meaning of what is being said. The tone is the feeling or general attitude of a piece of writing. • Remind students that they read <i>The People Could Fly</i> in order to think about what gives stories enduring power (Unit 1, Lesson 2). They also analyzed the <i>craftsmanship</i> of poetry and discussed how figurative language is used to make a poem powerful using the Poet's Toolbox. Point out the Poet's Toolbox anchor chart (begun in Unit 1, Lesson 11), displayed on the Powerful Language Word Wall, to remind students of the work they did. Authors of prose, like Douglass, also use poetic tools to connect with the audience in a meaningful way. • Direct students' attention to the posted learning targets and read the second one aloud: <ul style="list-style-type: none"> * "I can identify vivid language and analyze the impact of word choice on meaning and tone in <i>Narrative of the Life of Frederick Douglass</i>." • Distribute the Powerful Language T-chart. Tell students they are going to sort phrases into columns based on whether they are powerful or bland. • Model an example for students. Say: <ul style="list-style-type: none"> * "The first pair is <i>glaring odiousness</i> and <i>obvious dislike</i>. Glaring odiousness goes in the powerful column and obvious dislike goes in the bland column. The tone of glaring odiousness, which means obvious dislike, is really negative. Glaring odiousness paints a picture in my mind of a person staring at someone with daggers in their eyes. Those words paint a much more vivid picture than obvious dislike. Obvious dislike is a more common, less memorable way of saying glaring odiousness." • Tell students to finish the rest of the task with their seat partner. 	<ul style="list-style-type: none"> • Providing models of expected work supports all learners, but especially supports challenged learners. • This task gives students practice with vivid words out of context before identifying them in context. This supports struggling readers by helping them see vivid words in isolation first. • Connecting current learning to previous learning allows students to make meaning of the tasks they are given.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> When most pairs are finished, review using the Powerful Language T-chart (answers, for teacher reference). Point to the Powerful Language word wall and tell students that at the end of this lesson they will identify at least one example of powerful word choice Douglass uses in Excerpt 3. 	
<p>B. Excerpt 3 Third Read (20 minutes)</p> <ul style="list-style-type: none"> Invite students to take their Excerpt 3 text and questions and sit with one of their Douglass's Homes Discussion Appointments (you choose which one). When they are settled, use the Excerpt 3 Close Reading Guide, Third Read (for teacher reference) to lead students through the third read questions. Encourage students to refer to the Poet's Toolbox reference sheet (from Unit 1, Lesson 11) to answer some of the questions that ask them to identify the type of figurative language. Consider pulling a small group of struggling readers—students who answered less than three on the Fist to Five checking for understanding technique in the opening or students who did not master RL.7.4 and RL.7.5 on the End of Unit 1 Assessment—to work with you. Use prompting and probing questions as needed to push student thinking at the whole group, small group, or individual level. 	<ul style="list-style-type: none"> Text-dependent questions can only be answered by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



Closing and Assessment	Meeting Students' Needs
<p>A. Powerful Language Word Wall (7 minutes)</p> <ul style="list-style-type: none"> • Compliment students on completing the third read of another excerpt from the <i>Narrative</i> and explain that they are going to do a “pop the hood read” to find powerful words, just as they did with poetry in Unit 1. • Display the Vivid Word Choice card directions. Review both the prompt card and the exemplar card on these directions carefully before explaining the directions below the exemplar. • Distribute the Vivid Word Choice cards and ask students to complete them. • As students work, circulate and find a few students with strong cards to share with the class. Post a few strong examples on the Powerful Language word wall to build a bank of powerful language Douglass uses. • Tell students they will continue to add to the Powerful Language word wall as they continue to read powerful words in the narrative. This will help them use powerful words in their own writing when they create their picture books. 	<ul style="list-style-type: none"> • Additional modeling of the Vivid Word Choice cards may be required. Modeling provides a clear vision of the expectation for students.
<p>B. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none"> • Distribute the Sentence Structure homework. • Remind students that in Lesson 2 they learned about the anatomy of a sentence, and they practiced identifying the main clause and what phrases, clauses, or words were being modified. • For homework, students will be doing the same task. • Review the example, using Sentence Structure homework (answers, for teacher reference) as needed. • Remind students to take home whatever resource they will need to complete this work. (Options: distribute a student copy of the Anatomy of a Sentence anchor chart or have students take home the Entry Task: Sentence Structure, both from Lesson 2.) 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Sentence Structure homework 	



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Grade 7: Module 3A: Unit 2: Lesson 3

Supporting Materials



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Powerful Language Word Wall

**Powerful Language in
*Narrative of the Life of Frederick Douglass***

Word choice

**Note card with
example**

Figurative language

**Note card with
example**



Powerful Language T-Chart

Name: _____

Date: _____

Directions: Write each word in the column that it belongs in. Complete this task with a partner.

Obvious dislike

Glaring odiousness

Blood-stained gate

Terrible spectacle

Gratification of their wicked desires

Happy because of their bad wishes

Entrance to somewhere bad

Bad sight

POWERFUL
(strong)

BLAND
(weak)

Why does Frederick Douglass use such powerful language in the *Narrative*?

Powerful Language T-Chart
(Answers, for Teacher Reference)

Directions: Write each word in the column that it belongs in. Complete this task with a partner.

Obvious dislike
Glaring odiousness

Gratification of their wicked desires
Happy because of their bad wishes

Blood-stained gate
Entrance to somewhere bad

Terrible spectacle
Bad sight

POWERFUL (strong)
Glaring odiousness
Gratification of their wicked desires
Blood-stained gate
Terrible spectacle

BLAND (weak)
Obvious dislike
Happy because of their evil wishes
Entrance to somewhere bad
Bad sight

Why does Frederick Douglass use such powerful language in the *Narrative*?

Douglass uses powerful language because he wants to get an emotional reaction out of his audience. He wants his words to have lasting impact on the audience.



Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6

Background: Fredrick Douglass happily leaves the plantation and is sent to live with Hugh and Sophia Auld in Baltimore. Living in the city is much different from living on the plantation.

Overview: This excerpt recounts how Douglass learns to read. When he arrives in Baltimore, he is astounded at the kind treatment he receives from Mrs. Auld, who has never owned slaves before. She teaches him to read until Mr. Auld convinces her it is detrimental for slaves to become literate. Mrs. Auld’s kindness ceases and she begins treating slaves poorly. Douglass becomes determined to learn to read and succeeds in reaching this goal by trading bread to white boys in exchange for reading lessons. Being able to read exposes him to many new ideas, and makes him desire freedom even more strongly. This excerpt provides a vivid example of how slavery corrupts slave owners through Douglass’ description of Mrs. Auld’s change from kindly woman to evil mistress. It supports his position that slavery is terrible for slaves by focusing on the ways in which learning to read in some ways increased the mental anguish he experienced because he was enslaved.

Directions: The short version

- * Model question 1.
- * Students answer questions 2–8 in pairs.
- * Teacher leads discussion of questions 5–8 and the final question about purpose.



Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Third Read Questions	Teacher Directions
<p>Paragraph 2</p> <p>1. What does the word “tranquil” mean? What does Douglass convey about Mrs. Auld when he writes about her “voice of tranquil music”?</p> <p>The word “tranquil” must mean calm or peaceful. Douglass is conveying that Mrs. Auld was able put others at ease with her peaceful voice and the calm manner in which she treated others.</p>	<p>Think aloud about Question 1 to remind students how to use context clues to figure out the meaning of a word. They will be assessed on this during the mid-unit assessment.</p> <p>Say something like: “I know that to use context clues to figure out a word, I should read forwards and backwards. The word <i>tranquil</i> is in the last sentence of the paragraph, so I will have to read backwards. ‘The <u>meanest</u> slave was put fully at ease in her presence, and none left without feeling better for having seen her. Her face was made of heavenly smiles, and her voice of tranquil music.’ I know this paragraph is about Mrs. Auld from my previous reads of the excerpt. Douglass says ‘the meanest of slaves were put at ease by Mrs. Auld,’ so I know she is a calm, welcoming person, if she can put others at ease. Also I know that music can be calming too, and her voice is being compared to music. The word <i>tranquil</i> must mean calm or peaceful. That shows Mrs. Auld put others at ease with her peaceful voice and how she treated others.”</p> <p>Scribe so students have a model to refer back to.</p> <p>Instruct students to complete the rest of the second read questions.</p> <p>When they are done, review questions 4–6 and the purpose question as noted, along with any others students need support on.</p>



Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Questions	Teacher guide
<p>Paragraph 3</p> <p>2. Douglass juxtaposes Mrs. Auld before and after becoming a slaveholder. Write down some examples of the language Douglass uses to make this comparison.</p> <p>Cheerful eye—red with rage Sweet accord—horrid discord Angelic face—demon</p> <p>Who or what does Douglass blame for the transformation of Mrs. Auld? How do you know?</p> <p>Douglass blames the institution of slavery for changing Mrs. Auld from a kind woman into a monster. Douglass writes, “under the influence of slavery,” as if Mrs. Auld had given up her control over her actions to slavery.</p>	<p>Prompting and probing questions:</p> <p>What does juxtaposition mean? What are some examples of what Mrs. Auld was like before owning slaves? What are some examples of what Mrs. Auld was like after owning slaves</p>

Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Third Read Questions	Teacher Directions
<p>Paragraph 4</p> <p>3. Mr. Auld claimed that if you teach a slave how to read, “there would be no keeping him. It would forever unfit him to be a slave.”</p> <p>What does Mr. Auld think that reading will do to a slave? What does Douglass convey about the attitude of slaveholders towards slaves by including this quote?</p> <p>Mr. Auld thinks reading will ruin a slave by making him useless to his master and by making the slave unhappy. I know this because he says there would be no “keeping” a slave if he learned to read, and he would become “unmanageable.” Mr. Auld means that the slave master would lose control over the slave because the slave would gain power and knowledge about the world from reading. Mr. Auld says the slave would also become “unhappy” with his lot in life. Douglass is showing that slaveholders only care about how valuable their slaves are, not about the quality of their lives.</p>	<p>Prompting and probing questions:</p> <p>Does Mr. Auld think reading harms or helps slaves? Why would an “unmanageable slave” be of “no value” to his master?</p>



Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Third Read Questions	Teacher Directions
<p>Paragraph 7</p> <p>4. How do the Aulds want Douglass to feel about continuing to learn to read and how do they go about making Douglass feel this way? Does their plan work?</p> <p>The Aulds want Douglass to be afraid and fearful of learning to read. They instill fear by watching him at all times and questioning him about what he does behind closed doors. Douglass is not deterred by the Aulds’ intimidation and is determined to continue reading.</p>	<p>Prompting and probing questions:</p> <p>What does it mean to be “narrowly watched”? What would it feel like if someone were “narrowly watching” you and questioning why you were in your room by yourself for a long period of time?</p>
<p>Paragraph 9</p> <p>5. After learning to read himself, would Douglass agree with Mr. Auld’s opinion about slaves learning to read? (refer to the quote from Paragraph 4)</p> <p>Douglass would agree with Mr. Auld that slaves become more unmanageable and unhappy with their lot in life after learning to read. This is what happens to Douglass once he learns to read and therefore learns more about the world around him. Douglass says he “regretted his own existence,” and even thought to kill himself if it weren’t for the hope of freedom, which reading gave him. Douglass felt freedom was imminent after learning to read. He felt empowered to achieve it, which in turn makes slave owners less powerful.</p>	<p>Prompting and probing questions:</p> <p>According to Mr. Auld, what would happen to slaves that learned to read? How does learning to read impact Douglass?</p>

Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Third Read Questions	Teacher Directions
<p>6. What does Douglass compare to a “horrible pit?” Slavery</p> <p>What type of figurative language is this and how does this affect the tone of the paragraph?</p> <p>a. personification b. vivid word choice c. metaphor d. allusion</p> <p>Two things are being compared. These words capture the helplessness Douglass felt as a slave, as if he was in the bottom of a pit and saw no way out.</p>	<p>Prompting and probing questions:</p> <p>What does “horrible pit” mean in your own words? What tone does the paragraph have?</p>
<p>7. In the <i>Freedom: History of U.S.</i> text from Unit 1, you read the following about Douglass, “He saw the terrible things that happen when one person has complete control over another.”</p> <p>In what ways have slaves been controlled by slaveholders in this excerpt and in others? How do these examples of control serve Douglass’s purpose?</p> <p>Slaveholders instill fear in slaves to prevent them from reading. Slaves are banned from seeing and knowing their families. Slaves are forced to live in horrible conditions, without the bare necessities. All of these examples show just how miserable slavery is. Someone else controlled every aspect of the life of a slave. They even tried to control how they thought.</p>	<p>Prompting and probing questions:</p> <ul style="list-style-type: none"> * How had Douglass been controlled by slaveholders? * What is the main purpose of Douglass’s narrative? * How does including these examples of control serve Douglass’s purpose?



Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Third Read Questions	Teacher Directions
<p>8. After Douglass figures out what <i>abolition</i> means, he says, “The light broke in upon me by degrees.”</p> <p>What does this mean and what type of figurative language is this? How does it show the importance of this moment in Douglass’s life?</p> <p>a. personification b. vivid word choice c. metaphor d. allusion</p> <p>The sentence means that Douglass had a new understanding about the world, in this case because he learned the meaning of the word abolition. The new understanding is being compared to “light.” Douglass realizes that people are already fighting to end slavery since there’s a word that means “to end slavery.” Douglass includes this moment in his narrative this because learning about abolitionists made him feel empowered in his journey to get his own freedom. He could find strength in the fact that there was already a movement to try and free slaves. He felt a renewed sense of hope to find freedom eventually, and he describes this new understanding as “the light breaking in.”</p>	<p>Prompting and probing questions:</p> <p>What does <i>abolition</i> mean? Why would learning the word <i>abolition</i> be important to Douglass? What is the difference between personification, vivid word choice, metaphor and allusion?</p>

Excerpt 3 Close Reading Guide, Third Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Third Read Questions	Teacher Directions
<p>Whole Excerpt</p> <p>Purpose: How does this excerpt support the two positions Douglass held about slavery that are listed below?</p> <p>Slavery is terrible for slaves. Slaves were banned from reading.</p> <p>Slavery corrupts slave holders. Mrs. Auld goes from being kind and giving to cold and mean after owning her first slaves.</p>	<p>Review the answers to the purpose question in preparation for the excerpt analysis students will do in Lesson 4.</p> <p>Tell students something like: * “The purpose question at the end of each excerpt helps students think through the <i>why</i> of Douglass’s words.”</p> <p>Ask students to share examples for each position they notice Douglass addresses.</p> <p>For the answer to A, listen for: * “Douglass took the position that slavery is terrible for slaves because he was not able to learn to read. Mr. Auld convinced Mrs. Auld that teaching Douglass was making him an ‘unmanageable’ slave.”</p> <p>For the answer to B, listen for: * “Douglass took the position that slavery corrupts slave holders because Mrs. Auld goes from being a kind, generous woman towards slaves—not knowing that they should be treated in an inferior manner—to a cold-hearted, cruel slave owner.”</p>



Vivid Word Choice Card Directions

Card Prompt

Word Choice Card:
Name: _____
Write the sentence or part of the sentence; underline the powerful word(s) you are focusing on.
Bland words:
Effect on meaning/tone:

Card Example

Word Choice Card:
Name: _____
“From an <u>angel</u> , she became a <u>demon</u> ”
Bland words: good person, bad person
Effect on meaning/tone: This shows how Mrs. Auld went from one extreme to another once she became a slaveholder.

Directions

Skim Excerpt 3.
Underline words that “pull” you.
Think about the questions:
*What words sticks out to me?
*How to they contribute to the tone?
Fill out a word choice card.



Word Choice Card

Name: _____

Write the sentence or part of the sentence; underline the powerful word(s) you are focusing on.

Bland words:

Effect on meaning/tone:

Word Choice Card

Name: _____

Write the sentence or part of the sentence; underline the powerful word(s) you are focusing on.

Bland words:

Effect on meaning/tone:





Sentence Structure Homework

Name: _____

Date: _____

Directions: *Complete this task for homework. Use the Anatomy of a Sentence anchor chart or the Entry Task: Sentence Structure (from Lesson 2) to assist you when completing this task. Remember that some sentences may have several main clauses!*

Example: Jessica and her friends decided to get some pepperoni and mushroom pizza, since that was their favorite food.

- Underline the main clause.
- What does the word “favorite” modify?
Food

Although the recreation center was open seven days a week, the public library was open only during the weekdays, so I could not do research on my science project over the weekend.

- Underline the main clause.
- What does the word “public” modify?

I have lived in New York City for almost 20 years, but my neighbor has lived here for 30 years.

- Underline the main clause

Once the storm began to approach, the sky was filled with birds; they knew bad weather was approaching, and wanted to seek shelter.

- Underline the main clause.
- What does the word “bad” modify?

These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought.

- Underline the main clause.
- What do the words “lay slumbering” modify?

From that moment, I understood the pathway from slavery to freedom.

- Underline the main clause.

When I went there, she was a pious, warm, and tender-hearted woman.

- Underline the main clause.



Sentence Structure Homework

<p>I looked like a man who had escaped a den of wild beasts.</p>	<ul style="list-style-type: none">• Underline the main clause.• What does the word “wild” modify?
<p>Write two sentences of your own and underline the main clause.</p>	



Sentence Structure Homework
(Answers, for Teacher Reference)

Directions: Complete this task for homework. Use the Anatomy of a Sentence anchor chart or the Entry Task: Sentence Structure (from Lesson 2) to assist you when completing this task. Remember that some sentences may have several main clauses!

<p><i>Example:</i> <u>Jessica and her friends decided to get some pepperoni and mushroom pizza, since that was their favorite food.</u></p>	<ul style="list-style-type: none"> • Underline the main clause. • What does the word “favorite” modify? food
<p>Although the recreation center was open seven days a week, the public library was open only during the weekdays, <u>so I could not do research on my science project</u> over the weekend.</p>	<ul style="list-style-type: none"> • Underline the main clause. • What does the word “public” modify? library
<p><u>I have lived in New York City for almost 20 years, but my neighbor has lived here for 30 years.</u></p>	<ul style="list-style-type: none"> • Underline the main clause.
<p>Once the storm began to approach, <u>the sky was filled with birds; they knew bad weather was approaching,</u> and <u>wanted to seek shelter.</u></p>	<ul style="list-style-type: none"> • Underline the main clause. • What does the word “bad” modify? weather
<p><u>These words sank deep into my heart, stirred up sentiments</u> within that lay slumbering, and <u>called into existence an entirely new train of thought.</u></p>	<ul style="list-style-type: none"> • Underline the main clause. • What do the words “lay slumbering” modify? sentiments
<p>From that moment, <u>I understood the pathway</u> from slavery to freedom.</p>	<ul style="list-style-type: none"> • Underline the main clause.
<p>When I went there, <u>she was a pious, warm, and tender-hearted woman.</u></p>	<ul style="list-style-type: none"> • Underline the main clause.



Sentence Structure Homework
(Answers, for Teacher Reference)

I looked like a man who had escaped a den of wild beasts.

- Underline the main clause.
- What does the word “wild” modify? **beasts**

Write two sentences of your own and underline the main clause.
