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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standard/Objective | RI.8.2/RL.8.2: ✓I can analyze the development of a central idea or theme in a text ✓I can provide an objective summary | RI.8.1/RL.8.1: ✓ I can analyze a text, citing the strongest textual evidence to support an analysisRI.8.6: ✓I can determine the author’s purpose and point of view ✓I can analyze how an author responds to conflicting evidence or viewpoints. | RI.8.4/RL.8.4: ✓I can define words and phrases as used in a text ✓I can analyze the impact of word choices on meaning and tone, including figurative and connotative meanings | RI.8.2/RL.8.2: ✓I can analyze the development of a central idea or theme in a textRI.8.4/RL.8.4: ✓I can define words and phrases as used in a text ✓I can analyze the impact of word choices on meaning and tone, including figurative and connotative meanings | Zap dayNo new work will be assigned. Make up work before the end of the grading period.  |
| Learning Target | I can write an objective summary of a text. | I can determine Frederick Douglass’ point of view in two of his writings.  | I can define words in a text and identify the author’s tone by the words used in the text.  | I can identify the theme of a poem and analyze the author’s word choices/figurative language.  |  |
| Assignments/Activities | “Francisco Menéndez: An Unsung Hero,” by Jane Landers\*Build background information on Francisco MenendezRead the text and answer text dependent questions.Write an objective summary of the text.  | “Narrative of the Life of Frederick Douglass”: Excerpts from Chapters 1 & 7\*“Letter from Frederick Douglass to Harriet Tubman,” by Frederick Douglass\*Read the texts and use a Soapstone organizer to analyze the text and determine Frederick Douglass’ point of view. | “The Sit-in Movement,” by USHistory.org\*Build background knowledge of the civil rights movement.Read and complete text dependent questions.Graphic organizer to analyze the meaning of words in the text. | “O Captain! My Captain!” by Walt Whitman\*Build background knowledge of Walt Whitman and the civil war. Define extended metaphor and identify the extended metaphor in the poem. |  |
| Graded Assessments and/or projects |  |  |  |  |  |
| Homework | 15 minutes of reading | 15 minutes of independent reading(Work not completed in class may be assigned for homework) | 15 minutes of independent reading(Work not completed in class may be assigned for homework) | 15 minutes of independent reading(Work not completed in class may be assigned for homework)Work on Final draft of Hero’s Journey Story (Due 10/20/23) | 15 minutes of independent reading(Work not completed in class may be assigned for homework) |