



English eLearning Guide – Week 3

English I: High Art and Folk Art in the Harlem Renaissance

- Students will analyze paintings and poetry to explore the essential question: Does folk art or high art best express racial pride?
- Students will plan and draft an essay using evidence from the readings.

English II: American Immigrants

- Students will analyze primary and secondary documents to help answer the essential question: For those who underwent the struggles of making a new life in America, did the benefits outweigh the losses?
- Students will plan and write a persuasive essay, defending their argument with evidence from primary and secondary documents.

English III: The American Dream

- Students will analyze primary and secondary documents to help answer the essential question: What is the biggest obstacle to reaching the American Dream?
- Students will plan and write a persuasive essay, defending their argument with evidence from primary and secondary documents.

English IV: How Does One Describe a Horrific Event?

- Students will analyze primary and secondary documents to help answer the essential question: How does one describe a horrific experience?
- Students will plan and write a persuasive essay, defending their argument with evidence from primary and secondary documents.

English I - WEEK 3

Objectives

- Students will analyze paintings and poetry to explore the essential question: Does folk art or high art best express racial pride?
- Students will plan and draft an essay using evidence from the readings.

Essential Question

- Does folk art or high art best express racial pride?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- This week, your student will write a DBQ (Document Based Question) essay.
 - Some tasks require your student to read a text and answer questions. They can answer these questions on lined paper, a notebook, or a separate document like Microsoft Word or Google docs.
 - Other tasks will allow students to check their previous answers. Students should use these tasks to go back and revise their work.
 - The final task is to write an essay. Before they draft their essay, encourage your student to plan it out using a pre-writing strategy they have learned in school, such as outlining or creating a graphic organizer.

For Students

- **Task 1:** Analyze the Hook. Then, check your answers.
- **Task 2:** Analyze the Background Essay. Then, check your answers.
- **Task 3:** Analyze Documents A & B. Then, check your answers.
- **Task 4:** Analyze Documents C & D. Then, check your answers.
- **Task 5:** Organize your thinking, and draft your essay.
- Extension Activity:
 - Read a book for 30 minutes.
 - [Log](#) to keep track of reading.

Resources

- [Watch this video](#) for help analyzing documents and writing a DBQ essay.
- Review the [basic strategies](#) of persuasive writing.
- [Sora](#) is a free app with books and reading resources for students. Log in with SBISD credentials.
- [Noredink](#) is a free online writing platform. Students should start with the modules for "Body Paragraphs: Claims, Evidence, and Reasoning."

English II - WEEK 3

Objectives

- Students will analyze primary and secondary documents to help answer the essential question: For those who underwent the struggles of making a new life in America, did the benefits outweigh the losses?
- Students will plan and write a persuasive essay, defending their argument with evidence from primary and secondary documents.

Essential Question

- For those who underwent the struggles of making a new life in America, did the benefits outweigh the losses?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- This week, your student will write a DBQ (Document Based Question) essay.
 - Some tasks require your student to read a text and answer questions. They can answer these questions on lined paper, a notebook, or a separate document like Microsoft Word or Google docs.
 - Other tasks will allow students to check their previous answers. Students should use these tasks to go back and revise their work.
 - The final task is to write an essay. Before they draft their essay, encourage your student to plan it out using a pre-writing strategy they have learned in school, such as outlining or creating a graphic organizer.

For Students

- **Task 1:** Analyze the Hook & Background Essay. Then, check your answers.
- **Task 2:** Analyze Documents A & C.
- **Task 3:** Check your responses to Documents A & C. Analyze Document E.
- **Task 4:** Check your responses to Document E. Analyze Document F. Check your responses to Document F.
- **Task 5:** Organize your thinking, and draft your essay.
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

Resources

- [Watch this video](#) for help analyzing documents and writing a DBQ essay.
- Review the [basic strategies](#) of persuasive writing.
- [Sora](#) is a free app with books and reading resources for students. Log in with SBISD credentials.
- [Noredink](#) is a free online writing platform. Students should start with the modules for "Embedding Evidence: Avoiding Plagiarism & Using Citations."

English III - WEEK 3

Objectives

- Students will analyze primary and secondary documents to help answer the essential question: What is the biggest obstacle to reaching the American Dream?
- Students will plan and write a persuasive essay, defending their argument with evidence from primary and secondary documents.

Essential Question

- What is the biggest obstacle to reaching the American Dream?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- This week, your student will write a DBQ (Document Based Question) essay.
 - Some tasks require your student to read a text and answer questions. They can answer these questions on lined paper, a notebook, or a separate document like Microsoft Word or Google docs.
 - Other tasks will allow students to check their previous answers. Students should use these tasks to go back and revise their work.
 - The final task is to write an essay. Before they draft their essay, encourage your student to plan it out using a pre-writing strategy they have learned in school, such as outlining or creating a graphic organizer.

For Students

- **Task 1:** Analyze the Hook. Then check your answers.
- **Task 2:** Analyze the Background Essay. Then check your answers.
- **Task 3:** Analyze Documents A & B. Then check your answers.
- **Task 4:** Analyze Documents C & D. Then check your answers.
- **Task 5:** Organize your thinking, and draft your essay.
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

Resources

- **Watch this video** for help analyzing documents and writing a DBQ essay.
- Review the **basic strategies** of persuasive writing.
- **Sora** is a free app with books and reading resources for students. Log in with SBISD credentials.
- **Noredink** is a free online writing platform. Students should start with the modules for "Embedding Evidence: Avoiding Plagiarism & Using Citations."

AP Language Resources

- **AP Language Shmoop - Login Instructions** for SBISD students. All students have a free account with Shmoop.
- Create an account or log into **AP Central** to complete exam practice.

English IV - WEEK 3

Objectives

- Students will analyze primary and secondary documents to help answer the essential question: How does one describe a horrific experience?
- Students will plan and write a persuasive essay, defending their argument with evidence from primary and secondary documents.

Essential Question

- How does one describe a horrific experience?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- This week, your student will write a DBQ (Document Based Question) essay.
 - Some tasks require your student to read a text and answer questions. They can answer these questions on lined paper, a notebook, or a separate document like Microsoft Word or Google docs.
 - Other tasks will allow students to check their previous answers. Students should use these tasks to go back and revise their work.
 - The final task is to write an essay. Before they draft their essay, encourage your student to plan it out using a pre-writing strategy they have learned in school, such as outlining or creating a graphic organizer.

For Students

- **Task 1:** Analyze the Hook & Background Essay. Then, check your answers.
- **Task 2:** Analyze Documents A & B.
- **Task 3:** Check your responses to Documents A & B. Analyze Document C.
- **Task 4:** Check your responses to Document C. Analyze Document D. Check your responses to Document D.
- **Task 5:** Organize your thinking, and draft your essay.
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

Resources

- **Watch this video** for help analyzing documents and writing a DBQ essay.
- Review the **basic strategies** of persuasive writing.
- **Sora** is a free app with books and reading resources for students. Log in with SBISD credentials.
- **Noredink** is a free online writing platform. Students should start with the modules for "Embedding Evidence: Avoiding Plagiarism & Using Citations."

AP Literature Resources

- **AP Literature Shmoop - Login Instructions** for SBISD students. All students have a free account with Shmoop.
- Create an account or log into **AP Central** to complete exam practice.