

Literacy in NISD

Writing Across Content Areas

April 22, 2024

STRATEGIC GOALS

2023-2028



Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

Our Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Our Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
<p>Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.</p> <p>NISD PRIORITIES:</p> <p><u>Literacy</u></p> <p>1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.</p> <p><u>Academic Progress</u></p> <p>1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.</p> <p><u>College, Career, Military & Life Readiness</u></p> <p>1.3 Our students will graduate life ready and prepared for success in career, college, or military service.</p>	<p>Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.</p> <p>NISD PRIORITIES:</p> <p><u>Recruit</u></p> <p>2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.</p> <p><u>Value</u></p> <p>2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.</p> <p><u>Retain</u></p> <p>2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.</p>	<p>Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.</p> <p>NISD PRIORITIES:</p> <p><u>Engagement</u></p> <p>3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.</p> <p><u>Culture</u></p> <p>3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.</p> <p><u>Safety</u></p> <p>3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.</p>

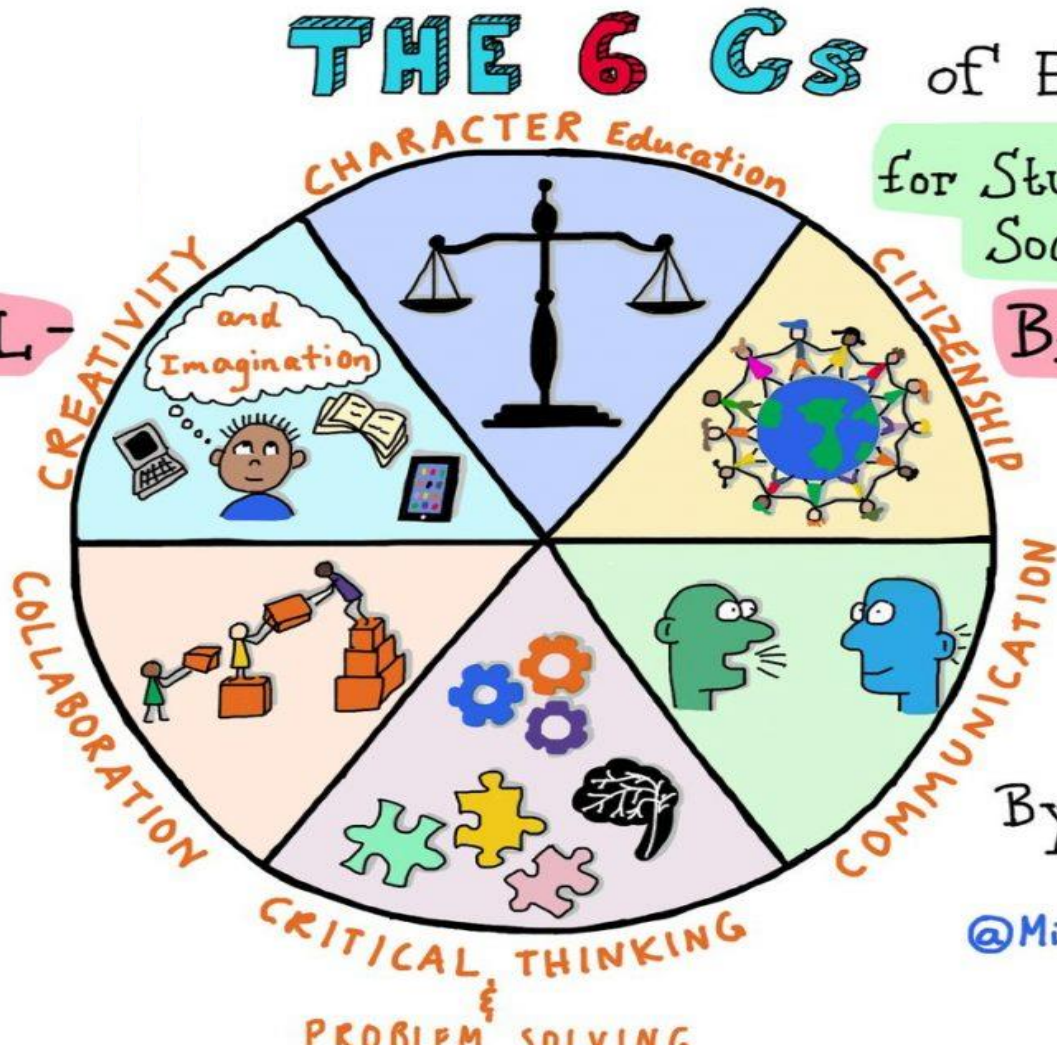
What do kids need for their future?

THE 6 Cs of Education

for Student and Society

WELL-

BEING



By Michael Fullan
@MichaelFullan1

@sylvia.duckworth

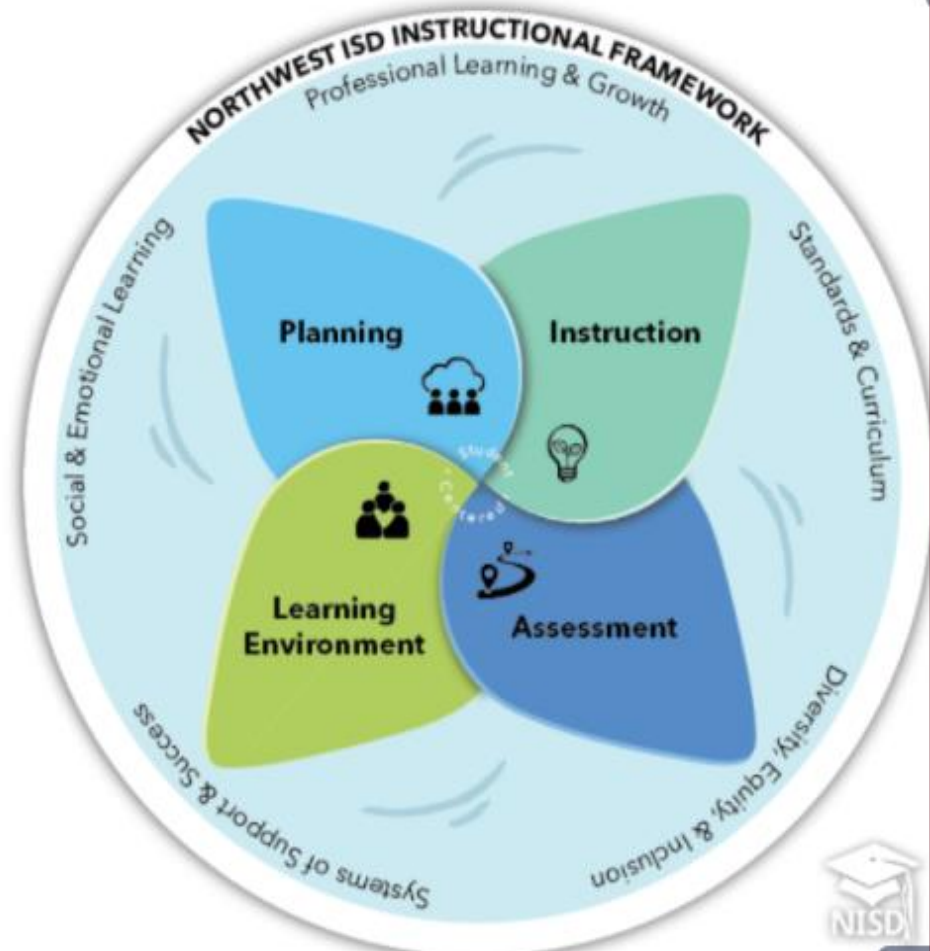
Instructional Framework

● Critical Components

- Planning
- Instruction
- Learning Environment
- Assessment

● Foundational Elements

- Systems of Support & Success
- Social & Emotional Learning
- Equity, Diversity, Inclusion
- Professional Learning & Growth
- Standards & Curriculum



College Ready



In my first year of college,
I will be expected to
complete...

5,000 PAGES OF READING

12 POSITION PAPERS

8 EXAMINATIONS

6 LAB REPORTS

90-100 POLISHED ESSAY PAGES

6 PRESENTATIONS

75 TEXT-BASED DISCUSSIONS

21 PROBLEM SETS

READ

20 MINUTES A DAY



STUDENT A
reads at home

20
min/day

STUDENT B
reads at home

5
min/day

STUDENT C
reads at home

1
min/day

THEY WILL HEAR

1,800,000

282,000

8,000

WORDS PER YEAR

THEY WILL HAVE READ FOR

851

212

42

HOURS BY 6TH GRADE

AND ON STANDARDIZED TESTS,
THEY WILL LIKELY SCORE BETTER THAN

90%

50%

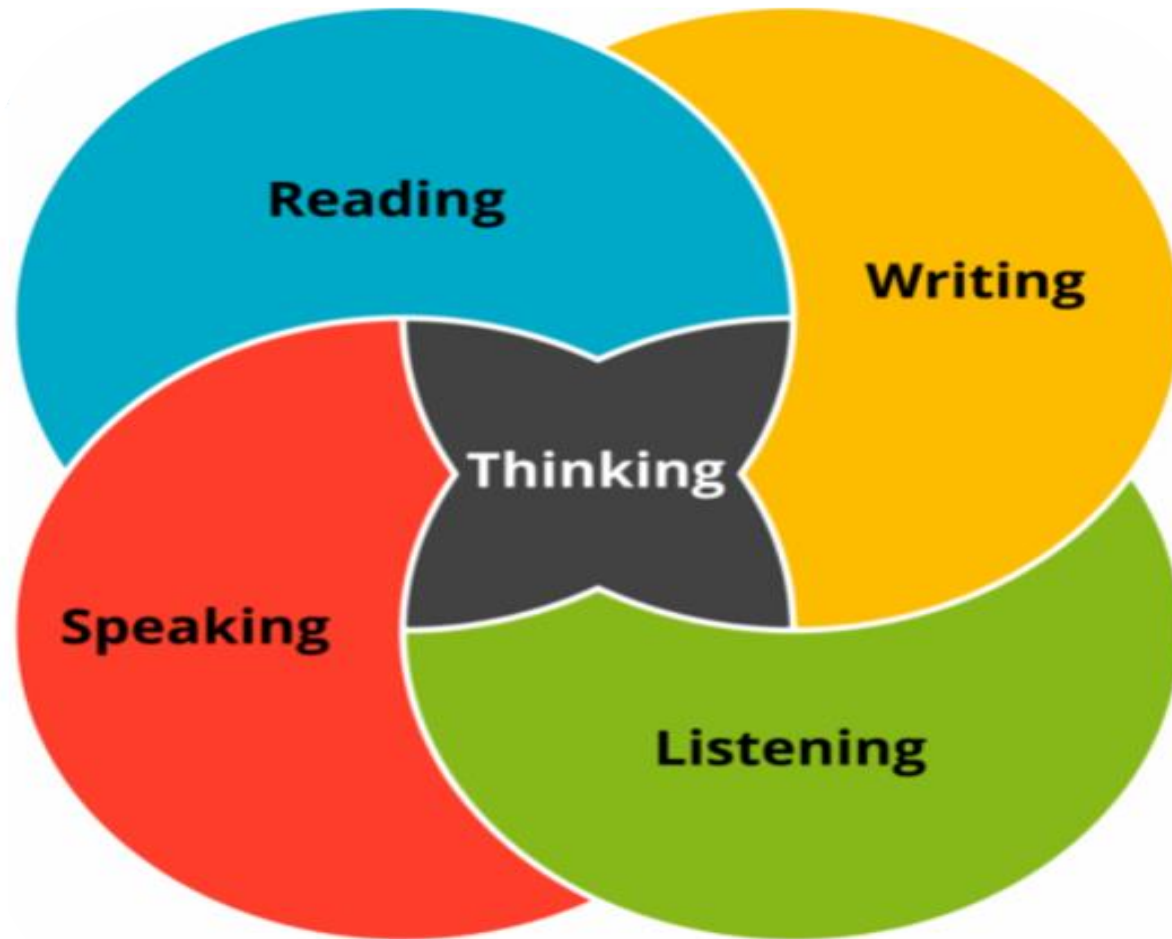
10%

OF THEIR PEERS

Source: <http://readdbq.org/2014/11/19/read-20-minutes-day/>

Importance of Reading

Life, College, and Career Ready



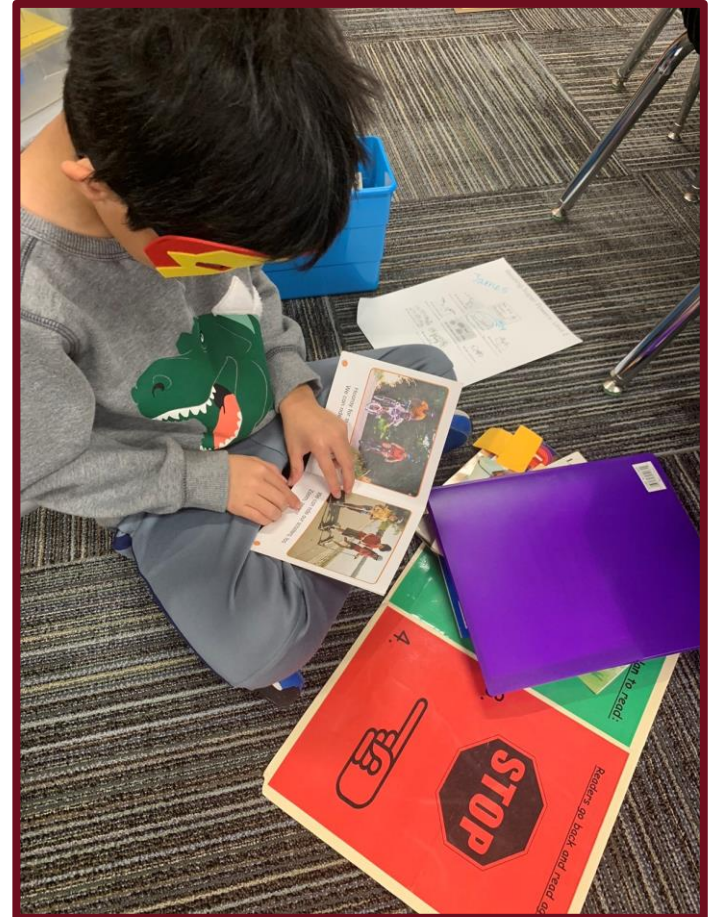
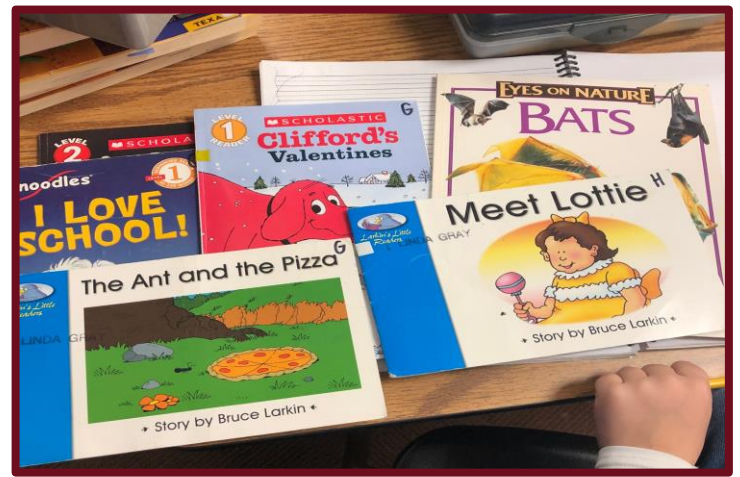
Phonological Awareness

Early predictor of reading success

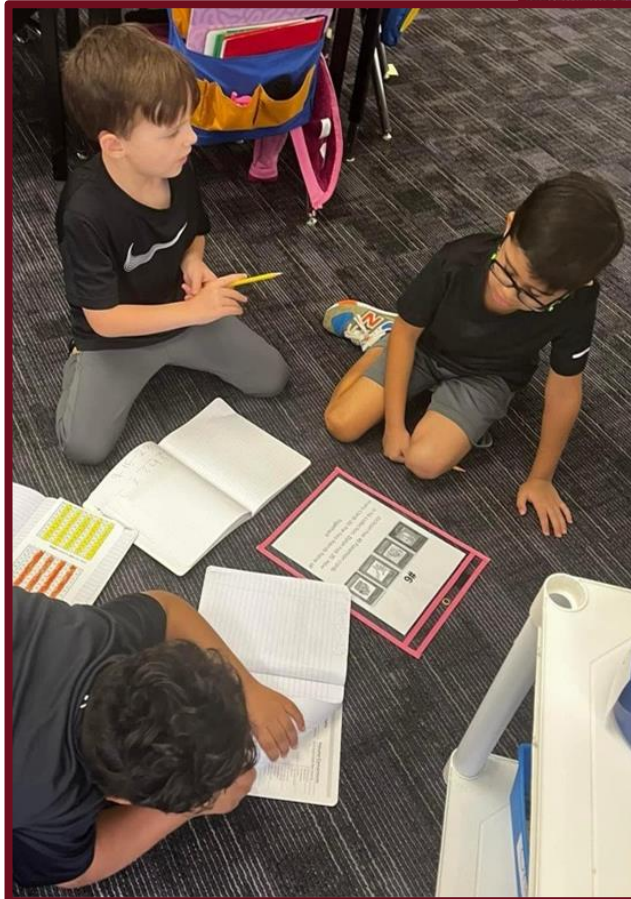
All early literacy classrooms have a time in the day to work specifically with phonological awareness.

- Practice hearing and playing with sounds in words
 - Rhymes
 - Syllables
 - Individual sounds in words





Problem Solving in Math



To meaningfully study a discipline, students must understand how literacy is used in that discipline.

Literacy standards do not replace content standards; they supplement them.

1

Literacy skills should be applied across multiple disciplines.

2

Teaching students to memorize and locate information is a general literacy skill. Students must be able to compare multiple accounts of an event, evaluate perspectives, and analyze primary and secondary sources.

3

Strategies for Increased Comprehension

Preview the Text



- Read the titles and subtitles
- Locate key/bolded words
- Read captions for images and charts.

Activate Prior Knowledge



- What do you already know about this topic?

Use Graphic Organizer or Thinking Map



- Used to capture the information in a text

Annotate the Text



- Know your purpose for reading
- Identify important information
- Ask questions

Evaluate Understanding



- What did I learn?
- What was important?
- Re-read the text for clarification and more understanding.

Summarize



- What is this mostly about?
- How do all these pieces of information work together?

Use Word Solving Strategies



- Use Context Clues
- Prefix- root- suffix
- Do you know any smaller words in the word?

Use Text Structures



- Cause and Effect
- Compare and Contrast
- Sequence
- Problem and Solution
- Description
- Chronological
- Proposition Support

Discourse and Questioning



- What else do you need to know?
- What questions do you have as you read?
- How might you explain this to someone else?

Supporting Understanding

3 Read Protocol

- 1 Read for context**
 - visualize the problem
 - can I explain the problem in my own words?
- 2 Read for question**
 - What is the goal?
 - What would my solution sentence be?

Ex: They can share the cookies — ways.
- 3 Read for information**
 - What is important?
 - Is there anything I don't need?

A young boy with short dark hair, wearing a white t-shirt with a 'NIKE' logo and colorful patterned shorts, stands smiling in front of a whiteboard. He is pointing towards the board with his right hand. The whiteboard is covered with various educational materials:

- At the top, a whiteboard shows a number line with the number 3 and the text: "7 is more than 2", "2 is less than 7", "3 is equal to 3", and "3 is equal to 3".
- In the center, a large orange sticky note reads "Problem Solving".
- Below it, a yellow sticky note reads "Exemplar of the Week".
- To the right, a pink sticky note reads "Eliminate Gingerbread Houses".
- To the left, a pink sticky note reads "Fact Family".
- Below that, a yellow sticky note reads "Bennett".
- At the bottom left, a pink sticky note reads "Steps", with smaller purple sticky notes below it: "First", "Next", "Then", and "Last".
- At the bottom right, a pink sticky note reads "Use Math Charts".
- In the center, there is a small printed document with a grid and text, possibly a student work sample.



Name _____

Date: _____

Bumblebees and Biodiversity



Biodiversity means the wide variety of life on Earth. It's the number of different species of animals, plants, and microorganisms on Earth. Biodiversity helps to keep ecosystems healthy.

Here are some of the traits of healthy ecosystems that have plenty of biodiversity:

- Each species in an ecosystem has a specific role to play.
- They have a greater variety of plant species.
- The protect freshwater resources.
- They protect and promote rich soil formation.
- They provide nutrient recycling and storage.
- They help to break down pollutants.
- They help keep the climate stable.
- They speed up recovery from natural disasters such as fires, etc.
- They provide more resources for developing medicine.
- They provide more food.
- They help provide environments for recreation and enjoyment.

ecosystems helps us stay alive

how do they do all of this

You can see how important biodiversity is in keeping our ecosystems healthy.

Bumblebees are important pollinators for crops like tomatoes, squash, and berries. They are also the best pollinators in wild landscapes, and people and other animals rely on the food that bumblebees pollinate. According to Rachel Winfree at Rutgers University, there is no question that bees are the most important pollinators in most ecosystems—they are especially good at pollinating. Their wings beat more than 130 times per second. The rapid wing beating and their larger body size cause vibrations on flowers, releasing pollen as a result. This process is called buzz pollination, and it helps plants produce more fruit.

Why are bees important?

There are over 255 species of bumblebees. Researchers in Canada found that some species of bumblebees are disappearing at a rate that points to a mass extinction event. An extinction event is a sudden loss of many species in a relatively short time. A short amount of time can be anywhere from 100 years to 2.8 million years. As of 2019, one million plant and animal species out of 8 million are threatened with extinction—bumblebees are one of those species. Many are listed as endangered, vulnerable, or near threatened. If these bumblebees continue to disappear at the current rate, they could vanish forever in just a few decades.

5 The researchers also found that bumblebee populations across North America and Europe were disappearing in areas where temperatures have gotten hotter. There's a lot of discussion on why the overall bee population is decreasing, and scientists have different theories, such as pollution, global warming, and a lack of native flowers. Some even think a sickness specific to bees is responsible. Many believe it could also be a combination of factors. We all need to work together to make sure that biodiversity is not drastically decreased because everything benefits from healthy ecosystems.

Reading Evaluation

1 Paragraphs 1-2 are organized in a way that-

- A discusses the history of biodiversity and ecosystems.
- B relates biodiversity to photosynthesis levels.
- C describes the importance of biodiversity in ecosystems.
- D emphasizes the importance of rainfall to ecosystems.

2 Bumblebees are-

- A not pollinators.
- B very good at pollinating.
- C responsible for decomposing organic material.
- D not really important in most ecosystems.

one of these

3 The word extinction in paragraph 4 means-

- A a place to exit.
- B to extinguish a fire.
- C to exercise your rights.
- D to stop existing.

4 The number of plant and animal species threatened with extinction as of 2019 is-

- A 1,000,000.
- B 10,000.
- C 100,000.
- D 1,000.

ANNOTATING TEXT

UNDERLINE

concepts you think might be useful for understanding or solving the problem.

CIRCLE

unfamiliar terms or phrases.

BOX

information that you think might be helpful for designing your investigation.



Write notes in the left margin.



Write questions and answers in the right margin.

US History Literacy & Skills Calendar 2023-2024

Unit	Week of	Reading	Skill/Writing to use with identified reading	Tier 2 Vocabulary	Questions to Ask Students
Citizenship	8/21	ABC Clio - Citizenship	Summarizing Cause and Effect HTS	Abstract Polity Flux Naturalizing Entitled Enumerated	Summarize this article. What is the main idea of this article? What are three key points that you can take from this article? In your opinion, why is US citizenship so special and highly desired? Use evidence from the article in your response.
1	8/28	Homestead Act (ABC Clio)	Summarizing	Preemption Repressive Relinquish	Summarize this article. What is the main idea of this article? How did the Homestead Act help populate the West?
2	9/5	Industrialization and the Workforce (ABC Clio)	Summarizing Points of View		Summarize this article. What is the main idea of this article? How do you predict industrial workers would have responded to the changes in the factories? The factory owners?
2	9/11	Promised Land (ABC Clio)	Summarizing Main Idea	Push Factors Pull Factors Ellis Island Angel Island Nativism Gilded Age	Summarize this article. What is the main idea of this article? What are three key points that you can take from this article? In what ways were immigrant experiences in the US similar to those of their homelands?
2	9/18	Dred Scott Act (ABC Clio)	Cause and Effect HTS	Allotment	What was the economic

Students use a circuit to investigate the properties of six objects. The buzzer makes a sound if an object completes the circuit. The circuit and observations are shown.

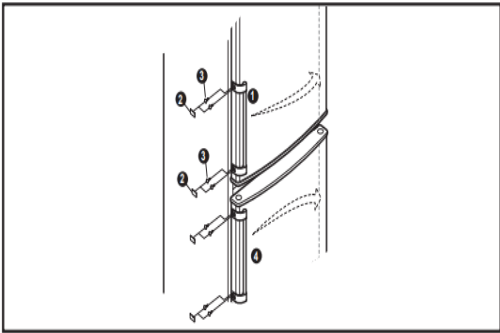
REPLACEMENT OF DOOR OPENING TYPE

Precaution

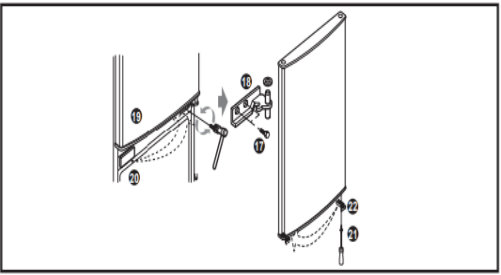
1. Before reversing the door, first of all, you should take out food and accessories like shelves or trays which are not fixed in the fridge-freezer.
2. Use Torque Wrench or Spanner to fix or remove the bolt.
3. Do not lay the fridge-freezer down. This will cause problems.
4. Be careful not to drop the doors in disassembling or assembling.

How to Reverse the Door

1. Separate the screw ③ after separating the nut ② on the left of the refrigerator door handle ①, then separate the refrigerator door handle ①. Separate the freezer door handle ④ in the order in which you separating the refrigerator door handle ①. (The hidden handle does not need this procedure)

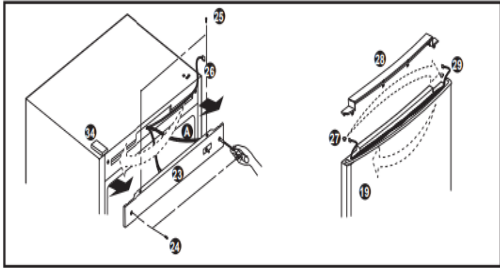


2. Separate the screw ⑤ and bottom cover ⑥, then separate the cap ⑦ of bottom cover and install it on the corresponding position on the right side. Separate the



4. Remove two small caps on the front of the cover front ⑳ with a screw driver, then separate the screw ㉑ and ㉒. Separate the cover front ㉓. Move the wire ㉔ to left, install the cover front ㉓ and the screw. Take the small caps out of the alternate bag, then install the small caps.

Note: It's unnecessary to change door switch wire ㉕.



5. Remove the small cap ㉗ of the refrigerator door ㉘, then separate the small cap ㉙. Move the cable ㉚ from left to the corresponding position on the right. Install the small cap ㉚, then install the small cap ㉗ on the corresponding position on the right.

1. Read and comprehend the prompt.
2. Analyze diagram of a circuit.
3. Analyze the chart.
4. Interpret the question.
5. Compare & contrast answer choices.
6. Connect cross-unit concepts.
7. Justify answer.

Literacy Outdoors



And They Said Writing Got You Nowhere

Hey! I'm finished, and I want to be a real writer some day. This blog is where I'll post my stories. Have fun reading! Comments are always appreciated. I just want to thank you guys for reading and I would LOVE your feedback! What should I do next? Which characters do you like? Do you have a story idea? Let me know! Stay awesome, Fincher



Monday, January 11, 2010

No Qiers Enter

No qiers enter

No qiers enter

The Best One

Green as Grass, The Best

The Best One

Monday, January 11, 2010

Monday, January 11, 2010

Monday, January 11, 2010

Monday, January 11, 2010

Monday, January 11, 2010

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Our responsibility as writing teachers is to create spaces where writing behaviors happen.

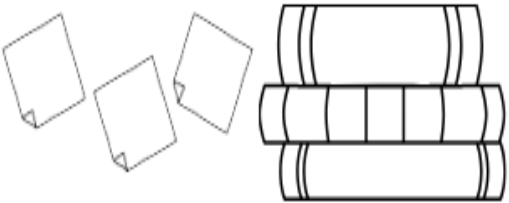






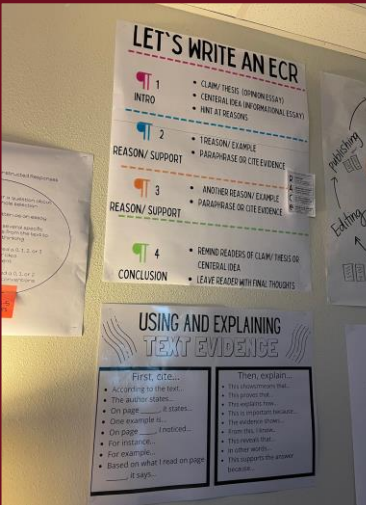
Twitter

Facebook

My posts by Fincher

HOW CAN I GATHER AND DEEPEN MY THOUGHTS ABOUT WHAT I READ?

STEP 1	<p>While I read, I collect my thoughts and jots on post-it notes.</p> 
STEP 2	<p>During and after reading, I make decisions about what to do with my post-it notes.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>I have a few post-it notes that are related.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>I have one post-it note that seems really important.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>I have post-it notes that are less significant now that I have finished my book.</p>  </div> </div>
STEP 3	<p>Create an idea page or longer entry about the idea or thought from your post-it note.</p> <div style="display: flex;"> <div style="flex: 1;"> <p>Make sure to include:</p> <p>Idea Page</p> <ul style="list-style-type: none"> <input type="checkbox"/> Date <input type="checkbox"/> Book Title <input type="checkbox"/> Big Idea </div> <div style="flex: 1;"> <p>Longer Entry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Date <input type="checkbox"/> Book Title <input type="checkbox"/> Claim <input type="checkbox"/> Evidence <input type="checkbox"/> Reasons </div> <div style="flex: 1; text-align: center;">  </div> </div>



LET'S WRITE AN ECR

- 1 INTRO**
 - CLAIM THESE (OPINION/CLAIM)
 - CENTRAL IDEA (OPINIONAL/CLAIM)
 - NOT AT REASONS
- 2 REASON/SUPPORT**
 - TREASON/EXAMPLE
 - PARAPHRASE OR CITE EVIDENCE
- 3 REASON/SUPPORT**
 - ANOTHER REASON/EXAMPLE
 - PARAPHRASE OR CITE EVIDENCE
- 4 CONCLUSION**
 - REIND READERS OF CLAIM/ THESE OR CENTRAL IDEA
 - LEAVE READER WITH FINAL THOUGHTS

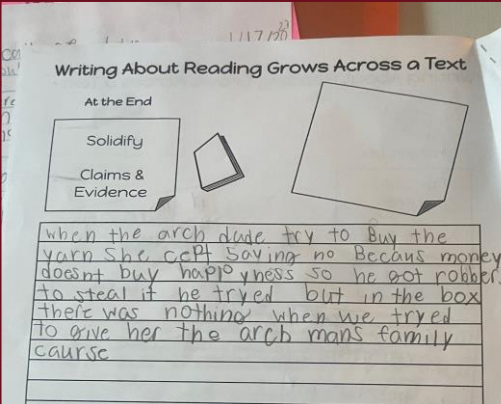
USING AND EXPLAINING TEXT EVIDENCE

First, cite...

- According to the text...
- The author states...
- On page... it states...
- One example is...
- On page... I noticed...
- For instance...
- For example...
- Based on what I read on page... it says...

Then, explain...

- The explanation that...
- This process that...
- This is important because...
- The evidence shows...
- The author's intent...
- The reason that...
- In other words...
- This supports the author's thesis...

Writing About Reading Grows Across a Text

At the End

Solidify

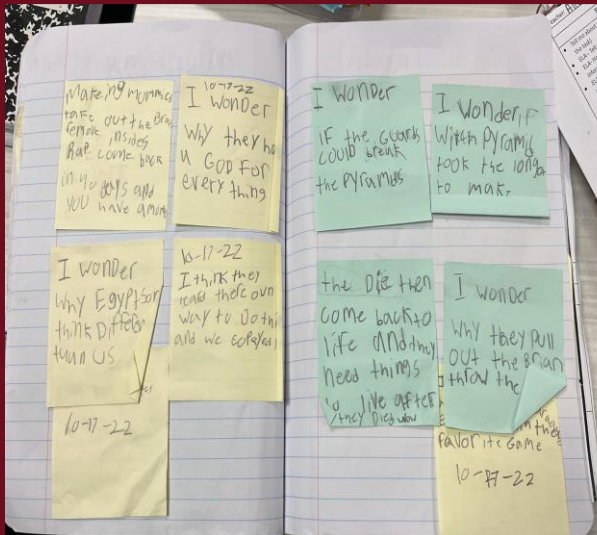
Claims & Evidence

When the arch dude try to Buy the yarn she capt saving no Because money doesnt buy happiness so he got robbers to steal it he tried but in the box there was nothing when we tried to give her the arch mans family course

CONSTRUCTED RESPONSES

using CER

Claim	an argument/opinion, central idea, or answer to a specific question
Evidence	quotes, examples, and paraphrased information that supports the accuracy of the claim
Reasoning	connects the claim to the evidence, explaining why the claim is reasonable



10-7-22
I wonder why they had a GOD FOR EVERYTHING

10-17-22
I wonder why Egypt is so different than us

10-17-22
I wonder why they pull out the brain throw the favor its game

10-17-22
I wonder if the gods could speak the pyramids

10-17-22
I wonder if the gods could speak the pyramids

10-17-22
I wonder why they pull out the brain throw the favor its game

10-17-22
I wonder why they pull out the brain throw the favor its game

Modeling how to write a justification

I multiplied $23 \times 5 = 115$ because
there were 5 classes and 23 students
in each class. Then I did $115 \div 4$ because
there are 115 students in TOTAL and
EACH car can hold 4 people. So I did
the breaking apart strategy because I
tried long division but it just didn't
work for me. I got 28 r 3, but I know
there can't be a remainder because we can't
leave anyone behind. So there will need to
be 29 cars for all the students to go to the
Museum.

* Vocabulary

* Justify

* Restate the question

Writing in Math

Intercepts: Notes

X-intercept:

Where the graph crosses the x-axis.

$$X: 2x + y = 12$$

$$2x + y(0) = 12$$

$$2x + 12 = 12$$

$$2x = 0$$

$$x = 0$$

EXAMPLE PROBLEMS

$$Y = 2x - 4$$

$$0 = 2x - 4$$

$$4 = 2x$$

$$x = 2$$

Y-intercept:

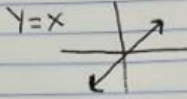
Where the graph crosses the y-axis.

$$Y = 2x + 4y = 12$$

$$2(0) + 4y = 12$$

$$4y = 12$$

$$y = 3$$



To find the x intercept:

- replace the y variable with 0
- solve equation for x
- write as ordered pair

$$2x + y = 12$$

$$2x + 0 = 12$$

$$2x = 12$$

$$x = 6$$

x intercept (6, 0)

To find the y intercept:

- replace x variable with 0
- solve for y
- write as ordered pair

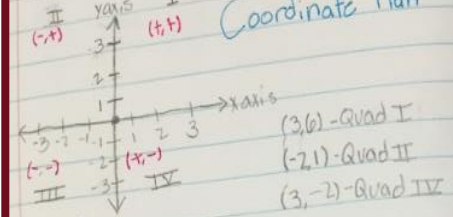
2. Calculate the deviations for the points scored for each player using the equation. Record your results in the tables. Tamika's deviation is completed for you.

Tamika		Lynn	
Points Scored	Describe the Deviation from the Mean	Points Scored	Describe the Deviation from the Mean
11	1 less than the mean	15	3 more than the mean
11	1 less than the mean	12	is the mean
6	6 less than the mean	13	1 more than the mean
26	14 more than the mean	10	2 less than the mean
6	6 less than the mean	9	3 less than the mean
12	12 is the mean	13	1 more than mean

3. What is the meaning if a deviation is less than the mean? is more than the mean? is equivalent to the mean? If it is less than the mean then that person played a below average game if it was above the mean it was an above average game. If it was the same it was just average (not bad, not great)

4. What do you notice about the deviations for each player? Tamika had a lot of games that were much below the mean but the one game above the mean was a lot more than the mean. Lynns were all very close to the mean with none a lot below or above

Ch. 13.1-3 Graphing



Ordered Pair (x, y)

Increasing: go up, left, or right, positive

Decreasing: go down, right to left, negative

the x coordinate stay the same the y coordinate is opposite

the x coordinate is opposite the y coordinate is the same

Questions

How do I reflect a part over the x-axis? y-axis?

What is the relationship between x and y?

like expression

x	y
1	10
2	18
3	14
4	24

Han Chinese

Morris


Introduction
Early in Chinese culture, major differences were found. Culture of Peony and bamboo, a sense of hierarchy, a preference for central power, being with very organized and ceremonial in the very period.

1000/1000 BC
Confucius was one of the great philosophers. He taught that a ruler should be a moral example to his people. He believed in the idea of the Mandate of Heaven, which gave the ruler the right to rule. He also believed in the idea of the Five Phases, which were a cycle of five elements: wood, fire, earth, metal, and water.

Head/Residential leader
Han was the first major Confucian Empire. The ruler had a superior of spirit, introduced during the Han. Han was the first to bring great time of great peace.

Major/Religious Beliefs
Confucianism was promoted by Han emperors. It was a way of ruling the state. It was based on the idea of the Mandate of Heaven. It was a way of ruling the state. It was based on the idea of the Mandate of Heaven.

Hand/Age Achievement and Technological Advances



Formation of Solar System

It began as an enormous cloud.

The nebula started to rotate and then collapse. In the center of the cloud.

When the nebula cooled it made the balls small.

When it repeated it formed an asteroid, fast bodies.




Illustrated Flow Map

DRAFT RICHIE PS

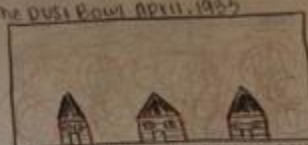
The Great War (WW1): Jul 1914 - Nov 1918
The Zimmerman Telegram: Mar 1917

TO MEXICO
FROM GERMAN
WE'LL GIVE YOU WHAT YOU WANT BACK IF YOU HELP US



IN WORLD WAR I AFTER THE SHIP LUSITANIA SANK IN A WAR ZONE. GERMANY SENT MEXICO A TELEGRAM ASKING IF MEXICO HELPED GERMANY DEFEAT THE U.S. IN WAR. GERMANY PROMISED THEY WOULD GIVE MEXICO LOS TEXAS (STATE). THESE STATE INCLUDE ARIZONA, NEW MEXICO, AND TEXAS. THIS MADE THE U.S. VERY FURIOUS WHICH CAUSED THEM TO ENTER WAR.


The Great Depression: Oct 1929-1939
The Dust Bowl APRIL 1935



ON APRIL 14th, 1935 ONE OF THE BIGGEST DUST STORMS IN HISTORY ROLLED THROUGH OREGON, NEW MEXICO, AND COLORADO. THE STORM KILLED THOUSANDS AND MADE PEOPLE HOMELESS WHICH FORCED THEM TO GO ELSEWHERE. THE MAJOR CAUSE OF THIS DEVASTATING STORM WAS OVER PRODUCTION OF CROPS, POOR FARMING TECHNIQUES, AND OVER-USED LAND.

TEXAS PARADOX
THE DUST BOWL EFFECTED TEXAS ECONOMICALLY BECAUSE THE STORM MADE PEOPLE HOMELESS, JOBLESS, AND HOMELESS. THE DUST BOWL CHECKED TEXAS POLITICALLY BECAUSE SINCE THE DUST BOWL KILLED MANY PEOPLE AND PEOPLE LOST THEIR BELONGINGS TEXAS HAD TO RELY ON FDR'S NEW DEAL. THE DUST BOWL EFFECTED TEXAS SOCIALLY BY CAUSING TEXANS TO GO TO THE RELIEF COMMISSION FOR RELIEF AFTER THE STORM. ALSO WITH STRUGGLING FAMILIES THE GREAT DEPRESSION WORSENER.

World War II: Sept 1939 - Sept 1945
Pearl Harbor: December 1941




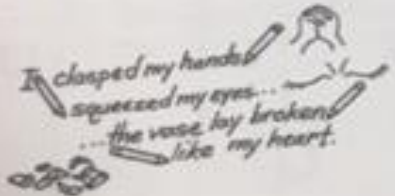


ON DECEMBER 7th 1941 JAPAN SET OFF AN EXTREMELY POWERFUL SURPRISE ATTACK AT PEARL HARBOR (A MILITARY NAVAL BASE) IN HAWAII. JAPANESE WAR PLANES DESTROYED BOMBERS AND FORTS ON AT T-1 IN PINKNEY TOWN. THE REASON JAPAN CHOSE THIS ATTACK IS BECAUSE THE U.S STOPPED PROVIDING WEAPONS TO JAPAN BECAUSE IT ALIGNED WITH THE ALLIED POWERS (JAPAN WITH US) AND IF THE U.S PROVIDED US THE JAPAN WOULD BEEN DEFEATED (THEY WOULD)

Narrative Writing Checklist (continued)

Grade 5

DEVELOPMENT

Did I do it like a fifth grader?	NOT YET	STARTING TO	YES
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>I stopped. I looked closer. I gasped. Never before had I seen so many ladybugs in one place!</u></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student work

Think Critically

what do you notice?
what questions do you have?
what could it mean?
why does it matter?

A Psalm of Life: Poem by Henry W. Longfellow

following your heart

What the Heart of the Young Man Said to the Psalmist

Tell me not, in mournful numbers,
"Life is but an empty dream,
For the soul is dead that slumbers,
And things are not what they seem."

Life is real! Life is earnest! Life has obstacles and challenges
And the grave is not its goal.
"Dust thou art, to dust thou returnest,"
Was not spoken of the soul?
"What is the dust thou art?"

Not enjoyment, and not sorrow, Life has many emotions
Is our destined end or way,
But to act, that each to-morrow
Finds us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle, there are many struggles
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Dream Deferred Analytical BP

The author uses imagery to create meaning to the poem. Hughes uses "Or
like a Sore" to help the reader better understand. This shows how a dream that is kept in the mind can become toxic after a while. This also shows that when dreams are set aside they become useless & old. Hughes also uses "Or Crust and Sugar over- like a Syrupy Sweet?" as a use of imagery. When a dream crusts and suppler the dream takes on a new form, its not the same dream. When a dream is Syrupy Sweet the dream is slower to achieve. As a whole Hughes uses imagery to provide a meaning on what happens when a dream is forgotten. It becomes toxic, useless, unrecognizable.

Avoid repetition when introducing the quote

- Strong connection b/w dreams and the syrupy sweet, but the second piece of commentary isn't connected.
- Strong concluding sentence that connects the 2 examples!

Think Critically



Collaborate

Unit 3 - period 4

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emma@meilis.org

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Name: Inge Auerbacher

Date of Birth: December 31, 1934

Place of Birth: Kippenheim, Germany

Inge was the only child of Berthold and Regina Auerbacher, religious Jews living in Kippenheim, a village in southwestern Germany near the Black Forest. Her father was a textile merchant. The family lived in a large house with 17 rooms and had servants to help with the housework.

1933-39: On November 10, 1938, [Kristallnacht, The Night of Broken Glass] hoodlums threw rocks and broke all the windows of our home. That same day police arrested my father and grandfather. My mother, my grandmother and I managed to hide in a shed until it was quiet. When we came out, the town's Jewish men had been taken to the Dachau concentration camp. My father and grandfather were allowed to return home a few weeks later, but that May my grandfather died of a heart attack.

1940-48: When I was 7, I was deported with my parents to the Theresienstadt ghetto in Czechoslovakia. When we arrived, everything was taken from us, except for the clothes we wore and my doll, Marlene. Conditions in the camp were harsh. Potatoes were as valuable as diamonds. I was hungry, scared and sick most of the time. For my eighth birthday, my parents gave me a tiny potato cake with a hint of sugar; for my ninth birthday, an outfit sewn from rags for my doll; and for my tenth birthday, a poem written by my mother.

emma@meilis.org

emma Bal 12:21 PM Nov 30
This little girl has her father and Grandfather taken away from her because they were Jewish and they were taken to concentration camps. This was caused by Hitler's orders or whatever he had because these people were Jewish. This is very upsetting, it is hard to imagine my father and grandfather taken away from me and then one of them dying. We are so lucky when it comes to holidays because we get so much and they get so little. I'd like to know more about this girl and how long she survived this terrible time.

Lauren Dyrton 12:30 PM Nov 30
What is happening here is that this girl's father and grandfather were taken away. They came back, and then her and her family were forced into concentration camps, where they had their belongings taken away. What caused it is that Hitler doesn't like Jews, so he made concentration camps. This makes me feel sad because this girl is only 7 when her life turned upside down. What I want to know more of is why did her father and grandfather get taken away then returned, and then they were forced into concentration camps.

Adan Selim 12:40 PM Nov 30
It looks like one of the hiding Jews but that was before she was taken to a concentration camp.

Madeline Benoit 12:40 PM Nov 30
This little girl was a Jew who lived in the time of Hitler. Before Hitler, she lived a happy life but Hitler caused her to become poor and have to live in

In NISD, I will be expected to:

- **Read and write daily.**
- Solve problems and **critically think** through mathematical exploration, scientific discovery and historical thinking using literacy skills.
- Analyze and **justify my thinking** when solving math problems, doing scientific investigations, and connecting historical events.
- **Collaborate with others** to solve problems, generate new ideas, and work together.
- **Communicate effectively to express my thinking** and learning to others through explanations, justifications and teaching.
- **Analyze my thinking, set goals, and ask questions** to further my thinking and persevere through learning experiences.

Questions?

Thank you

