

## Week 3

**In Class** \*If you do not attend class, complete these tasks on your own.

### **IN-CLASS TASK #1: SECOND READ of “Black, Blue and Gray” ~ pages 23-25 (& 26-27)**

- Read about (and discuss) the importance of identifying uncertainties in a reading passage.
- Follow along as your teacher reads the selection on pages 23-25 out loud or read it aloud with a partner. Focus on **details that the author leaves uncertain** and **questions that the paragraphs bring up but do not answer**.
- **Annotate** the text by marking uncertainties and questions that come up as you review the text.
- Circle **unfamiliar words** and/or write in guesses for the meanings of new words based upon their usage.

### **IN-CLASS TASK #2: COMPLETE Focus on Evaluating Arguments ~ page 28**

Work in groups or under your teacher’s guidance to complete the task.

**On Your Own/At Home**

**AT-HOME TASK #1: THIRD READ of “Black, Blue and Gray” ~ pages 23-25 (& 29-30)**

- Read about the importance of determining whether or not a source is reliable on page 29 (“CARS”).
- Re-read the selection on pages 23-25 aloud to yourself. Focus on *evaluating the reliability and credibility of the information presented in the text*.
- *Annotate* the text by marking details that identify opinions vs. facts

**AT-HOME TASK #2: Focus on Evaluating a Source ~ page 30**

Complete the activity per the instructions in the book.

**AT-HOME TASK #3: Focus on Identifying Bias ~ page 31**

- Read about identifying bias.
- Write answers to the questions listed under “Speak and Listen” in your Response Journal. Label it “Week 3/Task #3: Identifying Bias.”

**AT-HOME TASK #4: Write~ page 31**

- Write a SOLID paragraph of 10-12 sentences evaluating the writer’s argument in the introduction to “Black, Blue, and Gray.” Your paragraph will address: How strong is his reasoning? Is it relevant, valid and sufficient? Support your claims with direct references to (and quotations from) the text. Begin with a Topic Sentence and end with a Concluding Sentence. Use the attached graphic organizer “Evaluating an Argument” to organize your ideas and collect evidence before writing. The paragraph should be double-spaced and handwritten on lined paper or typed on the computer.

**AT-HOME TASK #5: LEARN THE VOCABULARY FROM CHAPTER 2**

Complete an 8x8 **Vocabulary Square** in your **Vocabulary Journal** for each word from the list (see Week 2 for definitions):

distinct, industrialization, legislate, inevitable, constituted, disproportionate, casualties, melodious

### **AT-HOME TASK #6: DIGITAL PRESENTATION ~ page 32**

- Read and follow the directions in your books to conduct research and create a digital presentation. Your teacher will tell you how long you have to complete this task and when your presentations will be due.

### **AT-HOME TASK #7: Connect To Testing ~ page 34**

- Try all of the questions on your own before reading ahead to the explanation.

### **AT-HOME TASK #8: PREVIEW VOCABULARY for CHAPTER 3**

Preview the following words that appear in the reading. Locate and circle them in the text as you read.

**virtually:** *almost*

Karen thought the old farmhouse looked virtually abandoned, except for a tiny wisp of smoke coming from the house's chimney.

**swath:** *a wide path cut by something going through*

The herd of elephants made a swath through the jungle.

**resounding:** *making a loud echo*

When the children saw their mother, they gave a resounding shout and rushed down the stairs.

**malicious:** *purposefully harmful*

The cat watched with malicious delight as the mouse struggled to free itself.

**bayonets:** *blades on the end of rifles used for stabbing the enemy*

After their ammunition was used up, soldiers would resort to using bayonets.

**impotent:** *powerless*

After the heavy losses they suffered in battle, the soldiers felt more impotent than ever.

**eloquent:** *expressing a feeling clearly*

Her speech was so eloquent at expressing her gratitude toward the people who had helped in the search.

**rapacious:** *greedy, predatory*

The rapacious eagle gulped its meal down eagerly.

**impudently:** *rudely, disrespectfully*

The guest impudently interrupted the host and took over his speech.

**deciphered:** *to make out the meaning of something difficult to read or understand (past tense)*

While camping this summer, he learned to use the compass better and to decipher its symbols.

**AT-HOME TASK #9: FIRST READ of “Gone with the Wind” ~ pages 35-38**

- Read the selection on pages 35-38 for the first time. Focus on *What? What are the interactions between the characters?*
- **Annotate** the text as you read.
- Circle **unfamiliar words**.
- Consider how it would feel to have your house raided by the enemy during war. How would you respond? Compare this to Scarlet’s behavior. What might that indicate about her personality?

**AT-HOME TASK #10: FIRST RESPONSE ~ page 39**

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it “Week 3/Task #10: First Response.”

**AT-HOME TASK #11: Focus on Characterization ~ pages 39**

Complete the activity per the instructions in the book.

# Argumentative Paragraph

**Topic & Point of View:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Reason #1:** \_\_\_\_\_

\_\_\_\_\_

**Evidence** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Explanation of Evidence** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Reason #2:** \_\_\_\_\_

\_\_\_\_\_

**Evidence** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Explanation of Evidence** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Conclusion:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

