

## Week 6

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

### **IN-CLASS TASK #1: SECOND READ of “The Emancipation Proclamation” and “The Constitution of the United States, Article II, Section 2”~ pages 68-70**

- Follow along as your teacher reads the selection on pages 68-70 out loud or read it aloud with a partner. Focus on *How? How does the language that Lincoln uses impact you as a reader?*
- **Annotate** the text by marking things you notice about both the structure and the language of 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 Structure~ pages 71-73**

Work under your teacher’s guidance to analyze the structure of Lincoln’s speech. Complete the chart in the book.

### **IN-CLASS TASK #3: COMPLETE Focus on Language and Tone~ page 73**

Work under your teacher’s guidance to analyze the language and tone of Lincoln’s speech. Return to the text to answer the questions.

**On Your Own/At Home**

**AT-HOME TASK #1: THIRD READ: Synthesizing Texts~ pages 74-75**

- As you read the excerpt from “The Rise of the Imperial Presidency,” think about how the ideas relate to the “Emancipation Proclamation.”
- Focus on the author’s claim. **What primary claim does Schlesinger make about Lincoln’s use of power during the Civil War? What evidence does he use to support his claim?**

**AT-HOME TASK #2: Focus on Analyzing Reasoning~ page 76**

Complete the activity per the instructions in the book.

**AT-HOME TASK #3: Write a Paragraph**

- Write a paragraph making a claim about whether or not Lincoln overstepped his presidential powers by freeing the slaves in Confederate states. Use quotations from one, two, or three of the texts in this chapter to support your position.
- Read the mini-lesson “Focus on Using Quotations” on page 77 for tips on how to correctly use direct quotations as examples and evidence in your writing.
- Use the Argumentative Paragraph Graphic Organizer that is included to organize your ideas and gather evidence before writing.
- Write the paragraph in your Response Journal. Double-space the paragraph! Label it “Week 6/Task #3: Paragraph”

**AT-HOME TASK #4: LEARN THE VOCABULARY FROM CHAPTER 5**

Complete an **8x8 Vocabulary Square** in your **Vocabulary Journal** for each word from the list (see Week 5 for definitions):

proclamation, rebellion, repress, suppressing, designate, abstain, garrison, relieve, impeachment

**AT-HOME TASK #5: Connect To Testing ~ page 80**

Read and answer the questions per the instructions in the book.

## **AT-HOME TASK #6: STUDY FOR END OF UNIT TEST!**

Next week you will take a test that covers all of the vocabulary words and the major ideas and close reading strategies you have been practicing.

- Review all the words in your **Vocabulary Notebook**. The vocabulary portion of the test will be multiple-choice.
- You will read two new texts three times each as you have been doing throughout the program. You will be asked to **annotate** the texts. The texts are similar in topics, style, and difficulty to what you have been reading. They are all about the American Civil War and the issues surrounding that conflict.
- You will answer several multiple-choice questions and some short answer (a few sentences to a paragraph) after First Read, Second Read, and Third Read.
- You can prepare for the reading portion of the test by reviewing the main ideas of the texts you read in Chapters 1-5 as well as the strategies you've been using to analyze the words and techniques that writers use to communicate.
- The test will take approximately 1 hour to complete.