

## Week 3

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

### **IN-CLASS TASK #1: SECOND READ of “Poetic Justice Selections” ~ pages 173-175 (& 176)**

- Follow along as your teacher reads the selections on pages 173-175 out loud or read them aloud (slowly!) with a partner. Focus on **How? How do the poets use language to express their ideas?**
- *Annotate* the text by underlining words and lines that mention or allude to Justice.
- 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 Identifying Key Ideas ~ page 176**

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

### **IN-CLASS TASK #3: COMPLETE Focus on Connotation~ page 176**

Work in groups or under your teacher’s guidance to read the explanation and answer the questions.

On Your Own/At Home

**AT-HOME TASK #1: THIRD READ of Poetic Justice Selections ~ pages 173-175 (& 178-179)**

- Read about the “Focus on Common Theme and Styles” (p. 178)
- Re-read the selections on pages 173-175 aloud to yourself. Focus on *how the sound of the poems makes the reader experience certain emotions*.
- **Annotate** the text by marking details that identify each author’s own unique style: rhyme scheme, word choice, figures or speech like metaphors and similes, and structure.

**AT-HOME TASK #2: Focus on Common Themes and Styles~ page 179**

- Complete the chart per the instructions in the book. Refer back to the style continuums on page 178 to describe author’s style.

**AT-HOME TASK #3: Project-Based Assessment: Justice Poetry~ page 180**

- You will be writing your own unique poem on theme of justice, law, or mercy. Read all the bullet points toward the bottom of the page.
- Read the guidelines in the box on page 181 that explain how your poem will be scored.
- Your teacher will tell you when and for what audience you will be sharing your recording of your poem.

**AT-HOME TASK #4: LEARN THE VOCABULARY FROM CHAPTER 13**

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

enthroned, attribute, salvation, render, mitigate, confines,  
oppression, impartial

**AT-HOME TASK #5: Connect To Testing ~ page 182**

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

## AT-HOME TASK #6: PREVIEW VOCABULARY for CHAPTER 14

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

**accounted (for):** *to be a factor for something*

The heavy traffic accounted for her late arrival.

**homicide:** *the crime of killing another person*

The man's death was ruled a homicide by the police.

**catalyst:** *a person or thing that causes a change*

The student's letter to the director acted as a catalyst to bring about a change in school dress code policies.

**ultimately:** *finally; in the end*

Sara refused Jordan's proposal three times before ultimately agreeing to marry him the fourth time

**conviction:** *a declaration that a person is guilty in a court of law*

Sam had a prior conviction for stealing from when he was a teenager.

**corresponding:** *agreeing or matching with something else in an important way*

Once the tutor started offering fresh baked cookies at her tutoring sessions, she saw a corresponding increase in attendance.

**revolution:** *a dramatic change in ideas or way of doing something*

The invention of word processing was a revolution from the typewriter that had a significant effect on typing speed and efficiency.

**viable:** *workable*

Planting a small vegetable garden is a viable way to produce some portion of our own food.

**resistance:** *the act of opposing something*

His ideas for changing the rules of the game were met with resistance from most of the other players.

**contradict:** *to assert the opposite of a claim or statement*

The politician's ideas contradict those of the majority, so it is unlikely that he will get elected.

**AT-HOME TASK #7: FIRST READ of “Three Strikes” Selections ~ pages 183-186**

- Read the selection on pages 183-186 for the first time. Focus on ***What? What are the main ideas and opinions expressed in each text? What is YOUR opinion on the topic?***
- ***Annotate*** the text as you read.
- Circle **unfamiliar words**.
- Consider if your opinion has changed at all after reading both texts.

**AT-HOME TASK #8: FIRST RESPONSE ~ page 186**

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it “Week 3/Task #8: First Response.”

