

Language Arts 8



Reading Historical Texts: Frederick Douglass

Course Curriculum

Power Objectives

P.O. #1: Read to infer/interpret and cite text evidence. (P.O.#1 Proficiency Rubric)

P.O. #9: Engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, issues, building on other's ideas and expressing their own clearly. (P.O.#9 Proficiency Rubric)

P.O.#13: Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (P.O.#13 Proficiency Rubric)

P.O. #14: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (P.O.#14 Proficiency Rubric)

Academic Vocabulary

- ☐ discuss vs. debate
- ☐ analyze

Enduring Understandings

Students understand that...

- Educated people understand that words matter.
- Dialogue and debate have different purposes.
- Readers have many tools to determine the meaning of unknown word.
- People make dramatic, life-changing decisions for a variety of reasons.
- Opinions need to be supported by evidence to be valid.

Essential Questions

- Why do words matter?
- How are dialogue and debate different? When is each appropriate?
- How can I figure out what this word that I don't know means?
- Why does Frederick Douglass choose to break the law and become a runaway slave?

- What evidence best supports your point?