

ELA/Mrs. Delpidio: Week of January 25-29, 2021

	Outcomes	Assignments (Main things done in class)
<p>Monday - 1/25/21 Lesson 9</p>	<p>Today we will:</p> <ul style="list-style-type: none"> ● Begin to read Part Two of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos ● Continue to use the timeline to summarize the history of sugar ● Analyze specific passages in the text to determine the authors' purpose and how the authors are developing this purpose 	<ol style="list-style-type: none"> 1. Students will begin reading Part Two of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos (pages 31-41) and continue looking for events in the history of sugar and adding them to the timeline. 2. Students will review their timelines, then respond to the following questions in their reading logs: "Based on the events on the timeline, what message are the authors trying to convey in the text?" Students will then share their answers with their partners. 3. Students will re-read a selected passage from the text and discuss the passage's impact, the authors' word choice in the passage, and how it develops the authors' purpose with a partner. 4. Students will re-read a second selected passage from the text and discuss the comparison being made in the passage and how it reveals the authors' tone with a partner. 5. Students will independently re-read page 40 of <i>Sugar Changed the World</i> and answer the following questions in their reading logs: "What is the authors' purpose in this passage? Support your response with at least one piece of evidence from the text." <p>Homework: Independently read for 15-20 minutes every night. :)</p>
<p>Tuesday - 1/26/21 Lesson 10</p>	<p>Today we will:</p> <ul style="list-style-type: none"> ● Continue reading Part Two of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos ● Determine the central idea and 	<ol style="list-style-type: none"> 1. Students will read along as the teacher reads aloud "The Pulse of Sugar Life" (<i>Sugar Changed the World</i>, pages 54-55). As they read, they will think about the central idea of this section. 2. Students will continue reading Part Two of <i>Sugar Changed the World</i> (pages 56-63) with a partner. As they read, they will think about the central idea of the sections and jot notes about the main

	<p>analyze the relationship between the central idea and supporting ideas in the text.</p>	<p>idea of each section on a sticky note.</p> <ol style="list-style-type: none"> 3. Students will re-read a selected passage from the text and answer the following questions: “What is the tension that is expressed in this passage? Based on the passage from the prologue, what is the central idea of the text?” through partner discussion. 4. Students will re-read a second selected passage and discuss the following question with their partners: “How does this passage offer a supporting idea for the central idea?” 5. Students will re-read a third selected passage and discuss the following question through a full-class discussion: “What words or phrases do the authors repeat in this paragraph?” 6. Students will add text evidence to the analyzing a central idea handout based on Part Two of <i>Sugar Changed the World</i> and respond to the questions in each column to analyze the supporting idea. <p>Homework: Read Part Two (pages 63-70) of <i>Sugar Changed the World</i> and update the timeline handout based on events from the reading. (May be completed in the second half of class).</p>
<p>Wednesday - 1/27/21 Lesson 11</p>	<p>Today we will:</p> <ul style="list-style-type: none"> ● Discuss the homework ● Read the “Portrait Gallery of Sugar Work” from Part Two of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos ● Analyze how the authors respond to conflicting viewpoints in the text 	<ol style="list-style-type: none"> 1. Students will share the events they added to their timeline for homework with a partner. 2. Students will re-read a selected passage from Part Two of <i>Sugar Changed the World</i> and answer the following questions about the passage during class discussion: “What shift in the history of sugar do the authors reveal? How do the authors portray the role of African slaves in this shift?” 3. Students will read the “Portrait Gallery of Sugar Work” (pages 42-53 of <i>Sugar Changed the World</i>) with a partner. 4. Students will respond to questions in their lesson 11 reading log when they have completed their partner reading. 5. Students will participate in a whole-class discussion about the author’s purpose of including the Portrait Gallery in the text.

		<ol style="list-style-type: none"> 6. Students will re-read a selected passage that demonstrates conflicting viewpoints in the text, then follow along as the teacher models how to analyze the conflicting viewpoints. 7. Students will record the teacher’s model in their Conflicting Viewpoints Tracker handout. 8. Students will reread “The Spherical Trade” on page 37 of <i>Sugar Changed the World</i> with a partner, identify the authors’ viewpoints, conflicting viewpoint, and explain how the authors respond to the conflicting viewpoint. Students will record their answers on their Conflicting Viewpoints Tracker. 9. Students will view the drawing, “A Tour Through Jamaica in 1823” by Crynric Williams on page 59 of <i>Sugar Changed the World</i> and read the caption. 10. Students will complete the third row of the conflicting viewpoints tracker based on the drawing and the caption. <p>Homework: Independently read for 15-20 minutes every night. :)</p>
<p>Thursday - 1/28/21 Lesson 12</p>	<p>Today we will:</p> <ul style="list-style-type: none"> ● Begin reading Part Three of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos ● Summarize the text using the timeline handout ● Analyze how the authors use tension in the text to develop the central idea 	<ol style="list-style-type: none"> 1. Students will read the beginning of Part Three of <i>Sugar Changed the World</i> (pages 71-82) independently and use the history of sugar by country timeline handout to summarize the text. 2. Students will share the events on their timelines with a partner. 3. Students will re-read a selected passage from the text and participate in a whole-class discussion to analyze the central idea of the passage and how it is developed. Students will also analyze the tension, or conflict, presented in the passage and how it contributes to the central idea of the text. 4. Students will re-read the final paragraph on page 72 of <i>Sugar Changed the World</i>, then respond to the following questions in their reading logs: “According to this section, why is sugar the connection between slavery and freedom? Support your response with evidence from the text. What is the tension or conflict in this connection? How does this passage contribute to the

		<p>development of the central idea in the text? Support your response with evidence from the text.”</p> <p>Homework: Independently read for 15-20 minutes every night. :)</p>
<p>Friday - 1/29/21 Lesson 13</p>	<p>Today we will:</p> <ul style="list-style-type: none"> ● Continue reading Part Three of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos ● Summarize the text using the timeline handout ● Analyze how the authors develop the central idea over the course of the text 	<ol style="list-style-type: none"> 1. Students will continue reading Part Three of <i>Sugar Changed the World</i> (pages 83-91) independently and use the history of sugar by country timeline to summarize the text. 2. Students will re-read a selected passage from the text, then discuss the following question with a partner: “How does this passage contribute to the central idea in the text?” 3. Students will review the definition of an appositive and how they can be used in a sentence. 4. Students will use appositives to complete the following sentence in their reading logs: “Toussaint, _____, played an important role in history.” 5. Students will reread the passage starting on page 89 with “When Thomas Jefferson” and ending on page 90 with “do the same thing?” in <i>Sugar Changed the World</i>, then respond to the following question in their reading logs: “How does this passage contribute to the central idea in the text?” <p>Homework: Independently read for 15-20 minutes every night. :)</p>

Highlights: Test or Quiz; due date

Notes:

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