



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

**Grade 7: Module 3: Unit
2 Student Workbook**

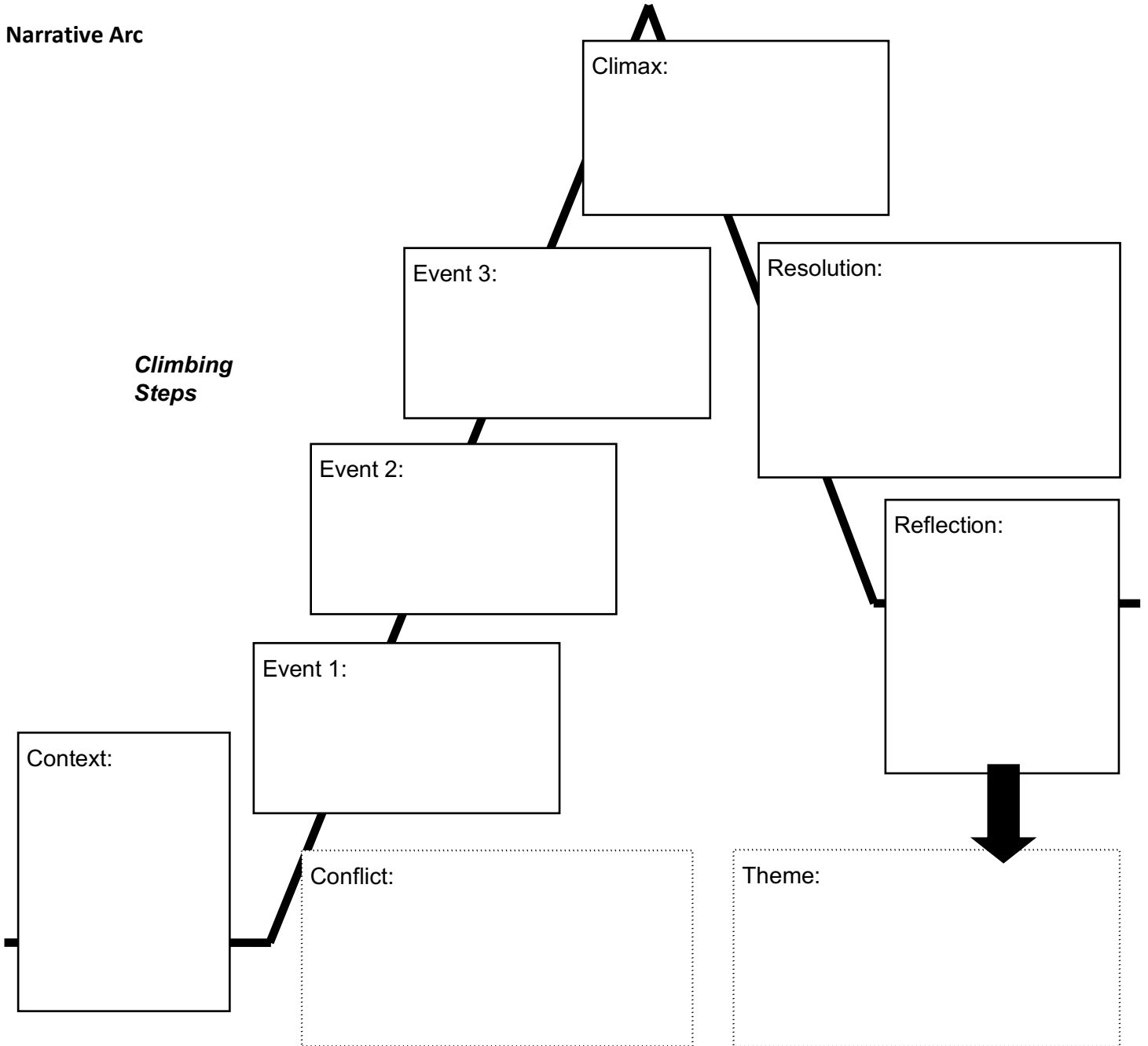
Name: _____

Unit 2: Lesson 1
Arc Anchor Chart

Name:

Date:

Narrative Arc



Unit 2: Lesson 2
 Anatomy of a Sentence Anchor Chart

Name: _____

Date: _____

The dog jumped over the white fence.

Main Clause:

- A sentence has at least one independent clause, which includes a subject and a verb.
 - Verb: action
 - Subject: person/object/place/idea doing the action
- The core of a sentence is its main clause, which is always an independent clause.

Modifiers:

Phrases and dependent clauses modify different words or parts of the sentence, and are usually set apart by a comma.

- Modify: add detail to, clarify

Combining Sentences:

If you have more than one independent clause, you need to connect them with a conjunction or a semi-colon; you can also separate them into different sentences.

- Conjunction: a word that connects words or clauses, such as *and, so, but, yet*
- If a sentence does not have both a subject and a verb, it is a sentence fragment.
- We often put commas between adjectives but not between an adjective and a noun.
 - For example: The scruffy, hungry dog ran away.

Example Sentences:

1. One sunny morning, the boy picked up his green backpack and, thinking about the friends who were waiting for him at school, walked quickly to the bus stop.
2. Since he was worried about missing the bus, he left a little earlier than usual.
3. While walking to the bus stop, he thought about what position he would play in the soccer match that afternoon.

Unit 2: Lesson 2
Entry Task: Sentence Structure

.....
Name:

.....
Date:

Directions, Part 1: Complete this task as a class.

1. One sunny morning, the boy picked up his green backpack and, thinking about the friends who were waiting for him at school, walked quickly to the bus stop.
 - Underline the main clause.
 - What does the word “sunny” modify?

2. Since he was worried about missing the bus, he left a little earlier than usual.
 - Underline the main clause.
 - What does the word “little” modify?

3. While walking to the bus stop, he thought about what position he would play in the soccer match that afternoon.
 - Underline the main clause.
 - What does the phrase “while walking to the bus stop” modify?

Unit 2: Lesson 2
Entry Task: Sentence Structure

Directions, Part 2: Complete this task in pairs.

1. Day after day, the girl would dream of getting some playing time during the middle school basketball games.
 - Underline the main clause.
 - What does the phrase “day after day” modify?

2. While the rest of the team went to see a movie, she continued to work on her shooting skills, stopping only once she realized the gym was about to close.
 - Underline the main clause.
 - What does the phrase “while the rest of the team went to see a movie” modify?

3. She practiced her beloved basketball game day and night, and little by little she improved.
 - Underline the main clause.
 - What does the word “beloved” modify?

Unit 2: Lesson 2
Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

.....
Name:

.....
Date:

Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6

Background: Frederick Douglass happily leaves the plantation and is sent to live with Hugh and Sophia Auld in Baltimore. Living in the city is much different from living on the plantation.

Text	Second read questions	Third read questions
<p>1. I look upon my departure from Colonel Lloyd's plantation as one of the most interesting events of my life. It is possible, and even quite probable, that but for the mere circumstance of being removed from that plantation to Baltimore, I should have to-day, instead of being here seated by my own table, in the enjoyment of freedom and the happiness of home, writing this Narrative, been confined in the galling chains of slavery.</p>	<p>Mere—unimportant</p> <p>Galling—making you feel upset and angry because of something that is unfair</p>	

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read

Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>Going to live at Baltimore laid the foundation, and opened the gateway, to all my subsequent prosperity. I have ever regarded it as the first plain manifestation of that kind providence which has ever since attended me, and marked my life with so many favors. I regarded the selection of myself as being somewhat remarkable. There were a number of slave children that might have been sent from the plantation to Baltimore. There were those younger, those older, and those of the same age. I was chosen from among them all, and was the first, last, and only choice.</p>	<p>Subsequent—</p> <p>Manifestation—clear sign</p> <p>Providence—a force that is believed by some people to control what happens in our lives and to protect us</p> <p>1. How does Douglass feel about his move to Baltimore?</p>	

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>2. My new mistress proved to be all she appeared when I first met her at the door,—a woman of the kindest heart and finest feelings. She had never had a slave under her control previously to myself, and prior to her marriage she had been dependent upon her own industry for a living. She was by trade a weaver; and by constant application to her business, she had been in a good degree preserved from the blighting and dehumanizing effects of slavery. I was utterly astonished at her goodness. I scarcely knew how to behave towards her. She was entirely unlike any other white woman I had ever seen. I could not approach her as I was accustomed to approach other white ladies. My early instruction was all out of place.</p>	<p>Blighting—damaging</p> <p>Dehumanizing—treating someone very badly</p>	

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read

Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>The crouching servility, usually so acceptable a quality in a slave, did not answer when manifested toward her. Her favor was not gained by it; she seemed to be disturbed by it. She did not deem it impudent or unmannerly for a slave to look her in the face. The meanest slave was put fully at ease in her presence, and none left without feeling better for having seen her. Her face was made of heavenly smiles, and her voice of tranquil music.</p>	<p>Crouching servility—being extremely submissive, bowing before someone</p> <p>Impudent—disrespectful</p> <p>Meanest—lowest class</p>	<p>1. What does the word “tranquil” mean? What does Douglass convey about Mrs. Auld when he writes about her “voice of tranquil music”?</p>

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read

Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>3. But, alas! this kind heart had but a short time to remain such. The fatal poison of irresponsible power was already in her hands, and soon commenced its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage; that voice, made all of sweet accord, changed to one of harsh and horrid discord; and that angelic face gave place to that of a demon.</p>	<p>Commenced—began</p>	<p>2. Douglass juxtaposes Mrs. Auld before and after becoming a slaveholder. Write down some examples of the language Douglass uses to make this comparison. Who or what does Douglass blame for the transformation of Mrs. Auld? How do you know?</p>

Unit 2: Lesson 2
 Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>4. Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read...It would forever unfit him to be a slave.</p>	<p>Forbade—</p>	<p>3. Mr. Auld claimed that if you teach a slave how to read, “there would be no keeping him. It would forever unfit him to be a slave.”</p> <p>What does Mr. Auld think that reading will do to a slave? What does Douglass convey about the attitude of slaveholders towards slaves by including this quote?</p>

Unit 2: Lesson 2
 Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy.” These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty—to wit, the white man’s power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom.</p>	<p>Sentiments—opinions or feelings</p> <p>Revelation—an idea that is new or surprising</p>	

Unit 2: Lesson 2
 Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>5. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought;</p>	<p>2. What is Douglass determined to do?</p> <p>Sensible—aware</p>	

Unit 2: Lesson 2
Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both.</p>		

Unit 2: Lesson 2
Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>6. My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel, and that for her to treat me as a human being was not only wrong, but dangerously so.</p> <p>Slavery proved as injurious to her as it did to me. When I went there she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these heavenly qualities.</p>	<p>Chattel—tangible property that can be moved</p> <p>Injurious—doing harm</p> <p>3. What was Mrs. Auld like before she owned slaves? What was she like after owning a slave?</p> <p>Divest—remove or take away</p>	

Unit 2: Lesson 2
Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness. The first step in her downward course was in her ceasing to instruct me. She now commenced to practice her husband’s precepts. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better.</p>	<p>Precepts—</p>	

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>7. From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the ell.</p>	<p>4. Who was watching Douglass? Why were they watching him?</p> <p>Mistress—used with a woman’s family name as a polite way of speaking to her</p> <p>5. In this case what was Douglass given by his “mistress” and what did he want more of?</p>	<p>4. How do the Aulds want Douglass to feel about continuing to learn to read and how do you know?</p>

Unit 2: Lesson 2
Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>8. The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood.</p>	<p>Converted—</p> <p>Obtained—</p>	

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read

Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men.</p>	<p>Urchin—a poor, dirty child</p> <p>6. Douglass uses the word “valuable,” which has the suffix “able,” which means “capable of.” What does he mean when he describes the bread of knowledge as valuable?</p> <p>Prudence—a careful attitude that makes you avoid unnecessary risks</p> <p>Ship-yard—a place where ships are built or repaired</p> <p>7. List some ways that Douglass continued to learn to read.</p>	

Unit 2: Lesson 2
Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>“You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?” These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.</p>		

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read

Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>9. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men.</p>	<p>8. Choose a group of context clues that best helps you determine the meaning of the words “abhor” and “detest”:</p> <ul style="list-style-type: none"> a. enslavers, robbers, reduced us to slavery b. read, light, gone to Africa, strange land c. homes, gone to Africa, strange land d. read, strange land, reduced. <p>9. Douglass uses the word “reduced,” which has the prefix “re,” which means “back.” What does Douglass mean when he writes he was “<i>reduced</i> to slavery”?</p>	<p>5. After learning to read himself, would Douglass agree with Mr. Auld’s opinion about slaves learning to read? (Refer back to the quote from par. 4.)</p>

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read

Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy.</p>	<p>10. Douglass uses the word “discontentment” to describe how he felt after learning to read. The prefix “dis” means “to take away.” What does the word <i>discontentment</i> mean?</p> <p>Wretched—very unhappy</p> <p>11. Paraphrase this sentence in your own words: “It had given me a view of my wretched condition, without the remedy.”</p>	

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition.</p>	<p>12. How did learning how to read affect Douglass’s view on being enslaved?</p>	<p>6. What does Douglass compare to a “horrible pit?”</p> <p>What type of figurative language is this and how does it affect the tone of the paragraph?</p> <ul style="list-style-type: none"> a. personification b. vivid word choice c. metaphor d. allusion

Unit 2: Lesson 2
Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.</p>		

Unit 2: Lesson 2
 Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>10. I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did anything very wrong in the mind of a slaveholder, it was spoken of as the fruit of abolition. Hearing the word in this connection very often, I set about learning what it meant.</p>	<p>13. Why is Douglass so interested in figuring out what abolition means?</p> <p>Abolition—</p>	<p>7. In the <i>Freedom: History of U.S.</i> text from Unit 1, you read the following about Douglass, “He saw the terrible things that happen when one person has complete control over another.” In what ways have slaves been controlled by slaveholders in this excerpt and in others? How do these examples of control serve Douglass’s purpose?</p>

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read
Narrative of the Life of Frederick Douglass

Text	Second read questions	Third read questions
<p>The dictionary afforded me little or no help. I found it was “the act of abolishing;” but then I did not know what was to be abolished. Here I was perplexed. I did not dare to ask any one about its meaning, for I was satisfied that it was something they wanted me to know very little about. After a patient waiting, I got one of our city papers, containing an account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. From this time I understood the words abolition and abolitionist, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves. The light broke in upon me by degrees.</p>	<p>Afforded—provided</p>	<p>8. After Douglass figures out what abolition means, he says, “The light broke in upon me by degrees.” What does this mean and what type of figurative language is this? How does it show the importance of this moment in Douglass’s life?</p> <ul style="list-style-type: none"> a. personification b. vivid word choice c. metaphor/simile d. allusion

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.

Unit 2: Lesson 2

Excerpt 3 Text and Questions: Learning to Read

Narrative of the Life of Frederick Douglass

Whole Excerpt

PURPOSE: How does this excerpt support the two positions Douglass held about slavery that are listed below?

1. Slavery is terrible for slaves.

2. Slavery corrupts slave holders.

Unit 2: Lesson 3
Powerful Language T-Chart

Name: _____

Date: _____

Directions: Write each word in the column that it belongs in. Complete this task with a partner.

Obvious dislike

Glaring odiousness

Blood-stained gate

Terrible spectacle

Gratification of their wicked desires

Happy because of their bad wishes

Entrance to somewhere bad

Bad sight

POWERFUL
(strong)

BLAND
(weak)

Why does Frederick Douglass use such powerful language in the *Narrative*?

Unit 2: Lesson 3
Vivid Word Choice Card Directions

Card Prompt

Word Choice Card:
Name: _____
Write the sentence or part of the sentence; underline the powerful word(s) you are focusing on.
Bland words:
Effect on meaning/tone:

Card Example

Word Choice Card:
Name: _____
“From an <u>angel</u> , she became a <u>demon</u> ”
Bland words: good person, bad person
Effect on meaning/tone: This shows how Mrs. Auld went from one extreme to another once she became a slaveholder.

Directions

Skim Excerpt 3.
Underline words that “pull” you.
Think about the questions:
*What words sticks out to me?
*How to they contribute to the tone?
Fill out a word choice card.

Unit 2: Lesson 3
Vivid Word Choice Cards

Word Choice Card

Name: _____

Write the sentence or part of the sentence; underline the powerful word(s) you are focusing on.

Bland words:

Effect on meaning/tone:

Word Choice Card

Name: _____

Write the sentence or part of the sentence; underline the powerful word(s) you are focusing on.

Bland words:

Effect on meaning/tone:



Unit 2: Lesson 3
Sentence Structure Homework

Name: _____

Date: _____

Directions: *Complete this task for homework. Use the Anatomy of a Sentence anchor chart or the Entry Task: Sentence Structure (from Lesson 2) to assist you when completing this task. Remember that some sentences may have several main clauses!*

Example: Jessica and her friends decided to get some pepperoni and mushroom pizza, since that was their favorite food.

- Underline the main clause.
 - What does the word “favorite” modify?
- Food**

Although the recreation center was open seven days a week, the public library was open only during the weekdays, so I could not do research on my science project over the weekend.

- Underline the main clause.
- What does the word “public” modify?

I have lived in New York City for almost 20 years, but my neighbor has lived here for 30 years.

- Underline the main clause

Once the storm began to approach, the sky was filled with birds; they knew bad weather was approaching, and wanted to seek shelter.

- Underline the main clause.
- What does the word “bad” modify?

These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought.

- Underline the main clause.
- What do the words “lay slumbering” modify?

From that moment, I understood the pathway from slavery to freedom.

- Underline the main clause.

When I went there, she was a pious, warm, and tender-hearted woman.

- Underline the main clause.

Unit 2: Lesson 3
Sentence Structure Homework

<p>I looked like a man who had escaped a den of wild beasts.</p>	<ul style="list-style-type: none"> • Underline the main clause. • What does the word “wild” modify?
<p>Write two sentences of your own and underline the main clause.</p>	

Unit 2: Lesson 4
Excerpt 3 Analysis Note-catcher

.....
Name:

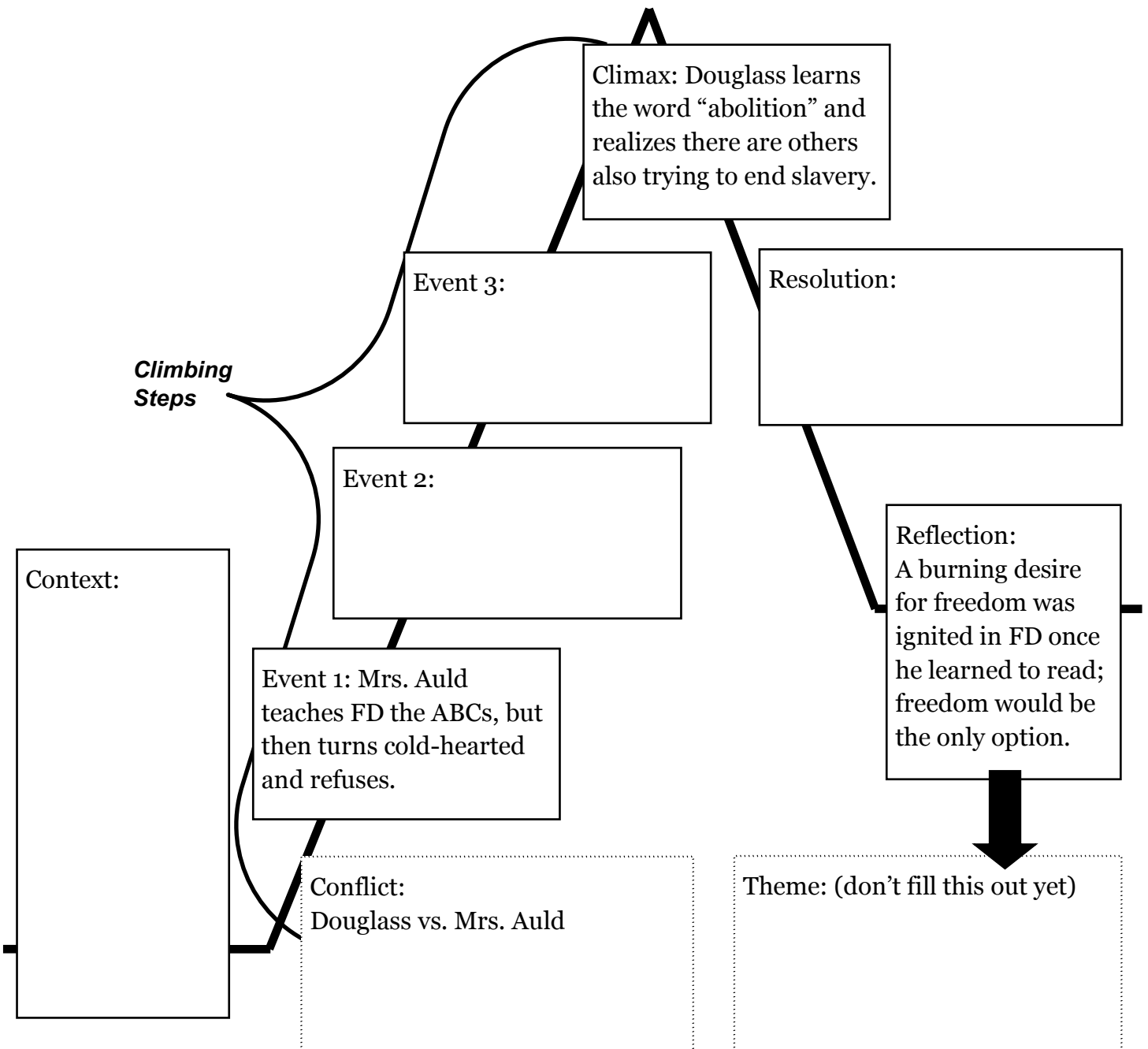
.....
Date:

Learning to Read - *Narrative of the Life of Frederick Douglass*: Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6

What does Douglass say? <i>What is this excerpt about?</i>		(see narrative arc on the back)
Position: Why does he say it? <i>Briefly explain the connection between this excerpt and each of the two positions listed below.</i>	Evidence: What words, phrases and sentences show his position? <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i>	Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?
Slavery corrupts slave owners		
Slavery was terrible for slaves		

Unit 2: Lesson 4
Excerpt 3 Analysis Note-catcher
Narrative Arc

Narrative Arc



Unit 2: Lesson 4
Excerpt Analysis Roles

Name: _____

Date: _____

Independently:

<p>Role 1: Explain the <u>narrative arc</u>.</p>	<p>Context of the story (setting—time in Douglass’s life, place, and characters)</p>
	<p>Conflict (who the conflict is between)</p>
	<p>Climbing steps (four key events)</p>
	<p>Climax (major turning point)</p>
	<p>Conclusion (resolution—the way Douglass overcomes the obstacles; reflection—how Douglass changes because of the obstacles he encounters)</p>
<p>Role 2: Explain <u>slavery corrupts slave owners</u>.</p>	<p>Position: Explain how the excerpt conveys this position.</p>
	<p>Evidence: How does Douglass say it? Write down one or two important quotes and phrases from the text. Explain key people and events and include the paragraph number.</p>
	<p>Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?</p>
<p>Role 3: Explain <u>slavery is terrible for slaves</u>.</p>	<p>Position: Explain how the excerpt conveys this position.</p>
	<p>Evidence: How does Douglass say it? Write down one or two important quotes and phrases from the text. Explain key people and events and include the paragraph number.</p>
	<p>Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?</p>

Together: Share, revise, and fill in the chart.

Unit 2: Lesson 4
Group Work Skits

Name:

Date:

Scene 1	Student 1: I am working on the narrative arc. Can you both start your sections, so we have time to share afterwards?
	Student 2: What are we supposed to be doing? I was not really listening. (turns to Student 3) Can you help me?
	Student 3: I really want to go shopping at the mall and get some new clothes. What times is this class over?
	Student 1: Let me see your paper (takes paper from Student 2). I am going to just fill out the slavery corrupts slave holders section since you don't know what to do and are taking too long!
	Student 2: But I just need help getting started.
	Student 3: Forget about this work, I'm hungry, do you have any cookies or chips or anything to eat?
	Student 1: But we only have 5 minutes left and we hardly have time to share! Ugh!

Unit 2: Lesson 4
Group Work Skits

Name: _____

Date: _____

Scene 2	Student 1: I am going to be working on the narrative arc, can you both get started on your sections, so we have time to share afterwards?
	Student 2: What are we supposed to be doing? I was not really listening. (turns to student 3) Can you help me?
	Student 3: Sure, so your role is to explain why Douglass included the position slavery corrupts slave owners, find two examples from the text that show this position, and finally explain how the evidence helps Douglass disprove an opposing position. You need to write some notes for each one to hold your thinking. You can also use your notes from the purpose section of our second read to get started on the why section if you need more help.
	Student 2: Oh, thanks. That is really helpful. I get it now.
	(Students 2 and 3 work silently)
	Student 2: I am done with my section. Are you done with the narrative arc and slavery is terrible for slaves sections?
	Student 3: I am! (turns to Student 1) Can you go first and explain about the narrative while we take notes?
	Student 1: Sure, I am ready. I will only take a few minutes so you both have time to share also.
	Student 2: I think you forgot to include the characters in the setting.
	Student 3: Oh yeah, you are right. Let me add Douglass, Mr. Auld, Mrs. Auld, and the little street boys.

Unit 2: Lesson 4
Excerpt 3 Constructed Response

Name: _____

Date: _____

Directions:

Reread Excerpt 3 from *Narrative of the Life of Frederick Douglass*. Answer the question, “How did learning to read affect Douglass's feelings about being a slave and why? What specific examples from the text support your thinking?”

Reminders:

Recycle the prompt.

Give detailed examples from the text

Answer all parts of the question.

Write in complete sentences.

Unit 2: Lesson 5
Independent Reading Status Check

.....
Name:
.....

.....
Date:
.....

Did you meet your independent reading goal for today's check-in?	
If yes, what helped you do that?	
If no, what got in your way? How can I help you?	

Unit 2: Lesson 5
Storyteller’s Toolbox Anchor Chart

Name: _____

Date: _____

Voice	Body
<p>Tone and volume</p> <ul style="list-style-type: none"> • How does the storyteller’s tone reinforce emotion? • Is the storyteller talking loudly? When is the storyteller talking softly? 	<p>Facial expression</p> <ul style="list-style-type: none"> • Is the storyteller’s face mirroring the emotion behind the story? • Is the storyteller’s face helping me picture the character?
<p>Speed</p> <ul style="list-style-type: none"> • Why is the storyteller speeding up or slowing down her voice? 	<p>Hand and body motions</p> <ul style="list-style-type: none"> • How do the hand motions mimic or reinforce the words?
<p>Repetition</p> <ul style="list-style-type: none"> • What is the storyteller repeating? Why is this an important phrase to remember? 	
<p>A storyteller uses these tools in order to: Reinforce the action of the story Reinforce or mirror emotion of the characters Help the listener picture the action</p>	

Unit 2: Lesson 5
Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

.....
Name:

.....
Date:

Chapter 10, Paragraphs 1–3, 5, 6, 10–13

Background: When he was 16, Douglass was sent to a new master, Thomas Auld, who owned a plantation in St. Michael’s, Maryland. Auld found Douglass defiant, and rented him out for one year to a nearby farmer, Edward Covey, who had a reputation for “breaking” slaves.

Text	Second Read Questions	Third Read Questions
1. I had left Master Thomas's house, and went to live with Mr. Covey, on the 1st of January, 1833. I was now, for the first time in my life, a field hand .	Field hand —someone who works in the fields on a farm	

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>2. I lived with Mr. Covey one year. During the first six months, of that year, scarce a week passed without his whipping me. I was seldom free from a sore back. My awkwardness was almost always his excuse for whipping me. We were worked fully up to the point of endurance. Long before day we were up, our horses fed, and by the first approach of day we were off to the field with our hoes and ploughing teams. Mr. Covey gave us enough to eat, but scarce time to eat it. We were often less than five minutes taking our meals. We were often in the field from the first approach of day till its last lingering ray had left us; and at saving-fodder time, midnight often caught us in the field binding blades.</p>	<p>Scarce—barely</p> <p>Endurance—the capacity to do something difficult for a long time</p> <p>Saving-fodder time—the weeks in the year when they were cutting the hay and storing it for winter</p> <p>1. Why does Douglass say that the slaves were worked up to the point of <i>endurance</i>?</p>	<p>1. What type of figurative language does the phrase “midnight often caught us” use?</p> <p>A. metaphor</p> <p>B. simile</p> <p>C. allusion</p> <p>D. personification</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>3. Covey would be out with us. The way he used to stand it, was this. He would spend the most of his afternoons in bed. He would then come out fresh in the evening, ready to urge us on with his words, example, and frequently with the whip. Mr. Covey was one of the few slaveholders who could and did work with his hands. He was a hard-working man. He knew by himself just what a man or a boy could do. There was no deceiving him. His work went on in his absence almost as well as in his presence; and he had the faculty of making us feel that he was ever present with us. This he did by surprising us. He seldom approached the spot where we were at work openly, if he could do it secretly. He always aimed at taking us by surprise.</p>	<p>2. What does it mean to “urge us on with ... the whip?”</p> <p>Faculty—</p>	<p>2. Why does Douglass use the word <i>cunning</i> to describe Covey, rather than intelligence or effectiveness? How does that connect to his purpose in telling this story?</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>Such was his cunning, that we used to call him, among ourselves, "the snake." When we were at work in the cornfield, he would sometimes crawl on his hands and knees to avoid detection, and all at once he would rise nearly in our midst, and scream out, "Ha, ha! Come, come! Dash on, dash on!" This being his mode of attack, it was never safe to stop a single minute. His comings were like a thief in the night. He appeared to us as being ever at hand. He was under every tree, behind every stump, in every bush, and at every window, on the plantation.</p>	<p>Cunning—</p> <p>Detection—</p> <p>3. How did Covey make sure that the slaves were working hard all the time?</p>	

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>4. If at any one time of my life more than another, I was made to drink the bitterest dregs of slavery, that time was during the first six months of my stay with Mr. Covey. We were worked in all weathers. It was never too hot or too cold; it could never rain, blow, hail, or snow too hard for us to work in the field. Work, work, work, was scarcely more the order of the day than of the night. The longest days were too short for him, and the shortest nights too long for him. I was somewhat unmanageable when I first went there, but a few months of this discipline tamed me. Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit.</p>	<p>Dregs—the last, usually not very good tasting, sips of a drink</p> <p>Breaking—</p>	<p>“The longest days were too short for him, and the shortest nights too long for him.”</p> <p>3. What is the name for this type of figurative language? What does this sentence mean? How does it help Douglass make his point about Covey?</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!</p>	<p>Languished—did poorly</p> <p>4. The word “disposition” means tendency or frame of mind. What prefix does it use? What root?</p> <p>Brute—a beast</p> <p>5. How did working for Covey affect Douglass?</p>	<p>4. Douglass says that the “dark night of slavery closed in on me.” What device from the poet’s toolbox is he using? Why is darkness a powerful image here?</p> <p>a. simile b. metaphor c. personification d. apostrophe</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>5. Sunday was my only leisure time. I spent this in a sort of beast-like stupor, between sleep and wake, under some large tree. At times I would rise up, a flash of energetic freedom would dart through my soul, accompanied with a faint beam of hope, that flickered for a moment, and then vanished. I sank down again, mourning over my wretched condition. I was sometimes prompted to take my life, and that of Covey, but was prevented by a combination of hope and fear. My sufferings on this plantation seem now like a dream rather than a stern reality.</p>	<p>Leisure—</p> <p>Stupor—</p> <p>Wretched—</p> <p>Take my life—kill myself</p> <p>6. What did Douglass do on Sundays?</p>	

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>6. I have already intimated that my condition was much worse during the first six months of my stay at Mr. Covey’s, than in the last six. The circumstances leading to the change in Mr. Covey’s course toward me form an epoch in my humble history. You have seen how a man was made a slave; you shall see how a slave was made a man.</p>	<p>Intimated—suggested</p> <p>Epoch—important period of time</p>	<p>“You have seen how a man was made a slave; you shall see how a slave was made a man.”</p> <p>5. How does this sentence preview the rest of the story? What does Douglass want his audience to pay attention to?</p>

Unit 2: Lesson 5

Excerpt 4 Text and Questions: The Fight with Covey

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>7. On one of the hottest days of the month of August 1833, Bill Smith, William Hughes, a slave named Eli, and myself, were engaged in fanning wheat. Hughes was clearing the fanned wheat from before the fan. Eli was turning, Smith was feeding, and I was carrying wheat to the fan. The work was simple, requiring strength rather than intellect; yet, to one entirely unused to such work, it came very hard. About three o'clock of that day, I broke down; my strength failed me; I was seized with a violent aching of the head, attended with extreme dizziness; I trembled in every limb. Finding what was coming, I nerved myself up, feeling it would never do to stop work. I stood as long as I could stagger to the hopper with grain. When I could stand no longer, I fell, and felt as if held down by an immense weight.</p>	<p>Fanning wheat—a process of separating the grain part of the wheat from the stalk it grew on, by using a fanning device</p> <p>Attended with—accompanied by</p> <p>Hopper—the place in the machine where Douglass was loading the wheat</p> <p>Immense—</p> <p>7. Why did Douglass stop working?</p>	<p>6. In this paragraph, Douglass describes how terrible he was feeling. List three words or phrases that help create the mood in this paragraph.</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>The fan of course stopped; everyone had his own work to do; and no one could do the work of the other and have his own go on at the same time.</p>		
<p>8. Mr. Covey was at the house, about one hundred yards from the treading-yard where we were fanning. On hearing the fan stop, he left immediately, and came to the spot where we were. He hastily inquired what the matter was. Bill answered that I was sick, and there was no one to bring wheat to the fan. I had by this time crawled away under the side of the post and rail-fence by which the yard was enclosed, hoping to find relief by getting out of the sun. He then asked where I was. He was told by one of the hands.</p>	<p>Hastily—quickly Hands—workers</p>	<p>7. Why does Douglass describe the kick Covey gave him as “savage” and not “hard”? How does that contribute to the description of the events?</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>He came to the spot, and, after looking at me awhile, asked me what was the matter. I told him as well as I could, for I scarce had strength to speak. He then gave me a savage kick in the side, and told me to get up. I tried to do so, but fell back in the attempt. He gave me another kick, and again told me to rise. I again tried, and succeeded in gaining my feet; but, stooping to get the tub with which I was feeding the fan, I again staggered and fell. While down in this situation, Mr. Covey took up the hickory slat with which Hughes had been striking off the half-bushel measure, and with it gave me a heavy blow upon the head, making a large wound, and the blood ran freely; and with this again told me to get up. I made no effort to comply, having now made up my mind to let him do his worst.</p>	<p>Gaining my feet—standing up</p> <p>Slat—piece of wood</p> <p>Comply—obey</p> <p>8. What did Covey do to Douglass when he found him in the shade?</p>	

Unit 2: Lesson 5
Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>In a short time after receiving this blow, my head grew better.</p> <p>Mr. Covey had now left me to my fate.</p>		

Douglass at this point decided to go to his master (Thomas Auld, who had rented him to Covey for one year) and ask for help. He walked to his master’s, but his master sent him back to Covey the next morning.

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>9. I reached Covey's about nine o'clock; and just as I was getting over the fence that divided Mrs. Kemp's fields from ours, out ran Covey with his cowskin, to give me another whipping. Before he could reach me, I succeeded in getting to the cornfield; and as the corn was very high, it afforded me the means of hiding. He seemed very angry, and searched for me a long time. My behavior was altogether unaccountable. He finally gave up the chase, thinking, I suppose, that I must come home for something to eat; he would give himself no further trouble in looking for me. I spent that day mostly in the woods, having the alternative before me,—to go home and be whipped to death, or stay in the woods and be starved to death.</p>	<p>Afforded—</p> <p>Unaccountable—unable to be explained</p> <p>9. What problem would Douglass face if he did not return to Covey?</p>	

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>10. That night, I fell in with Sandy Jenkins, a slave with whom I was somewhat acquainted. Sandy had a free wife who lived about four miles from Mr. Covey’s; and it being Saturday, he was on his way to see her. I told him my circumstances, and he very kindly invited me to go home with him. I went home with him, and talked this whole matter over, and got his advice as to what course it was best for me to pursue. I found Sandy an old adviser. He told me, with great solemnity, I must go back to Covey; but that before I went, I must go with him into another part of the woods, where there was a certain <i>root</i>, which, if I would take some of it with me, carrying it <i>always on my right side</i>, would render it impossible for Mr. Covey, or any other white man, to whip me.</p>	<p>Fell in with—ran into and spent time with</p> <p>Course to pursue—plan to follow</p> <p>Solemnity—seriousness</p> <p>Render—</p>	

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>He said he had carried it for years; and since he had done so, he had never received a blow, and never expected to while he carried it. I at first rejected the idea, that the simple carrying of a root in my pocket would have any such effect as he had said, and was not disposed to take it; but Sandy impressed the necessity with much earnestness, telling me it could do no harm, if it did no good. To please him, I at length took the root, and, according to his direction, carried it upon my right side.</p>	<p>Rejected—</p> <p>10. Disposition (Paragraph 4) is a noun, meaning tendency or frame of mind. Disposed is the verb. What does it mean?</p> <p>11. What does Sandy tell Douglass he should do?</p>	

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>11. This was Sunday morning. I immediately started for home; and upon entering the yard gate, out came Mr. Covey on his way to meeting. He spoke to me very kindly, bade me drive the pigs from a lot nearby, and passed on towards the church. Now, this singular conduct of Mr. Covey really made me begin to think that there was something in the ROOT which Sandy had given me; and had it been on any other day than Sunday, I could have attributed the conduct to no other cause than the influence of that root; and as it was, I was half inclined to think the <i>root</i> to be something more than I at first had taken it to be. All went well till Monday morning. On this morning, the virtue of the ROOT was fully tested.</p>	<p>Bade—told</p> <p>Singular conduct—unusual behavior</p> <p>Virtue—power</p> <p>12. How does Covey behave towards Douglass when he first arrives back at the farm?</p>	<p>8. Why does Douglass end the paragraph with the sentence: “On this morning, the virtue of the ROOT was fully tested?”</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>12. Long before daylight, I was called to go and rub, curry, and feed, the horses. I obeyed, and was glad to obey. But whilst thus engaged, whilst in the act of throwing down some blades from the loft, Mr. Covey entered the stable with a long rope; and just as I was half out of the loft, he caught hold of my legs, and was about tying me. As soon as I found what he was up to, I gave a sudden spring, and as I did so, he holding to my legs, I was brought sprawling on the stable floor. Mr. Covey seemed now to think he had me, and could do what he</p>	<p>Curry—comb and brush</p> <p>Engaged—busy</p> <p>Spring—jump</p>	<p>9. What details does Douglass provide that portray Covey as a bully and not a fair fighter?</p>

Unit 2: Lesson 5

Excerpt 4 Text and Questions: The Fight with Covey

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>pleased; but at this moment—from whence came the spirit I don't know—I resolved to fight; and, suiting my action to the resolution, I seized Covey hard by the throat; and as I did so, I rose. He held on to me, and I to him. My resistance was so entirely unexpected that Covey seemed taken all aback. He trembled like a leaf. This gave me assurance, and I held him uneasy, causing the blood to run where I touched him with the ends of my fingers. Mr. Covey soon called out to Hughes for help. Hughes came, and, while Covey held me, attempted to tie my right hand. While he was in the act of doing so, I watched my chance, and gave him a heavy kick close under the ribs. This kick fairly sickened Hughes, so that he left me in the hands of Mr. Covey.</p>	<p>13. How does the fight between Douglass and Covey start?</p> <p>14. Paraphrase the sentence that shows Douglass’s response: “Mr. Covey seemed now to think he had me, and could do what he pleased; but at this moment—from whence came the spirit I don't know—I resolved to fight; and, suiting my action to the resolution, I seized Covey hard by the throat; and as I did so, I rose.”</p> <p>Assurance—confidence</p>	

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>This kick had the effect of not only weakening Hughes, but Covey also. When he saw Hughes bending over with pain, his courage quailed. He asked me if I meant to persist in my resistance. I told him I did, come what might; that he had used me like a brute for six months, and that I was determined to be used so no longer.</p>	<p>Quailed—weakened, became less</p>	
<p>13. With that, he strove to drag me to a stick that was lying just out of the stable door. He meant to knock me down. But just as he was leaning over to get the stick, I seized him with both hands by his collar, and brought him by a sudden snatch to the ground. By this time, Bill came. Covey called upon him for assistance. Bill wanted to know what he could do.</p>	<p>Strove—</p>	<p>10. Why does Douglass describe Covey as “puffing and blowing at a great rate?”</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>Covey said, “Take hold of him, take hold of him!” Bill said his master hired him out to work, and not to help to whip me; so he left Covey and myself to fight our own battle out. We were at it for nearly two hours. Covey at length let me go, puffing and blowing at a great rate, saying that if I had not resisted, he would not have whipped me half so much. The truth was, that he had not whipped me at all. I considered him as getting entirely the worst end of the bargain; for he had drawn no blood from me, but I had from him. The whole six months afterwards that I spent with Mr. Covey, he never laid the weight of his finger upon me in anger. He would occasionally say he didn't want to get hold of me again. “No,” thought I, “you need not; for you will come off worse than you did before.”</p>	<p>15. What does Bill do that helps Douglass?</p> <p>16. How does the fight end?</p> <p>17. Why doesn't Covey try to whip Douglass again?</p>	<p>10. Why does Douglass describe Covey as “puffing and blowing at a great rate?”</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>14. This battle with Mr. Covey was the turning-point in my career as a slave. It rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood. It recalled the departed self-confidence, and inspired me again with a determination to be free. The gratification afforded by the triumph was a full compensation for whatever else might follow, even death itself. He only can understand the deep satisfaction which I experienced, who has himself repelled by force the bloody arm of slavery. I felt as I never felt before. It was a glorious resurrection, from the tomb of slavery, to the heaven of freedom. My long-crushed spirit rose, cowardice departed, bold defiance took its place;</p>	<p>Rekindled—</p> <p>Expiring embers—the last coals of a fire, just going out</p> <p>Revived—</p> <p>Gratification—pleasure, satisfaction</p> <p>Triumph—victory</p> <p>Compensation—payment</p> <p>Repelled—</p> <p>Resurrection—rebirth</p>	<p>11. Why does Douglass refer to the fight as a “resurrection?” To what is he alluding? Why would this appeal to his audience?</p>

Unit 2: Lesson 5
 Excerpt 4 Text and Questions: The Fight with Covey
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>and I now resolved that, however long I might remain a slave in form, the day had passed forever when I could be a slave in fact. I did not hesitate to let it be known of me, that the white man who expected to succeed in whipping, must also succeed in killing me.</p>	<p>18. Why was the fight with Covey important for Douglass?</p>	<p><i>“I now resolved that, however long I might remain a slave in form, the day had passed forever when I could be a slave in fact.”</i></p> <p>12. What does that mean? How does the rest of the paragraph support it?</p>
<p>15. From this time I was never again what might be called fairly whipped, though I remained a slave four years afterwards. I had several fights, but was never whipped.</p>		

Unit 2: Lesson 6
Complete Sentences Practice
 I. Identifying Sentence Fragments

.....
Name:

.....
Date:

Directions: Read the sentences below. Circle the ones that are not complete sentences.

1. Ben forgot his sunscreen.
2. Shifting into warp speed.
3. Lions are scary animals.
4. If you say that one more time.
5. Walking around the lake.
6. Karen and Ann are proud of the magazine.
7. Because Suzanne likes to ride horses.
8. He ordered a cheese pizza.
9. Sleeps in a bed.
10. When Brent fakes out the point guard.

Directions: Now choose three of the above that were not complete sentences. Rewrite them below to make them into complete sentences. You will need to add words.

1.

2.

3.

Unit 2: Lesson 6
Complete Sentences Practice
II. Identifying Run-on Sentences

.....
Name:
.....

Date:
.....

Directions: Read the sentences below. Circle the ones that are run-on sentences.

1. Ben forgot his sunscreen, and he got a sunburn.
2. Lions are scary animals, they can kill people.
3. While they were walking around the lake, they saw six ducks.
4. Because he was hungry, he ordered a cheese pizza.
5. He ordered a cheese pizza, when it came he ate all of it.
6. Brent fakes the point guard out, he shoots a basket, he scores the winning points for his team.

Directions: Now choose three of the above that were not complete sentences. Rewrite them below to make them into complete sentences. You may need to change, delete, or add words and/or punctuation.

1.

.....
.....

2.

.....
.....

3.

.....
.....

Unit 2: Lesson 8
Excerpt 4 Analysis Note-catcher

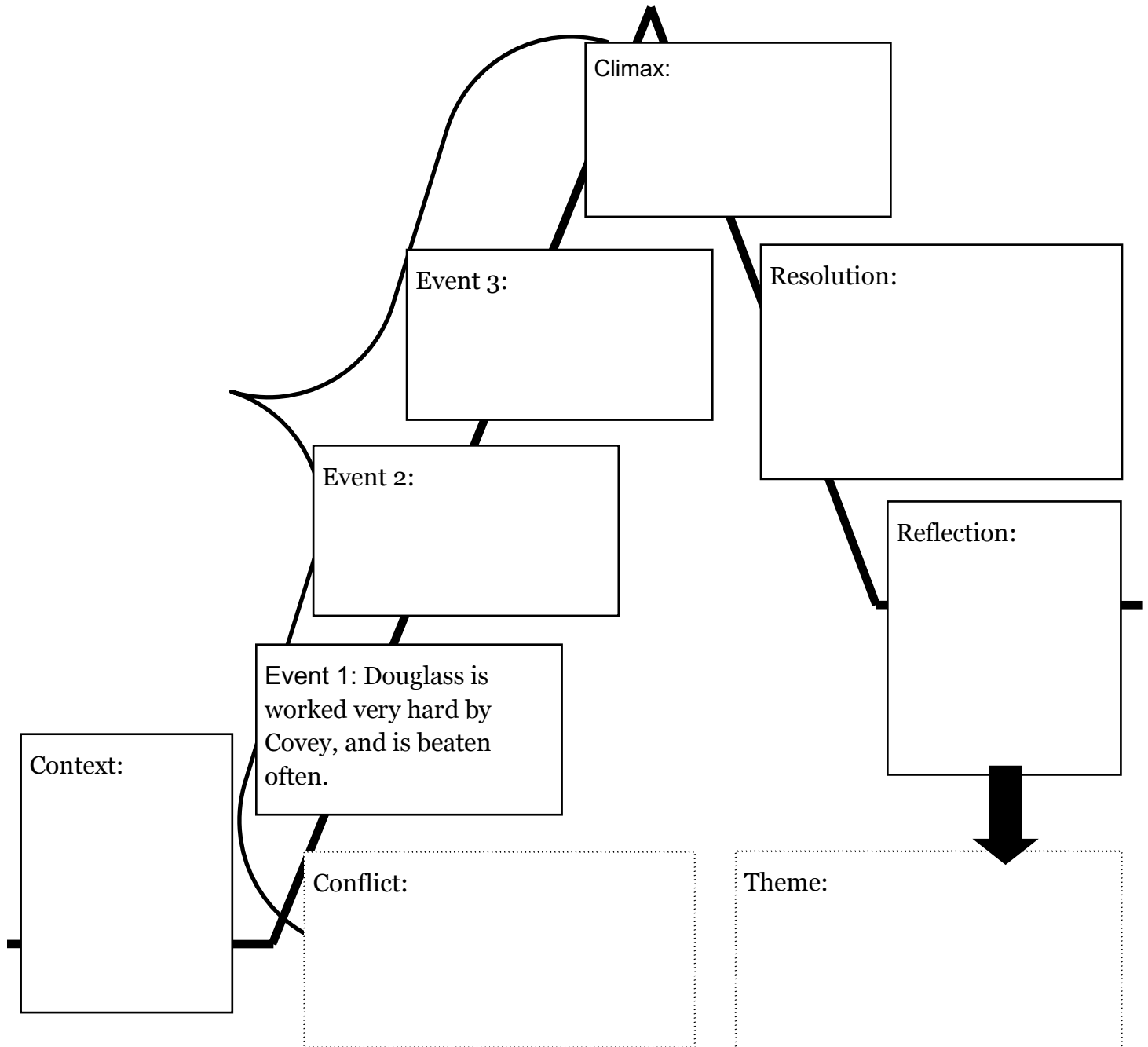
Name: _____

Date: _____

What does Douglass say? (see narrative arc on the back) <i>What is this excerpt about?</i>		
Position: Why does he say it? <i>(Briefly explain the connection between this excerpt and each of the two positions listed below.)</i>	Evidence: What words, phrases, and sentences show his position? <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i>	Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?
Slavery corrupts slave owners		
Slavery was terrible for slaves		

Unit 2: Lesson 8
Excerpt 4 Analysis Note-catcher:
Narrative Arc

Narrative Arc



Unit 2: Lesson 8
Excerpt 4 Constructed Response: “The Fight with Covey”

Name: _____

Date: _____

Directions:	Reread Excerpt 4 from <i>Narrative of the Life of Frederick Douglass</i> . Answer the following questions in at least one paragraph: “How did Frederick Douglass’s life change as a result of the fight with Covey? How did his life not change as a result of the fight with Covey? What specific examples from the text support your thinking?”
Reminders:	<ul style="list-style-type: none">• Recycle the prompt.• Give detailed examples from the text• Answer all parts of the question.• Write in complete sentences.

Unit 2: Lesson 9
Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

.....

Name:

.....

Date:

.....

Chapter 10, Paragraphs 26 -31, 33–37, and 40

Background: In January 1834, Frederick Douglass leaves Covey and begins living on Mr. Freeland’s plantation. Mr. Freeland is a slaveholder who is less cruel and more tolerable than the previous one. Douglass starts a Sabbath School where he teaches at least 40 fellow slaves how to read. Slaveholders shut the school down. Douglass begins the year 1835 with a burning desire to escape to freedom in the north.

Text	Second Read Questions	Third Read Questions
<p>1 At the close of the year 1834, Mr. Freeland again hired me of my master, for the year 1835. But, by this time, I began to want to live <i>upon free land</i> as well as <i>with Freeland</i>; and I was no longer content, therefore, to live with him or any other slaveholder.... I was fast approaching manhood, and year after year had passed, and I was still a slave. These thoughts roused me—I must do something. I therefore resolved that 1835 should not pass without witnessing an attempt, on my part, to secure my liberty. But I was not willing to cherish this determination alone. My fellow-slaves [many of whom he had taught in Sabbath school] were dear to me. I was anxious to</p>	<p>1. What does Douglass decide he will do in 1834?</p> <p>Cherish—to keep or take care of something or someone you hold dear</p>	<p>1. Given some of Douglass’s concerns about escaping to freedom, what do you think may have prevented other slaves in the 1800s from attempting to escape from slavery? Use examples from the text.</p>

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>have them participate with me in this, my life-giving determination. I therefore, though with great prudence, commenced early to ascertain their views and feelings in regard to their condition, and to imbue their minds with thoughts of freedom.... I went first to Henry, next to John, then to the others. I found, in them all, warm hearts and noble spirits. They were ready to hear, and ready to act when a feasible plan should be proposed. This was what I wanted. We met often, and consulted frequently, and told our hopes and fears, recounted the difficulties, real and imagined, which we should be called on to meet. At times we were almost disposed to give up, and try to content ourselves with our wretched lot; at others, we were firm and unbending in our determination to go.</p>	<p>Prudence—caution</p> <p>Ascertain—figure out</p> <p>Imbue—</p> <p>2. Feasible is from the root <i>fais</i>, which means do or make. The suffix is <i>able</i>. Given that, what do you think feasible means?</p> <p>3. Recounted has the prefix <i>re</i>, which means again. What does Douglass do again in this paragraph?</p> <p>Disposed—</p>	

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>Whenever we suggested any plan, there was shrinking—the odds were fearful. Our path was beset with the greatest obstacles; and if we succeeded in gaining the end of it, our right to be free was yet questionable—we were yet liable to be returned to bondage. We could see no spot, this side of the ocean, where we could be free.</p>	<p>Gaining the end— reaching the goal</p> <p>Bondage—</p>	

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>We knew nothing about Canada. Our knowledge of the north did not extend farther than New York; and to go there, and be forever harassed with the frightful liability of being returned to slavery—with the certainty of being treated tenfold worse than before—the thought was truly a horrible one, and one which it was not easy to overcome. The case sometimes stood thus: At every gate through which we were to pass, we saw a watchman—at every ferry a guard—on every bridge a sentinel—and in every wood a patrol. We were hemmed in upon every side. Here were the difficulties, real or imagined—the good to be sought, and the evil to be shunned.</p>	<p>4. Underline two of Douglass’s concerns about trying to escape from slavery.</p> <p>Sentinel—a soldier or guard whose job is to stand and keep watch</p> <p>Hemmed in—</p> <p>Shunned—deliberately avoided someone or something</p>	<p>2.. What is Douglass describing when he writes, “its robes already crimsoned with the blood of millions, and even now feasting itself greedily upon our own flesh”?</p> <p>What type of figurative language is Douglass using here in this quote?</p> <p>a. Simile b. Metaphor c. Allusion d. Personification</p> <p>How does this help him make his point?</p>

Unit 2: Lesson 9
Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>On the one hand, there stood slavery, a stern reality, glaring frightfully upon us,—its robes already crimsoned with the blood of millions, and even now feasting itself greedily upon our own flesh. On the other hand, away back in the dim distance, under the flickering light of the north star, behind some craggy hill or snow-covered mountain, stood a doubtful freedom—half frozen—beckoning us to come and share its hospitality.</p>		

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>2. In coming to a fixed determination to run away, we did more than Patrick Henry, when he resolved upon liberty or death. With us it was a doubtful liberty at most, and almost certain death if we failed. For my part, I should prefer death to hopeless bondage.</p>	<p>5. Patrick Henry, a delegate from Virginia who was trying to get his state to join the Revolutionary War, wrote a speech where he said, “Give me liberty or give me death!”</p> <p>What type of figurative language does Douglass use when he mentions Patrick Henry and his own “doubtful liberty at most, and almost certain death”?</p> <p>a. Simile b. Juxtaposition c. Allusion d. Vivid word choice</p>	<p>3. Why does Douglass so clearly explain the dangers of trying to escape? How does it convey his position about slavery?</p>

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>3. The plan we finally concluded upon was, to get a large canoe belonging to Mr. Hamilton, and upon the Saturday night previous to Easter holidays, paddle directly up the Chesapeake Bay. On our arrival at the head of the bay, a distance of seventy or eighty miles from where we lived, it was our purpose to turn our canoe adrift, and follow the guidance of the north star till we got beyond the limits of Maryland. Our reason for taking the water route was, that we were less liable to be suspected as runaways; we hoped to be regarded as fishermen; whereas, if we should take the land route, we should be subjected to interruptions of almost every kind. Any one having a white face, and being so disposed, could stop us, and subject us to examination.</p>	<p>Purpose—</p> <p>Adrift—not fastened to anything; a boat that isadrift will float away</p> <p>Liable—</p> <p>Subjected to—</p> <p>6. What was the escape plan?</p>	

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>4. The week before our intended start, I wrote several protections, one for each of us. As well as I can remember, they were in the following words, to wit:—</p> <p>“This is to certify that I, the undersigned, have given the bearer, my servant, full liberty to go to Baltimore, and spend the Easter holidays. Written with mine own hand, &c., 1835.</p> <p>WILLIAM HAMILTON</p> <p>Near St. Michael’s, in Talbot county, Maryland.”</p> <p>We were not going to Baltimore; but, in going up the bay, we went toward Baltimore, and these protections were only intended to protect us while on the bay.</p>	<p>7. What is a protection? How would it help Douglass and the other escaping slaves?</p>	

Unit 2: Lesson 9

Excerpt 5 Text and Questions: An Escape Attempt

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>5. After a painful waiting, the Saturday morning, whose night was to witness our departure, came. I hailed it with joy, bring what of sadness it might. Friday night was a sleepless one for me. I probably felt more anxious than the rest, because I was, by common consent, at the head of the whole affair. The responsibility of success or failure lay heavily upon me. The glory of the one, and the confusion of the other, were alike mine. The first two hours of that morning were such as I never experienced before, and hope never to again. Early in the morning, we went, as usual, to the field.</p>	<p>8. What does Douglass mean when he says, “We are betrayed?” What has happened to their plan to escape?</p>	
Text	Second Read Questions	Third Read Questions
<p>We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was near by, and said, “We are betrayed!” “Well,” said he, “that thought has this moment struck me.” We said no more. I was never more certain of any thing.</p>		

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>6. The horn was blown as usual, and we went up from the field to the house for breakfast. I went for the form, more than for want of any thing to eat that morning. Just as I got to the house, in looking out at the lane gate, I saw four white men, with two colored men. Mr. Freeland put his head in at the door, and called me by name, saying, there were some gentlemen at the door who wished to see me. I stepped to the door, and inquired what they wanted. They at once seized me, and, without giving me any satisfaction, tied me—lashing my hands closely together. I insisted upon knowing what the matter was. They at length said, that they had learned I had been in a “scrape,” and that I was to be examined before my master; and if their information proved false, I should not be hurt.</p>	<p>Satisfaction—reason</p> <p>9. What set of context clues helps you figure out what lash means?</p> <p>a. seize, tied, hands closely together b. satisfaction, inquired, hands c. at once, tied, without d. tied, insisted, scrape</p>	

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>7. In a few moments, they succeeded in tying John. They then turned to Henry, who had by this time returned, and commanded him to cross his hands. “I won’t!” said Henry, in a firm tone, indicating his readiness to meet the consequences of his refusal. “Won’t you?” said Tom Graham, the constable. “No, I won’t!” said Henry, in a still stronger tone. With this, two of the constables pulled out their shining pistols, and swore, by their Creator, that they would make him cross his hands or kill him. Each cocked his pistol, and, with fingers on the trigger, walked up to Henry, saying, at the same time, if he did not cross his hands, they would blow his damned heart out. “Shoot me, shoot me!” said Henry; “you can’t kill me but once. Shoot, shoot—and be damned! <i>I won’t be tied!</i>”</p>	<p>10. What does Henry refuse to do? Why?</p>	<p>4. What details does Douglass give to convey Henry’s bravery? Why does he make sure his audience sees Henry as brave?</p>

Unit 2: Lesson 9

Excerpt 5 Text and Questions: An Escape Attempt

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>This he said in a tone of loud defiance; and at the same time, with a motion as quick as lightning, he with one single stroke dashed the pistols from the hand of each constable. As he did this, all hands fell upon him, and, after beating him some time, they finally overpowered him, and got him tied.</p>	<p>11. “This he said in a tone of loud defiance; and at the same time, with a motion as quick as lightning, he with one single stroke dashed the pistols from the hand of each constable.”</p> <p>What does “defiance” mean in this sentence?</p> <ul style="list-style-type: none"> a. behavior that shows you are unhappy with someone b. behavior that shows you are angry with someone c. behavior that shows you refuse to do what someone tells you to do, especially because you do not respect them d. behavior that shows you are moving quickly 	

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>8. During the scuffle, I managed, I know not how, to get my pass out, and, without being discovered, put it into the fire. We were all now tied.... Just a moment previous to the scuffle with Henry, Mr. Hamilton suggested the propriety of making a search for the protections which he had understood Frederick had written for himself and the rest. But, just at the moment he was about carrying his proposal into effect, his aid was needed in helping to tie Henry; and the excitement attending the scuffle caused them either to forget, or to deem it unsafe, under the circumstances, to search. So we were not yet convicted of the intention to run away.</p>	<p>Propriety—recommended action or behavior</p> <p>12. Why were Douglass and his friends “not yet convicted on the intention to run away”?</p>	

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>9. When we got about half way to St. Michael’s, while the constables having us in charge were looking ahead, Henry inquired of me what he should do with his pass. I told him to eat it with his biscuit, and own nothing; and we passed the word around, “Own nothing;” and “Own nothing!” said we all. Our confidence in each other was unshaken.</p>	<p>13. What does Douglass mean by “own nothing” and why do Douglass, Henry, and John repeat those words?</p>	

Unit 2: Lesson 9
 Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>10. I was now left to my fate. I was all alone, and within the walls of a stone prison. But a few days before, and I was full of hope. I expected to have been safe in a land of freedom; but now I was covered with gloom, sunk down to the utmost despair. I thought the possibility of freedom was gone. I was kept in this way about one week, at the end of which, Captain Auld, my master, to my surprise and utter astonishment, came up, and took me out, with the intention of sending me, with a gentleman of his acquaintance, into Alabama. But, from some cause or other, he did not send me to Alabama, but concluded to send me back to Baltimore, to live again with his brother Hugh, and to learn a trade.</p>	<p>14. Where do the constables take Douglass?</p> <p>Utter—</p> <p>Learn a trade—to learn to do a particular craft, such as making clocks or boats, or weaving cloth</p>	<p>5. How does Douglass’s mood change from the beginning of the excerpt to the end? Provide several examples to support your idea.</p>

Douglass, Frederick. Narrative of the Life of Frederick Douglass. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.

Unit 2: Lesson 9
Excerpt 5 Text and Questions: An Escape Attempt
Narrative of the Life of Frederick Douglass

Whole Excerpt

PURPOSE: How does this excerpt support the two positions Douglass held about slavery that are listed below?

1. Slavery is terrible for slaves.

2. Slavery corrupts slave holders.

Unit 2: Lesson 10
Excerpt 5 Analysis Note-catcher

Name: _____
Date: _____

“An Escape Attempt,” in *Narrative of the Life of Frederick Douglass*: Chapter 10, Paragraphs 26 –31, 33–37, and 40

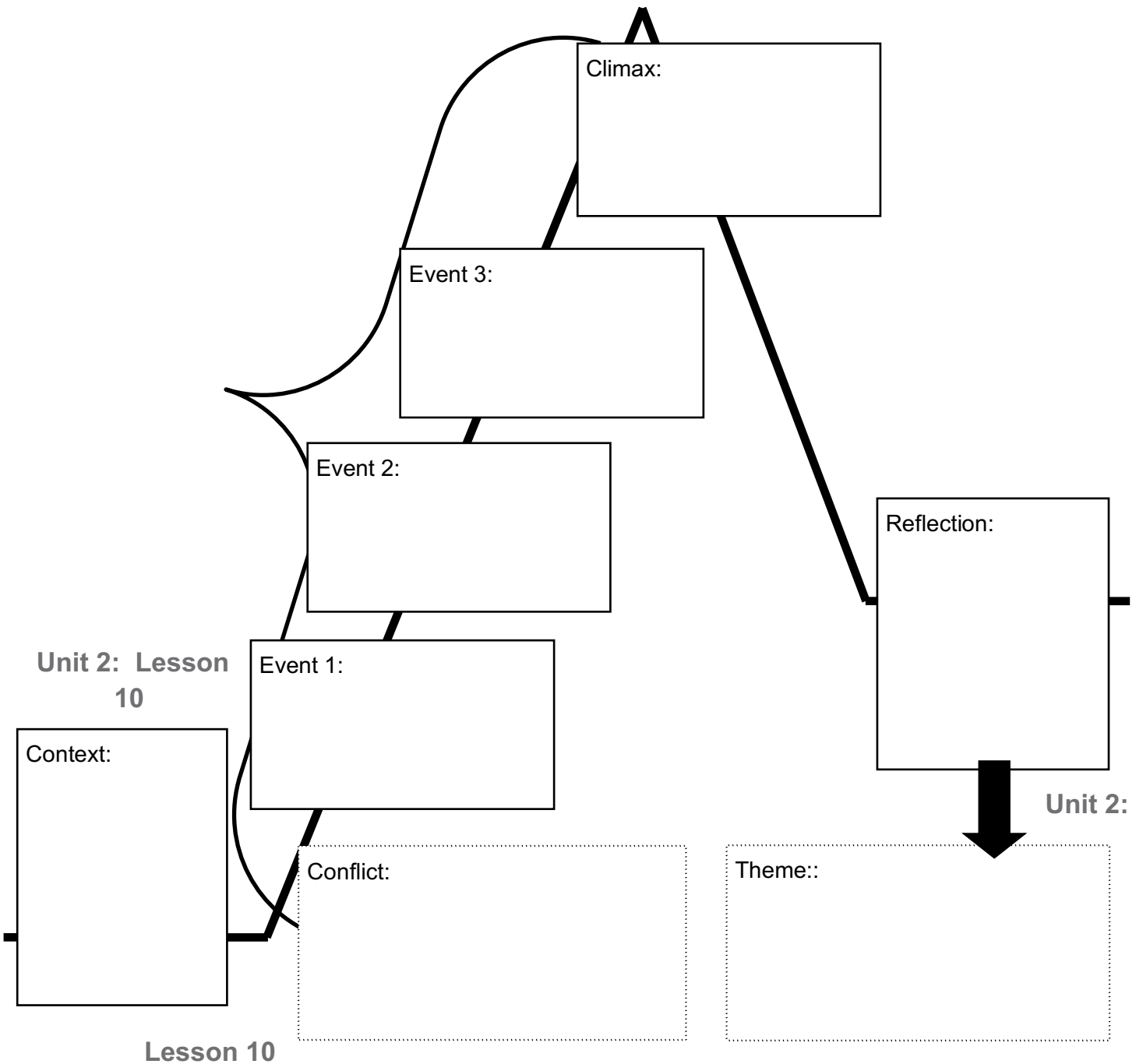
What does Douglass say? What is this excerpt about?	(See narrative arc on the back)	
Position: Why does he say it? Briefly explain the connection between this excerpt and each of the two positions listed below.	Evidence: What words, phrases and sentences show his position? (Choose one or two quotes for each position; give source and briefly state what each refers to.)	Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?
<p>Slavery corrupts slave owners</p> <p>Slavery was terrible for slaves</p>		

Unit 2: Lesson 10

Excerpt 5 Analysis Note-catcher:
Narrative Arc

Name: _____

Date: _____



Excerpt 5 Constructed Response: “An Escape Attempt”**Name:****Date:**

Directions: Reread Excerpt 5 from *Narrative of the Life of Frederick Douglass*. Answer the questions: “How does Frederick Douglass show leadership in this excerpt? What motivates him to take on these leadership roles? What specific examples from the text support your thinking?”

Reminders:

- Recycle the prompt.
- Give detailed examples from the text
- Answer all parts of the question.
- Write in complete sentences.

Entry Task: Predicting the Conclusion

.....
Name:

.....
Date:

What do you think happens at the end of Douglass’s *Narrative*? Why do you think that?

Unit 2: Lesson 12

Readers Theater: *Narrative of the Life of Frederick Douglass Conclusion*

Adapted from Chapters 10 and 11, *Narrative of the Life of Frederick Douglass*

Characters: Narrator, Frederick Douglass, Mr. Gardner, Workers 1–3, Master Hugh, Young man

Script	Vocabulary
Narrator: A few weeks after Douglass went to Baltimore, Master Hugh hired him to Mr. William Gardner, a ship-builder on Fell's Point.	
Mr. Gardner: “My workers will teach you how to caulk, so the planks on this ship don’t leak water.”	Caulk —to fill the holes or cracks in a ship with an oily or sticky substance in order to keep water out
Douglass: (nods head)	
Worker 1: “Fred, come help me to cant this timber here.”	
Worker 2: “Fred, come carry this timber yonder.”	Yonder —over there
Worker 3: “Fred, bring that roller here.”	
Worker 1: “Fred, go get a fresh can of water.”	
Worker 2: “Fred, come help saw off the end of this timber.”	
(Douglass gets pulled in different directions by the workers.)	
Narrator: Douglass needed 12 hands to do all the work that was required, and no one taught him how to caulk properly.	
Mr. Gardner: “I hire black carpenters, most of whom are free, and whites to work alongside each other.”	
Worker 1: (in angry voice) “We don’t like that; they are threatening our jobs!”	
Worker 2: (in angry voice) “We are tired of it!”	

Unit 2: Lesson 12

Readers Theater: *Narrative of the Life of Frederick Douglass Conclusion*

Script	Vocabulary
Worker 3: “Mr. Gardner, fire the black workers or else!”	
Mr. Gardner: “I will do no such thing!”	
(Workers attack Douglass.)	
Narrator: Douglass kept the vow he made after the fight with Mr. Covey, and struck back again, regardless of consequences; but they all came upon him, armed with sticks, stones, and heavy handspikes.	
(Douglass tries to fight back, but there are too many workers attacking.)	
Narrator: All this took place in sight of not less than 50 white ship-carpenters, and not one interposed a friendly word; but some cried, “Kill him! kill him! He struck a white person.” Douglass’s only chance for life was in flight. He succeeded in getting away without an additional blow.	Interposed —said something when other people were having a conversation or argument, interrupting them
Master Hugh: “You are never working for Mr. Gardner again; it is too dangerous! I will find someone to teach you how to caulk properly.”	
Narrator: In the course of one year from the time he left Mr. Gardner’s, Douglass commanded the highest wages given to the most experienced caulkers. He was bringing Master Hugh from six to seven dollars per week.	
Douglass: “Master Hugh, here are my weekly wages of six dollars.”	
Master Hugh: (looks at Douglass fiercely) “Is this all? I want every last cent. Here, I suppose you can have six cents—keep working hard.” (hands Douglass six cents)	

Unit 2: Lesson 12

Readers Theater: *Narrative of the Life of Frederick Douglass Conclusion*

Script	Vocabulary
<p>Narrator: The fact that Master Hugh gave Douglass any part of his wages was proof that he was entitled to the whole of them. In the spring of 1838, Douglass and Master Hugh came to new terms. Douglass was allowed the freedom to make all contracts with those for whom he worked, and find his own employment; and, in return for this liberty, he was to pay Hugh three dollars at the end of each week.</p>	<p>Entitled—the right to do or have something</p>
<p>Douglass (to audience): My board was two dollars and a half per week. This, with the wear and tear of clothing and caulking tools, made my regular expenses about six dollars per week. Master Hugh was still receiving all the benefits of slaveholding without its evils, while I endured all the evils of a slave, and suffered all the care and anxiety of a freeman. Whenever my condition is improved, it only increases my desire to be free.</p>	
<p>Narrator: During this part of Douglass’s life, he planned, and succeeded in escaping from slavery. He cannot give you all the facts of his escape because it would undoubtedly induce greater vigilance on the part of slaveholders.</p>	<p>Undoubtedly—definitely true Induce—to persuade someone to do something that does not seem wise Vigilance—careful attention</p>
<p>Narrator: As the time for Douglass’s escape drew near, he began to think of his beloved friends in Baltimore and the thought of being separated from them forever was painful beyond expression.</p>	
<p>Douglass (to audience): Besides the pain of separation, the dread of a failure exceeded what I had experienced at my first attempt. It was life and death. But I remained firm. On the third day of September 1838, I left my chains and succeeded in reaching New York. How I did so—what direction I traveled, and by what mode of conveyance—I must leave unexplained.</p>	<p>Conveyance—vehicle</p>

Unit 2: Lesson 12

Readers Theater: *Narrative of the Life of Frederick Douglass Conclusion*

Script	Vocabulary
<p>Narrator: Shortly after moving to New York, Douglass moved to New Bedford where it was safer. He found employment in loading a sloop with oil. It was new, dirty, and hard work; but he went at it with a glad heart and a willing hand. He was now his own master. There was no Master Hugh standing ready to rob him of his money the moment he earned it.</p>	
<p>Young man: (tries to hand Douglass the paper) “Would you like to take the ‘Liberator’ to read?”</p>	<p>Liberator—someone who frees another person</p>
<p>Douglass: “Yes, but just having made my escape from slavery, I am unable to pay for it now. In a few weeks, I will subscribe to it.”</p>	
<p>Narrator: The paper came, and he read it from week to week. The paper became Douglass’s meat and drink. His soul was set all on fire. Its sympathy for his brethren in bonds, its scathing denunciations of slaveholders, and its faithful exposures of slavery sent a thrill of joy through his soul, such as he had never felt before!</p>	<p>Scathing—critical or severe Denunciation—a public statement criticizing someone</p>
<p>(Douglass looks excited as he reads the “Liberator”)</p>	
<p>Douglass (to audience): I had not long been a reader of the “Liberator” before I really understood the measures and spirit of the anti-slavery reform. I took right hold of the cause. I never felt happier than when in an anti-slavery meeting. While attending an anti-slavery convention at Nantucket, on the 11th of August 1841, I felt strongly moved to speak, and was at the same time much urged to do so by Mr. William C. Coffin, a gentleman who had heard me speak in the colored people's meeting at New Bedford. It was a severe cross, and I took it up reluctantly. The truth was, I felt myself a slave, and the idea of speaking to white people weighed me down. I spoke but a few moments when I felt a degree of freedom, and said what I desired with considerable ease. From that time until now, I have been engaged in pleading the cause of my brethren—with what success, and with what devotion, I leave those acquainted with my labors to decide.</p>	

Written by EL Education for instructional purposes.

Unit 2: Lesson 12
Personal Reflection

.....
Name:

.....
Date:

Write a personal reflection on the *Narrative* that responds to the following prompts:

- “What ‘pulled’ you most about Douglass’s story?”
- “Why is it important to read *Narrative of the Life of Frederick Douglass* in 2013, almost 200 years after it was written?”

Share your personal reflection with someone at home or with a teacher.

Signature: _____

Name: _____

Relationship to student: _____

Unit 2: Lesson 13
Entry Task: Writer's Reflection

Name:

Date:

Directions: In a few days you will write an on-demand essay that reflects your understanding of *Narrative of the Life of Frederick Douglass*. Please read over your Writing Improvement Tracker from Modules 1 and 2 to help you focus on your strengths and weaknesses.

1. What has been one of your strengths in the previous essay assignments?

2. What have you struggled with in past essay assignments?

3. What is your goal (look at Essay from Module 2, Question 4) for this essay assignment?

4. What other goal do you have for this essay assignment?

5. How can I help you accomplish these goals?

Unit 2: Lesson 13
Entry Task: Writer's Reflection

Read through this list of possible strategies to improve your writing

- Revise my writing (or my planning) multiple times
- Ask myself, “Does this make sense?”
- Look at other models
- Read the necessary texts closely
- Read other people’s work
- Talk through my ideas with an adult
- Ask questions when I have them
- Use quote sandwiches
- Take a break and reread with fresh eyes
- Have another student write the gist of my paragraphs and make sure they match what I thought they were

Circle any strategies that you have used to improve your writing.

Star two that you would like to try this time.

Narrative of the Life of Frederick Douglass Writer’s Glossary

.....
Name:

.....
Date:

The words here are from Module 3, Unit 2, Lessons 13–16

Word/Phrase	Definition
purpose	
position	
audience	
support	
Other new words you encountered:	

Unit 2: Lesson 13

Model Essay: Telling the Truth about Slavery

Name:

Date:

<p>After escaping from slavery in the 1830s, Frederick Douglass embarked on a quest to abolish slavery. He knew the best way to abolish slavery was to “shine a light” on aspects of slavery and to tell a story that people did not know, the story of being a slave. The people who read his story in <i>Narrative of the Life of Frederick Douglass</i> were Northerners who were either apathetic to slavery or supportive of slavery. Using his own experience, Douglass argues that slavery created an unnatural order in society, and that instead of civilizing slaves, it corrupted them. These positions opposed commonly held Northern beliefs, especially the beliefs of those who defended slavery. By telling a compelling story that also proved the negative effects of slavery, Douglass built a convincing case for the abolition of slavery.</p>	<p>What are the aspects of slavery?</p> <p>Star and underline the claim of the essay.</p>
<p>Defenders of slavery often argued that slavery supported a natural order in society, but Douglass argues that slavery disrupts the natural order because it destroys family relationships. He describes the dynamics of his own family, which were distorted by slavery. Douglass’s father was, in fact, his white master. He goes on to explain that this was very common, and it created a situation in which a father, instead of caring for his child, would “sell his own children to human flesh-mongers” (Chapter 1). If he did not, the father would be compelled to “stand by and see one white son tie up his brother ... and ply the gory lash to his naked back” (Chapter 1). Many Northerners believed fathers should care for their children and brothers should stand together, and the images of a father selling his own children and a brother whipping his brother horrified them. These examples help to convey Douglass’s position that slavery destroys natural family relationships.</p>	<p>What is the focus of the first body paragraph?</p> <p>Circle examples</p>

Unit 2: Lesson 13

Model Essay: Telling the Truth about Slavery

<p>Another common misconception held by Northerners who defended slavery was that slavery civilized the African people. In order to counter this belief, Douglass uses the annual holidays slaves got from their slaveholders as an example. Every year between Christmas and New Year’s, slaves were allowed to have time off. However, slaveholders, instead of encouraging a slave to participate in uplifting activities, would “adopt various plans to make him drunk” (Chapter 10). One such plan was taking bets as to which slave could drink the most whiskey and in “this way succeed in getting whole multitudes to drink to excess” (Chapter 10). If slavery civilized slaves, then slaveholders would not intentionally try to make slaves drink too much. This example illustrates that slaveholders in fact encouraged slaves to be uncivilized and immoral. Northerners would have expected slaveholders to guide their slaves with fatherly tenderness into being morally upright, and Douglass shatters this belief.</p>	<p>What is the focus of the second body paragraph?</p> <p>Circle examples</p>
<p>Douglass’s <i>Narrative</i> became a truth-telling tool used to expose the barbarities of slavery. This tool was purposefully directed at Northerners, whom Douglass saw as potential allies in the fight against the corrupt institution. Douglass directly counters the misconceptions that Northerners had, particularly those who defended slavery, and shows how slavery destroyed the family unit and created a culture of drunk, immoral beings. Understanding the life of a slave through Douglass’s <i>Narrative</i> challenges many of the arguments made by the supporters of slavery, and helped further Douglass’s purpose of abolishing slavery.</p>	<p>Check the three parts of the prompt.</p>

Unit 2: Lesson 13

Linking the Prompt to the Essay

Name:

Date:

Directions: Read the introduction again, paying particular attention to where the author addresses the three parts of the prompt. Connect each box of to the corresponding sentence in the introduction.

1

In his Narrative, Fredrick Douglass explains his purpose is to throw “light on the American slave system.” Which aspects of slavery does his narrative bring to light?

2

How does his position differ from that of those who defended slavery?

3

How does he use his story to support his position?

After escaping from slavery in the 1830s, Frederick Douglass embarked on a quest to abolish slavery. He knew the best way to abolish slavery was to “shine a light” on aspects of slavery and to tell a story that people did not know, the story of being a slave. The people who read his story in *Narrative of the Life of Frederick Douglass* were Northerners who were either apathetic to slavery or supportive of slavery. Using his own experience, Douglass argues that slavery created an unnatural order in society, and that instead of civilizing slaves, it corrupted them. These positions opposed commonly held Northern beliefs, especially the beliefs of those who defended slavery. By telling a compelling story that also proved the negative effects of slavery, Douglass built a convincing case for the abolition of slavery.

Now reread the first body paragraph looking for the sentences that address each part of the prompt. Put the number of each prompt box over the corresponding sentence in the first body paragraph.

If time permits, repeat for the second body paragraph.

Unit 2: Lesson 13

Exit Ticket: Closely Reading the Prompt

Name:

Date:

Directions: Complete this task individually.

Prompt: In his *Narrative*, Fredrick Douglass explains his purpose is to throw “light on the American slave system.” Which aspects of slavery does his narrative bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?

1. Please circle the five words from the prompt above that you must keep in mind in order to successfully write this essay.

2. How is this essay similar to and different from the *argumentative* essay you wrote in Module 2?

3. How is this essay similar to and different from the *analysis* essay you wrote for Module 1?

4. Rewrite what you are going to do in this essay in your own words.

Unit 2: Lesson 14
Entry Task: Combining Sentences

.....
Name:
.....

.....
Date:
.....

Directions: Combine the following sentences. Suggested conjunctions:

- | | | |
|--------------------|-----------------|-----------------------------|
| <i>while</i> | <i>because</i> | <i>to</i> |
| <i>even though</i> | <i>so</i> | <i>either...or</i> |
| <i>but</i> | <i>nor</i> | <i>not only...but also,</i> |
| <i>after</i> | <i>yet</i> | <i>since</i> |
| <i>and</i> | <i>although</i> | |
| <i>before</i> | <i>in order</i> | |

1.. Fredrick Douglass argued that slaves were treated like property. Northerners believed slaves were treated like children.

.....
.....
.....

2. Frederick Douglass gave multiple examples of overseers who were cruel and heartless. Covey was one of the worst.

.....
.....
.....
.....

Unit 2: Lesson 14
Entry Task: Combining Sentences

Homework: Part A

Directions: Combine the following sentences as you did above.

1. Frederick Douglass saw firsthand the corrupting influence of slavery. Northerners believed that slavery was good for Southerners.

2. Douglass describes horrific beatings. He also describes deplorable living conditions.

Homework: Part B

Directions: Underline the conjunction, then rewrite the following as two complete sentences.

1. Even though Frederick Douglass was forbidden to learn to read by Mr. Auld, he found a way and was soon reading everything he could get his hands on.

2. Because of the dangers of running away, most slaves didn't dare do it.

Unit 2: Lesson 14
Frederick Douglass Essay Planner

Name: _____

Date: _____

Directions: Thoughtfully fill out the essay planner. Remember, you needn't write in complete sentences (in fact, some boxes may be combined into one sentence) until you write your final essay. But you do need to thoroughly explain your ideas. The more you have written and planned, the easier it will be to write your essay.

Focusing Questions: In his *Narrative*, Fredrick Douglass explains his purpose is to throw “light on the American slave system.” Which aspects of slavery does his narrative bring to light? How does his position differ from that of people who defended slavery? How does he use his story to support his position?

I. Introduction	
Begins with a hook to capture the reader's interest and attention	
Give context of Frederick Douglass and his overall purpose	
Give context of Douglass's audience	
Focusing statement: Name the two positions of Douglass's that the essay will focus on	

Unit 2: Lesson 14
Frederick Douglass Essay Planner

II. Body Paragraph 1	
Explain the position of people who defended slavery or Northerners who were supportive of or indifferent to slavery	People who defended slavery believed ... Defenders of slavery claimed that ... Many Northerners believed ... A common misconception of Northerners was ...
Explain Frederick Douglass's position	Douglass argues ... But Douglass wanted them to understand ...
Give evidence (in a Quote Sandwich)	
Give additional evidence (in a Quote Sandwich)	
Analysis of evidence: How does this prove Douglass's position?	This shows that ... This example proves ... This illustrates that ...
How does Douglass's evidence disprove the position of those who defend slavery?	
Concluding sentence	

Unit 2: Lesson 14
Frederick Douglass Essay Planner

II. Body Paragraph 2	
Explain the position of people who defended slavery or Northerners who were supportive of or indifferent to slavery	People who defended slavery believed ... Defenders of slavery claimed that ... Many Northerners believed ... A common misconception of Northerners was ...
Explain Frederick Douglass’s position	Douglass argues ... But Douglass wanted them to understand ...
Give evidence (in a Quote Sandwich)	
Give additional evidence (in a Quote Sandwich)	
Analysis of evidence: How does this prove Douglass’s position?	This shows that ... This example proves ... This illustrates that ...
How does Douglass’s evidence disprove the position of those who defend slavery?	
Concluding sentence	
IV. Conclusion	
Restate Frederick Douglass’s purpose	
Summarize Douglass’s positions	
Explain how his positions disproved the positions of those who defended slavery	

Unit 2: Lesson 14
Quote Sandwich

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A Quote Sandwich is similar; it is how you use evidence in an analysis essay. First, you introduce a quote by telling your reader the background information they need to understand the quote. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote in an analysis essay, then take a look at the graphic:

Every year between Christmas and New Year’s, slaves were allowed to have time off. However slaveholders, instead of encouraging a slave to participate in uplifting activities, would “adopt various plans to make him drunk.” (Chapter 10) One such plan was taking bets as to which slave could drink the most whiskey and in “this way succeed in getting whole multitudes to drink to excess.” (Chapter 10) If slavery civilized slaves, then slaveholders would not intentionally try to make slaves drink too much. This example illustrates that slaveholders in fact, encouraged slaves to be uncivilized, and immoral.

Note: In your essays, you can just list the excerpt number that a quote is from.

Introduce the quote	Example
Introduce the quote with context—the background information your readers need to understand the quote.	<i>Every year between Christmas and New Year’s, slaves were allowed to have time off.</i>
Include the quote	Example
Make sure it is punctuated correctly and if possible, integrated smoothly into a sentence. Be sure to include a citation (tell the excerpt number a quote is from). Notice that the start of the sentence gives context that helps the reader understand the actual quote.	<p><i>However, slaveholders, instead of encouraging a slave to participate in uplifting activities, would “adopt various plans to make him drunk” (Excerpt ____). One such plan was taking bets as to which slave could drink the most whiskey and in “this way succeed in getting whole multitudes to drink to excess.”</i></p> <p>Note: Both of these quotes reinforce the same idea so the analysis goes after the second quote.</p>
Analyze the quote	Example
This is where you explain how this quote is evidence of Douglass’s position	<i>If slavery civilized slaves, then slaveholders would not intentionally try to make slaves drink too much. This example illustrates that slaveholders in fact, encouraged slaves to be uncivilized, and immoral.</i>

Unit 2: Lesson 14 Quote Sandwich in Action

Name:

Date:

Text of Essay	Analyzing Structure
<p>Defenders of slavery often argued that slavery supported a natural order in society, but Douglass argues that slavery disrupts the natural order because it destroys family relationships. He describes the dynamics of his own family, which were distorted by slavery. Douglass’s father was, in fact, his white master. He goes on to explain this was very common, and this created a situation in which a father, instead of caring for his child, would “sell his own children to human flesh-mongers” (Chapter 1). If they did not, the father would be compelled to “stand by and see one white son tie up his brother ... and ply the gory lash to his naked back” (Chapter 1). Many Northerners believed fathers should care for their children and brothers should stand together, and the images of a father selling his own children and a brother whipping his brother horrified them. These examples help to convey Douglass’s position that slavery destroys natural family relationships.</p>	<p>In this paragraph, notice the following elements:</p> <ol style="list-style-type: none"> 1. Position of people who defend slavery 2. Douglass’s position 3. Evidence of Douglass’s position—sandwiched with context 4. Analysis: How this evidence conveys Douglass’s position. How it disproves the position of people who supported slavery. 5. Concluding sentence
<p>Another common misconception held by Northerners who defended slavery was that slavery civilized the African people. In order to counter this belief, Douglass uses the annual holidays slaves got from their slaveholders as an example. Every year between Christmas and New Year’s, slaves were allowed to have time off. However, slaveholders, instead of encouraging a slave to participate in uplifting activities, would “adopt various plans to make him drunk” (Chapter 10). One such plan was taking bets as to which slave could drink the most whiskey and in “this way succeed in getting whole multitudes to drink to excess” (Chapter 10). If slavery civilized slaves, then slaveholders would not intentionally try to make slaves drink too much. This example illustrates that slaveholders in fact, encouraged slaves to be uncivilized and immoral.</p>	<p>After you read this paragraph, answer the question below:</p> <ol style="list-style-type: none"> 6. What is missing from this paragraph? What suggestions would you have for the author of this body paragraph?

Unit 2: Lesson 15
Grades 6–8 Expository Writing Evaluation Rubric

SCORE CRITERIA	Exceeds Expectations	Meets Expectations	Below Expectations	Needs Improvement	Unacceptable
<p>CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts</p>	<p>—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose (deep understanding) —demonstrate insightful (a deeper meaning) of analysis of the text(s)</p>	<p>— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)</p>	<p>—introduce a topic in a manner that follows generally from the task and purpose —demonstrate only a factual comprehension of the text(s)</p>	<p>—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)</p>	<p>—demonstrate a lack of comprehension of the text(s) or task</p>
<p>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</p>	<p>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain (continue) use of varied, relevant evidence</p>	<p>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain (continuous) the use of relevant evidence, with some lack of variety</p>	<p>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence sometimes(Inconsistently)</p>	<p>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant (off topic/inaccurate)</p>	<p>—provide no evidence or provide evidence that is completely irrelevant (off-topic)</p>

Unit 2: Lesson 15
Grades 6–8 Expository Writing Evaluation Rubric

SCORE CRITERIA	Exceeds Expectations	Meets Expectations	Below Expectations	Needs Improvement	Unacceptable
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<ul style="list-style-type: none"> —exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and subject/ text-specific vocabulary that are easy to read —provide a concluding statement or section that is compelling and follows clearly from the topic 	<ul style="list-style-type: none"> —exhibit clear organization, with the use of appropriate transitions to create a flow of ideas —establish and maintain a formal style using precise language and subject/text-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> —exhibit some attempt at organization, with inconsistent use of transitions (sometimes) —establish but fail to maintain (did not keep up) a formal style, with inconsistent use of language and subject/text-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> —exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
<p>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> —demonstrate command of conventions, with few errors 	<ul style="list-style-type: none"> —demonstrate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> —demonstrate beginning command of conventions, with some errors that may hinder comprehension (make it hard to read) 	<ul style="list-style-type: none"> —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension (make it hard to read) 	<ul style="list-style-type: none"> —are minimal, making grading of conventions unreliable