

Lesson Guidance 11	
Grade	8
Unit	2
Selected Text(s)	<i>Narrative of the Life of Frederick Douglass, An American Slave</i> Chapter 7
Duration	1- 2 Days
SENSITIVE LANGUAGE WARNING	

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Examine Douglass's purpose for writing and the effectiveness of his argument.

CCSS Alignment

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

End of lesson task *Formative assessment*

For you as the reader, what was the most powerful sentence or idea that he shared in this chapter? In one paragraph, reflect on this sentence or idea and its impact on you as a reader; make sure to use evidence from the text to support your response.

Knowledge Check *What do students need to know in order to access the text?*

Background Knowledge

- Before the 1830s there were few restrictions on teaching enslaved people to read and write. After the revolt led by Nat Turner in 1831, all enslaving states except Maryland, Kentucky, and Tennessee passed

laws against teaching enslaved people to read and write.

- Nat Turner's Rebellion, also known as the Southampton Insurrection, was a rebellion of enslaved Virginians that took place in Southampton County, Virginia, in August 1831, led by Nat Turner. The rebels killed between 55 and 65 people, at least 51 of whom were White.

Vocabulary Words

Explicit Instruction (before reading)

- **Denunciations:** public condemnation of someone or something
- **Depravity:** moral corruption; wickedness
- **Apprehension:** anxiety or fear that something bad or unpleasant will happen
- **Emancipation:** the fact or process of being set free from legal, social, or political restrictions; liberation
- **Unabated:** without any reduction in intensity or strength
- **Vindication:** the action of clearing someone of blame or suspicion
- **Abolition:** the action or an act of abolishing a system, practice, or institution

Implicit Instruction (while reading)

- **Stratagems:** a plan or scheme, especially one used to outwit an opponent or achieve an end
- **Brute:** characterized by violence and the absence of reasoning
- **Pios:** devoutly religious
- **Chattel:** personal property
- **Ell:** English unit of length ell is usually 45 inches
- **Hewing:** chop or cut
- **Larboard:** archaic term for port, or when looking forward, toward the bow of a ship, the left side
- **Starboard:** when looking forward, toward the bow of a ship, the right side
- **Aft:** situated at, near, or toward the stern of a ship

Core Instruction

Text-centered questions and ways students will engage with the text

Teacher Note: Engaging with texts that elevate hard histories is not easy, and we hope that starting each lesson with an affirmation and discussion about the affirmation can help shape the perspective through which to approach this important work. We also encourage you to create your own affirmations with the students as a way to bring Joy into the classroom. Affirmation resource [HERE](#).

Opening Activity:

Watch [TED TALK - Literacy is the Answer](#) (Watch to minute 3:00, full video is approximately 12:00 mins)

Discuss: What argument does the speaker present to prove that “Literacy is the Answer?” Do you agree with him? Why? Why not?

[\(ELD Support\)](#)

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Denunciations:** public condemnation of someone or something
 - b. **Depravity:** moral corruption; wickedness
 - c. **Apprehension:** anxiety or fear that something bad or unpleasant will happen
 - d. **Unabated:** without any reduction in intensity or strength
 - e. **Vindication:** the action of clearing someone of blame or suspicion
2. Model how each word can be used in a sentence.
 - a. The chief of police **denounced** the crimes being committed.
 - b. He displayed **depravity** in his crimes.
 - c. I was **apprehensive** about signing up for the one-year membership.
 - d. Because his anger was **unabated**, he continued to be upset.
 - e. The suspect was **vindicated** from the crime and was set free.
3. Active practice:
 - a. Would it be accurate to say that we should **denounce** bad actions?
 - b. Should you be **apprehensive** while on vacation? Why or why not?
 - c. How is it different to state that something is **depraved** as opposed to rude?
 - d. Would a defense lawyer try to get her client **vindicated**?
 - e. Would it be a good thing for it to rain four days **unabated**?

[\(ELD Support\)](#)

Content Knowledge:

[Anti-literacy laws in the United States - Wikipedia](#)

Between 1740 and 1834 Alabama, Georgia, Louisiana, Mississippi, North and South Carolina, and Virginia all passed anti-literacy laws.^[6] South Carolina passed the first law which prohibited teaching enslaved people to read and write, punishable by a fine of 100 pounds and six months in prison, via an amendment to its 1739 Negro Act.^[7] ^[8]

Significant laws include:

- 1829, Georgia: Prohibited teaching Black people to read, punished by fine and imprisonment^[9]
- 1830, Louisiana, North Carolina: passes law punishing anyone teaching Black people to read with fines, imprisonment or floggings ^[8]
- 1832, Alabama and Virginia: Prohibited White people from teaching Black people to read or write, punished by fines and floggings
- 1833, Georgia: Prohibited Black people from working in reading or writing jobs (via an employment law), and prohibited teaching Blacks people, punished by fines and whippings (via an anti-literacy law)
- 1847, Missouri: Prohibited assembling or teaching enslaved people to read or write^[10]

Additional Reading:

[Literacy and Anti-Literacy Laws | Encyclopedia.com](#)

[How Literacy Became a Powerful Weapon in the Fight to End Slavery - HISTORY](#)

Shared Reading:

Pages 22-23 (stop after "... and no precaution could prevent me from taking the ell.")

Key passages:



“It is due, however, to my mistress to say of her, that she did not adopt this course of treatment immediately. She at first lacked the depravity indispensable to shutting me up in mental darkness.”

“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.”

“Under its (slavery) influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness.”

“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. Nothing seemed to make her more angry than to see me with a newspaper.”

1. When describing Mrs. Sophia Auld, Douglass says “Slavery proved to be as injurious to her as it did to me?” How does he suggest the institution of slavery affects Mrs. Auld?
2. Which do you think had more of an effect on Douglass: his enslaver’s *initial kindness* or her *eventual cruelty*?

Turn and Talk:

How does power corrupt people? Use evidence from the text to support your answer.

Paired or Small Group Independent Reading:

Have students read Page 23

(begin after “... and no precaution could prevent me from taking the ell.” and stop after “...which I might be free.”) and answer the following questions:

3. Douglass writes, “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. 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.”
 - a. What does this show about Douglass?
 - b. How does this support Mr. Auld’s previous statements about the consequences of educating enslaved people?
4. Discuss the quote “This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge.” What is the significance of Douglass’s metaphor of bread as knowledge?
5. How did Douglass feel about the poor White boys he used to bring bread to? How did they view the institution of slavery?

Discuss:

As a whole group discuss responses to Questions 4-6.

[\(ELD Support\)](#)

Shared Reading:

Pages 23 (begin after “I might be free.”) - 24 (stop after “and moved in every storm.”)

6. Douglass tells us that he got a hold of a book entitled “The Columbian Orator.” He includes two significant accounts - one a conversation between an enslaver and an enslaved person, the other a



speech by Sheridan.

- a. Summarize what is significant about each of these.
- b. What conclusions does Douglass draw from his reading of this book?

"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."

Read Aloud, Highlight, then Stop and Jot:

Douglass ends this section by saying:

"In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast." and "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. 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."

7. Have students highlight the key phrases
8. Ask students to paraphrase this in their own words.

Stop and Jot: Why would Douglass wish himself a beast? What do you think he means when he says this? Why do you think he includes such painful and anguishing thoughts he had as a twelve year old?

Independent Reading:

Pages 24 (begin after "I often found myself regretting my own existence.") - 26

9. Douglass discusses the word "abolition." Why was this word interesting to him? What made this word important?
10. He recounts his conversation with the two Irishmen. Why is this anecdote significant?

"When we had finished, one of them came to me and asked me if I were a slave. I told him I was. He asked, "Are ye a slave for life?" I told him that I was. The good Irishman seemed to be deeply affected by the statement. He said to the other that it was a pity so fine a little fellow as myself should be a slave for life. He said it was a shame to hold me. They both advised me to run away to the north; that I should find friends there, and that I should be free. I pretended not to be interested in what they said, and treated them as if I did not understand them; for I feared they might be treacherous." (25 (midway through the paragraph)

- a. He indicates that "I nevertheless remembered their advice, and from that time I resolved to run away."
 - b. He decides to learn how to write, so that he might one day write his own pass to freedom.
11. What character trait does Douglass prove by learning to write?
- a. His cleverness - he imitates the writing from the docks and he uses that to challenge any boy he meets.
 - b. His ability to plan and think ahead – he uses Thomas's copybooks and learns to copy his

handwriting.

[\(ELD Support\)](#)

Discuss:

As a whole group discuss responses to questions from Independent reading

[\(ELD Support\)](#)

Formative Assessment:

For you as the reader, what was the most powerful sentence or idea that he shared in this chapter? In one paragraph, reflect on this sentence or idea and its impact on you as a reader; make sure to use evidence from the text to support your response.

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence “Slavery proved as injurious to her as it did to me.”
Writing	Pattan Writing Scope and Sequence Quality of Writing: II: Content: A: Connect ideas to a topic B: Write a series of related sentences and elaborate on ideas

Additional Supports

[ELD Practices](#)

Practices to promote Tier 1 access

Key Terms- Students who can read in their home languages might benefit from using the Social Studies word to word glossary.

[Bilingual Glossaries and Cognates | NYU Steinhardt](#)


Opening Activity:  [Video Clip Listening Logs.pdf](#)

Students might find page 11 helpful to help them in the discussions.

 [curr-eld-instruction-academic-language-function-toolkit \(1\).pdf](#)

[WIDA Speaking Rubric Grades 1–12](#)

Explicit Vocabulary Instruction:  [Vocabulary in Context_Perspective](#)

 Google Draw Vocabulary in Context

Independent Reading and Discussion: Students might find page 6 helpful to help them in the

discussions. [curr-eld-instruction-academic-language-function-toolkit \(1\).pdf](#) [WIDA Speaking Rubric Grades 1–12](#)

	<p>Formative Assessment: TDA Graphic Organizer ACES WIDA Writing Rubric Grades 1–12</p>
<p><u>SpEd Practice</u></p>	<p>Practices to promote Tier 1 access</p> <ul style="list-style-type: none"> • Before engaging with the lesson, activate students' background knowledge about concepts that are critical to the lesson <ul style="list-style-type: none"> ◦ Engage students in conversations surrounding key concepts and other important background knowledge to encourage participation in the lesson ◦ Work collaboratively with students to create anchor charts and/or graphic organizers that will be beneficial in completing the lesson • Pre teach new and unfamiliar vocabulary by engaging students in an explicit vocabulary instruction routine <ul style="list-style-type: none"> ◦ Students can complete a vocabulary log or Word Study activity to increase understanding • During the lesson, pause and ask standards based questions to check for student understanding <ul style="list-style-type: none"> ◦ What is a strong inference from this portion of the text? ◦ What specific details does the author use to convey this idea or claim? ◦ In what paragraph is there evidence that most strongly supports (x)? ◦ What is explicitly stated in the text about (X)? ◦ Based on the selection, what can be inferred about (X)? ◦ Which piece of evidence most strongly supports your analysis of (x)? ◦ How does the text introduce, develop and make connections between ideas and events? ◦ How are distinctions made between the ideas about (X) in the text? ◦ What connections exist between the ideas, events, and individuals in the text? ◦ What purpose does the author have for making these connections or distinctions? ◦ How does the text's connections or distinctions between the ideas, events and individuals add meaning? ◦ What is the argument? ◦ What are the specific claims that support (x)? ◦ Is each claim backed by evidence that is relevant to the argument? ◦ Where in the text does the author introduce irrelevant evidence? ◦ What is the impact of irrelevant evidence on the purpose of the text? ◦ How effective is the argument? • Prior to engaging in the formative assessment, host small group



	<p>discussions surrounding the prompt.</p> <ul style="list-style-type: none">○ Model for students how to gain information from the text to support○ Brainstorm ideas with students for task<ul style="list-style-type: none">■ Create thought web or other graphic organizer for students to gather their thoughts/ information● Prior to engaging in the formative assessment, provide students with an exemplar<ul style="list-style-type: none">○ Post exemplar and allow students to access throughout the completion of the task● During formative assessment, allow students to use digital writing tools (ie: Google Docs or Microsoft Word, text to speech, etc) to increase engagement● During formative assessment, provide frequent check-ins and feedback
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access