

Lesson Guidance 20	
Grade	8
Unit	2
Selected Text(s)	<i>Narrative of the Life of Frederick Douglass, An American Slave</i> Chapter 11, Pages 64-69
Duration	1-2 Days

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

Learning Goal(s)

What should students understand about today's selected text?

Explore Douglass's changing perceptions of himself, prompted by his name change.
Examine how his experiences in the North changed his perceptions of slavery.

CCSS Alignment

RI.8.1 Cite textual evidence to support 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.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

End of lesson task *Formative assessment*

Douglass arrives in the "North" and is surprised by what he finds in New Bedford. He discovers that all of his preconceptions about the North are wrong. Imagine Douglass had the ability to "snapchat" or post on "instagram" what he uncovers in the North. What would he post to his friends back in Maryland?

Knowledge Check

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

Background Knowledge

- **Mr. David Ruggles:** David Ruggles was an African-American abolitionist, writer, publisher and hydropathic practitioner who was a courageous voice of black freedom. He assisted hundreds escaping slavery, and mentored future abolitionist luminaries Frederick Douglass, Sojourner Truth, and William Cooper Nell. (source [HERE](#))

Vocabulary Words

Explicit Instruction (before reading)

- **Dispensed:** distribute or provide to many people
- **Imbibed:** drink alcohol
- **Refinement:** to improve or clarify by making small changes
- **Conjectures:** an opinion or conclusion based on incomplete information

Implicit Instruction (while reading)

- **Palpably:** noticeable or clearly
- **Uncultivated:** not highly educated
- **Pomp:** ceremony at a public event
- **Venture:** a risky or daring journey or undertaking

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:

Journal Write

Ask students to consider their name and perhaps the story behind it.

Journal Activity:

- How do you feel about your name?
- What is the story behind why you were given this name?
- Do you have a nickname?
- How important is someone's name to their identity?

Class Discussion: Review Douglass' previous escape attempt. Discuss his identity as a slave and how he desires to develop a new identity as a free man. Ask students how our names shape our identity.

Teacher Note: encourage students to make connections with their learning from Unit #1: Code Talker

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Dispensed:** distribute or provide to many people
 - b. **Imbibed:** drink alcohol
 - c. **Refinement:** to improve or clarify by making small changes
 - d. **Conjectures:** an opinion or conclusion based on incomplete information
2. Model how each word can be used in a sentence.
 - a. The nurse **dispensed** medication to the patients at the correct time.
 - b. The partiers **imbibed** too much and were unable to drive home.
 - c. She **refined** her essay before handing it to the teacher.
 - d. I made a **conjecture** about the situation before I knew all the facts.
3. Active practice:
 - a. Would it be accurate to say that you can **imbibe** when you turn 18 years old?
 - b. Should you **dispense** medication to those it wasn't prescribed for? Why or why not?
 - c. How is it different to state that you **refined** something as opposed to fixed it?
 - d. Would it be normal for the media to show a story based on **conjecture**?

[\(ELD Support\)](#)



Content Knowledge:

Mr. David Ruggles: David Ruggles was an African-American abolitionist, writer, publisher and hydropathic practitioner who was a courageous voice of black freedom. He assisted hundreds escaping slavery, and mentored future abolitionist luminaries Frederick Douglass, Sojourner Truth, and William Cooper Nell. (source [HERE](#))

Shared Reading:

Pages 64- 66 (stop after “I had but to mention the fact to Mr. Johnson, and he forthwith advanced the money”)

Quick Summary: Douglass describes his escape to New York and eventually New Bedford and some of the men who helped him along the way.

1. Why is Mr. David Ruggles an important part of Douglass’s narrative? What is his contribution to Douglass’s escape?
2. Mr. Ruggles tells Douglass to stop in Newport in the event that he needs money. Why do Douglass and his wife Anna not make the stop?
3. Why are Mr. and Mrs. Johnson “worthy of the name of abolitionists?”

Independent Reading

Passage from Page 66

We now began to feel a degree of safety, and to prepare ourselves for the duties and responsibilities of a life of freedom. On the morning after our arrival at New Bedford, while at the breakfast-table, the question arose as to what name I should be called by. The name given me by my mother was, "Frederick Augustus Washington Bailey." I, however, had dispensed with the two middle names long before I left Maryland so that I was generally known by the name of "Frederick Bailey." I started from Baltimore bearing the name of "Stanley." When I got to New York, I again changed my name to "Frederick Johnson," and thought that would be the last change. But when I got to New Bedford, I found it necessary again to change my name. The reason of this necessity was, that there were so many Johnsons in New Bedford, it was already quite difficult to distinguish between them. I gave Mr. Johnson the privilege of choosing me a name, but told him he must not take from me the name of "Frederick." I must hold on to that, to preserve a sense of my identity. Mr. Johnson had just been reading the "Lady of the Lake," and at once suggested that my name be "Douglass." From that time until now I have been called "Frederick Douglass;" and as I am more widely known by that name than by either of the others, I shall continue to use it as my own.

Jamboard Discussion: Have students read the passage silently and then share (via a Jamboard or shout it out (Lumio) what stands out to them using the possible guiding questions:

- Douglass must change his name multiple times. Why?
- Douglass rejects the name of Bailey. Why? What might he associate this name with?
- Douglass asks to keep the name “Frederick” but rejects his surname. Why?
- Douglass asks Mr. Johnson to pick his new name. Why?

Independent Reading:

Pages 66-68 (stop after “I doubt not that death would be the consequence.”)



Quick summary: In this section of the text, Douglass describes his impressions of New Bedford. He notes that what he finds in New Bedford, both in terms of people and the prosperity of the town, is very different from what he expected. Douglass also mentions that he continues to experience racial discrimination in terms of employment.

Jigsaw Activity: Break students into groups of 4 and assign each student one of the following quotes.

4. When Douglass gets to New Bedford he details his first impressions and mentions that he is “disappointed” at the general appearance. Read your section and highlight what Douglass finds in his surroundings. Be prepared to share out with your group.

Then **discuss:** What is significant about Douglass’s first impressions of New Bedford?

Passage #1

“I was quite disappointed at the general appearance of things in New Bedford. The impression which I had received respecting the character and condition of the people of the north, I found to be singularly erroneous. I had very strangely supposed, while in slavery, that few of the comforts, and scarcely any of the luxuries, of life were enjoyed at the north, compared with what were enjoyed by the slaveholders of the south. I probably came to this conclusion from the fact that northern people owned no slaves. I supposed that they were about upon a level with the non-slaveholding population of the south. I knew ~they~ were exceedingly poor, and I had been accustomed to regard their poverty as the necessary consequence of their being non-slaveholders. I had somehow imbibed the opinion that, in the absence of slaves, there could be no wealth, and very little refinement. And upon coming to the north, I expected to meet with a rough, hard-handed, and uncultivated population, living in the most Spartan-like simplicity, knowing nothing of the ease, luxury, pomp, and grandeur of southern slaveholders. Such being my conjectures, any one acquainted with the appearance of New Bedford may very readily infer how palpably I must have seen my mistake.

Passage #2:

“I visited the wharves, to take a view of the shipping. Here I found myself surrounded with the strongest proofs of wealth. Lying at the wharves, and riding in the stream, I saw many ships of the finest model, in the best order, and of the largest size. Upon the right and left, I was walled in by granite warehouses of the widest dimensions, stowed to their utmost capacity with the necessities and comforts of life. Added to this, almost every body seemed to be at work, but noiselessly so, compared with what I had been accustomed to in Baltimore. There were no loud songs heard from those engaged in loading and unloading ships. I heard no deep oaths or horrid curses on the laborer. I saw no whipping of men; but all seemed to go smoothly on. Every man appeared to understand his work, and went at it with a sober, yet cheerful earnestness, which betokened the deep interest which he felt in what he was doing, as well as a sense of his own dignity as a man. To me this looked exceedingly strange.”

Passage #3:

Every thing looked clean, new, and beautiful. I saw few or no dilapidated houses, with poverty-stricken inmates; no half-naked children and bare-footed women, such as I had been accustomed to see in Hillsborough, Easton, St. Michael's, and Baltimore. The people looked more able, stronger, healthier, and happier, than those of Maryland. I was for once made glad by a view of extreme wealth, without being saddened by seeing extreme poverty. But the most astonishing as well as the most interesting thing to me was the condition of the colored people, a great many of whom, like myself, had escaped thither as a refuge from the hunters of men. I found many, who had not been seven years out of their chains, living in finer houses, and evidently enjoying more of the

comforts of life, than the average of slaveholders in Maryland. I will venture to assert, that my friend Mr. Nathan Johnson (of whom I can say with a grateful heart, "I was hungry, and he gave me meat; I was thirsty, and he gave me drink; I was a stranger, and he took me in") lived in a neater house; dined at a better table; took, paid for, and read, more newspapers; better understood the moral, religious, and political character of the nation,--than nine tenths of the slaveholders in Talbot county Maryland. Yet Mr. Johnson was a working man. His hands were hardened by toil, and not his alone, but those also of Mrs. Johnson.

Passage #4

I found the colored people much more spirited than I had supposed they would be. I found among them a determination to protect each other from the blood-thirsty kidnapper, at all hazards. Soon after my arrival, I was told of a circumstance which illustrated their spirit. A colored man and a fugitive slave were on unfriendly terms. The former was heard to threaten the latter with informing his master of his whereabouts. Straightway a meeting was called among the colored people, under the stereotyped notice, "Business of importance!" The betrayer was invited to attend. The people came at the appointed hour, and organized the meeting by appointing a very religious old gentleman as president, who, I believe, made a prayer, after which he addressed the meeting as follows: "~Friends, we have got him here, and I would recommend that you young men just take him outside the door, and kill him!~" With this, a number of them bolted at him; but they were intercepted by some more timid than themselves, and the betrayer escaped their vengeance, and has not been seen in New Bedford since. I believe there have been no more such threats, and should there be hereafter, I doubt not that death would be the consequence.

[\(ELD Support\)](#)

Shared or Independent Reading:

Finish the Chapter (68-69)

Formative Assessment: Douglass arrives in the "North" and is surprised by what he finds in New Bedford. He discovers that all of his preconceptions about the North are wrong. Imagine Douglass had the ability to "snapchat" or post on "instagram" what he uncovers in the North. What would he post to his friends back in Maryland?

[\(ELD Support\)](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence With this, a number of them bolted at him; but they were intercepted by some more timid than themselves, and the betrayer escaped their vengeance, and has not been seen in New Bedford since.
Writing	Pattan Writing Scope and Sequence Quality of Writing IV. Style



B. Strong word choice
H. Use sentences of different types

Additional Supports

ELD Practices

Practices to promote Tier 1 access

Explicit Vocabulary Instruction:  [Google Draw Frayer Model 2](#)

Independent Reading:

 [JigSaw / Expert Groups / Reading / Oral Development](#)

 [Copy of JigSaw / Expert Groups / Reading / Oral Development](#)

Formative Assessment:

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

[WIDA Writing Rubric Grades 1–12](#)

SpEd Practice

Practices to promote Tier 1 access

MTSS Practices

Practices to promote Tier 1 access

Enrichment Practices

Practices to promote Tier 1 access