THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance 13	
Grade	8
Unit	*2*
Selected Text(s)	*Narrative of the Life of Frederick Douglass, An American Slave* Chapter 9
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 portrayal of the character traits of an enslaver.
Analyze how Douglass portrays religious hypocrisy in both Thomas Auld and Mr. Covey.

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.8.4** 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. **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.8.1** Write arguments to support claims with clear reasons and relevant evidence **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*	Up to this point, much of our focus has been on the dehumanization of enslaved people, but Douglass makes sure that we understand that enslavers share certain characteristics or mindsets, whether learned or inherited. Douglass shows these characteristics most specifically through his descriptions of Thomas Auld and Mr. Covey in this chapter and his description of Hugh and Mrs. Sophia Auld in chapters 7 & 8. Examine how Douglass develops his portrayal of the inhumanity and immorality of enslavers by completing the NFD Character Analysis Chart.

Knowledge Check *What do students need to know in order to access the text?*	**Background Knowledge** ● The Africans who were brought to America from 1619 onward carried with them diverse religious traditions. Some had learned of Christianity before coming to America, but many practiced African spiritual traditions. About 20 to 30 percent were Muslims. **Key Terms** ● **Diction:** author's choice of words ● **Character analysis:** characters reveal their personalities through what they think, say or do ● **Claim:** a statement in which a writer presents an assertion as truthful to substantiate an argument ● **Proof:** any evidence that establishes or helps to establish the truth, validity, quality, etc, of something **Vocabulary Words** *Explicit Instruction (before reading)* ● **Conspicuous:** attracting notice or attention ● **Piety:** the quality of being religious or reverent ● **Pernicious:** having a harmful effect, especially in a gradual or subtle way *Implicit Instruction (while reading)* ● **Airs:** behaving as if you're better than other people ● **Fretful:** feeling or expressing distress or irritation ● **Brethren**: fellow Christians or members of a male religious order ● **Exhorter**: a lay speaker, someone certified to hold meetings, lead prayers, and evangelize, who is not ordained ● **Sagacity:** the quality of being sagacious

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:

Engaging in discussions about religion can be a sensitive topic. During this activity, remind students to keep the discussion about the overall purpose of religion and not about a specific religion or belief.
Circle of Viewpoints

Consider: What is the purpose of religion? How might someone's religion affect their daily choices?

(ELD Support)

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
    a. **Conspicuous:** attracting notice or attention
    b. Piety: the quality of being religious or reverent
    c. Pernicious: having a harmful effect, especially in a gradual or subtle way
2. Model how each word can be used in a sentence.
    a. The actor was **conspicuous** in the restaurant so fans kept approaching him for a selfie.
    b. The **pious** woman prayed for forgiveness.
    c. His constant bullying had a **pernicious** effect on my self-esteem.
3. Active practice:
    a. Would it be accurate to say that if you are dressed in a beautiful gown you would be ***conspicuous*** at Walmart?
    b. Should you be ***pious*** inside a religious building? Why or why not?
    c. Would it be normal for a complement to have a ***pernicious*** effect?

(ELD Support)

Content Knowledge:

- **Diction:** author's choice of words
- **Character analysis:** characters reveal their personalities through what they think, say or do
- **Claim:** a statement in which a writer presents an assertion as truthful to substantiate an argument
- **Proof:** any evidence that establishes or helps to establish the truth, validity, quality, etc, of something

Shared Reading:

Pages 30-32 (stop after "...his wife used to insist upon our calling him so, but to no purpose." Note: this is mid-page)

1. At the beginning of the chapter, Douglass makes the claim that "Master Thomas was a mean man." What proof does Douglass provide to support this?

    a. "Not to give a slave enough to eat, is regarded as the most aggravated development of meanness even among slaveholders. The rule is, no matter how coarse the food, only let there be enough of it. This is the theory; and in the part of Maryland from which I came, it is the general practice,--though there are many exceptions. Master Thomas gave us enough of neither coarse nor fine food."

    b. "We were allowed less than a half of a bushel of corn-meal per week, and very little else, either in the shape of meat or vegetables."

    c. A great many times have we poor creatures been nearly perishing with hunger, when food in abundance lay moldering in the safe and smoke-house

2. How do Douglass and the other enslaved people manage to deal with such cruelty?

3. Thomas Auld was not born into an enslaving family. How does the fact that he was an "adopted slave-holder" affect his treatment of enslaved people? Cite specific evidence to support your answer.

4. Douglass says that Auld was "incapable of managing his slaves either by force, fear or fraud." How do Douglass and others show disrespect toward Auld? Why does Douglass make sure his audience understands this simple act of defiance?

(ELD Support)

Independent Reading:

Pages 32-33 (stop after "...slaveholders who hold slaves for charitable purpose of taking care of them.")

5. In August, 1832, Captain Auld attended a Methodist camp-meeting. Douglass hopes that his "conversion" would make him "more kind and humane." What effect does the meeting have according to Douglass?

   "He made the greatest pretensions to piety. His house was the house of prayer. He prayed morning, noon, and night. He very soon distinguished himself among his brethren, and was soon made a class-leader and exhorter. His activity in revivals was great, and he proved himself an instrument in the hands of the church in converting many souls. His house was the preachers' home. They used to take great pleasure in coming there to put up; for while he starved us, he stuffed them."

6. Douglass uses "Henny" to prove his charge that his enslaver used religion and the Bible to justify his treatment of enslaved people. Discuss the following excerpt and then consider how Thomas claims to be "one of the many pious slaveholders who hold slaves for the very charitable purpose of taking care of them." What is ironic/hypocritical about this assertion?

   "I have said my master found religious sanction for his cruelty. As an example, I will state one of many facts going to prove the charge. I have seen him tie up a lame young woman, and whip her with a heavy cowskin upon her naked shoulders, causing the warm red blood to drip; and, in justification of the bloody deed, he would quote this passage of Scripture--"He that knoweth his master's will, and doeth it not, shall be beaten with many stripes."

   "Master would keep this lacerated young woman tied up in this horrid situation four or five hours at a time. I have known him to tie her up early in the morning, and whip her before breakfast; leave her, go to his store, return at dinner, and whip her again, cutting her in the places already made raw with his cruel lash. The secret of master's cruelty toward "Henny" is found in the fact of her being almost helpless. When quite a child, she fell into the fire, and burned herself horribly. Her hands were so burnt that she never got the use of them. She could do very little but bear heavy burdens. She was to master a bill of expense; and as he was a mean man, she was a constant offense to him. He seemed desirous of getting the poor girl out of existence. He gave her away once to his sister; but, being a poor gift, she was not disposed to keep her. Finally, my benevolent master, to use his own words, "set her adrift to take care of herself." Here was a recently-converted man, holding on upon the mother, and at the same time turning out her helpless child, to starve and die!"

7. What rhetorical device does Douglass use in his description of Henny? Why?
8. Why is the final sentence of this section, "Here was a recently-converted man, holding on upon the mother, and at the same time turning out her helpless child, to starve and die!" ironic?

Discuss:

Share and discuss responses to question 6 through 8.

(ELD Support)

Shared Reading:

Pages 34

9. Enslaver Auld sends Douglass to Mr. Covey “to be broken.”
    a. Why was Douglass sent away? What does this reveal about Douglass?

    “One of my greatest faults was that of letting his horse run away, and go down to his father-in- law's farm”

    “My reason for this kind of carelessness, or carefulness, was, that I could always get something to eat when I went there. Master William Hamilton, my master's father-in-law, always gave his slaves enough to eat. I never left there hungry, no matter how great the need of my speedy return.”

    a. Why is Douglass a threat to Enslaver Auld if he stays?
        i. He defies him no matter how many times he is whipped
    b. How do these actions foreshadow his unwillingness to be “a slave for life?”

10. What conclusions can be drawn from this initial description of Covey? What do he and Mr. Thomas Auld have in common?

“Mr. Covey was a poor man, a farm-renter. He rented the place upon which he lived, as also the hands with which he tilled it. Mr. Covey had acquired a very high reputation for breaking young slaves, and this reputation was of immense value to him. It enabled him to get his farm tilled with much less expense to himself than he could have had it done without such a reputation. Some slaveholders thought it not much loss to allow Mr. Covey to have their slaves one year, for the sake of the training to which they were subjected, without any other compensation. He could hire young help with great ease, in consequence of this reputation. Added to the natural good qualities of Mr. Covey, he was a professor of religion--a pious soul--a member and a class-leader in the Methodist church. All of this added weight to his reputation as a "nigger-breaker."

11. In the last line of the chapter, Douglass describes himself as a “hungry” man. What is he hungry for?

Formative Assessment:

Respond in writing to the following question: Douglass indicates that religion made Mr. Auld "more cruel and hateful in his ways." How does Auld use religion to "sanctify" his cruelty? Why would a man such as Auld need religion to justify his actions? Use the Character Analysis to support your answers.

Thomas Auld Character Analysis
Writing a TDA Style Prompt
(ELD Support)

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols

Sentence Comprehension	Juicy Sentence protocol with sample sentence Prior to his conversion, he relied upon his own depravity to shield and sustain him in his savage barbarity; but after his conversion, he found religious sanction and support for his slaveholding cruelty.
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 **Background andOpening Activity:** **Dogon Dama | National Geographic** **Religious Systems of Africa: Similarities & Differences - Video & Lesson Transcript | Study.com** **Animated map shows how religion spread around the world** **Academic Conversations Tools.pdf** **WIDA Speaking Rubric Grades 1–12** **Explicit Vocabulary Instruction:** **Google Draw Frayer Model 2** **Discuss:** Academic Conversations Tools.pdf WIDA Speaking Rubric Grades 1–12 **Shared Reading and Formative Assessment:** Writing a TDA Style Prompt WIDA Writing Rubric Grades 1–12
SpEd Practice	Practices to promote Tier 1 access ● Before engaging with the lesson, activate students' background knowledge about concepts that are critical to the lesson ○ 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 ○ 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 ○ 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 discussions surrounding the prompt. ○ Model for students how to gain information from the text to support ○ Brainstorm ideas with students for task ■ 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 ○ 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
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access