

Lesson Guidance 9	
<b>Grade</b>	8
<b>Unit</b>	2
<b>Selected Text(s)</b>	<i>Narrative of the Life of Frederick Douglass, An American Slave</i> Chapter 5
<b>Duration</b>	1-2 Days
<b>SENSITIVE LANGUAGE WARNING</b>	

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

<b>Learning Goal(s)</b> <i>What should students understand about today's selected text?</i> Explain how the passage of time influences Douglass's view of the atrocities of slavery	
<b>CCSS Alignment</b>	<p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>SL.8.1</b> 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</p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>L.8.6</b> 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.</p>
<b>End of lesson task</b> <i>Formative assessment</i>	<p>Text Dependent Analysis (Analytical Body Paragraph)</p> <p>In writing this Narrative, Douglass is looking back on his time as an enslaved person. Analyze how this passage of time has influenced his remembrance of the move to Baltimore and his view of the institution of slavery. Write a well-organized response using specific evidence from the story to support your answer.</p>
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>Enslaved children lived in fear of punishment and isolation. Though circumstances widely varied, they often worked in fields with adults, tended animals, cleaned and served in their enslaverr's houses, and took care of younger children.</li> </ul>



## Key Terms

- **imagery:** a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader
- **inference:** drawing a conclusion or making an interpretation based on information that is not explicitly stated in the text
- **tone:** attitude of the author towards the subject he/she is writing about or narrator towards events or characters

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## Vocabulary Words

*Explicit Instruction (before reading)*

- **Mere:** that is solely or no more or better than what is specified
- **Manifestation:** an event, action, or object that clearly shows or embodies something, especially a theory or an abstract idea
- **Superstitious:** a widely held but unjustified belief in supernatural causation leading to certain consequences of an action or event, or a practice based on such a belief
- **Egotistical:** excessively conceited or absorbed in oneself; self-centered
- **Interposition:** interference or intervention

*Implicit Instruction (while reading)*

- **Scurf:** flakes on the surface of the skin that form as fresh skin develops below, occurring especially as dandruff

## 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:

[See, Think, Wonder](#)

Display the cover picture of the text. As students look at the portrait of Douglass, have students share out using the statements “I see, I think, I wonder...”

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## Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
  - a. **mere:** that is solely or no more or better than what is specified
  - b. **manifestation:** an event, action, or object that clearly shows or embodies something, especially a theory or an abstract idea
  - c. **superstitious:** a widely held but unjustified belief in supernatural causation leading to certain



consequences of an action or event, or a practice based on such a belief

d. **egotistical**: excessively conceited or absorbed in oneself; self-centered

e. **interposition**: interference or intervention

2. Model how each word can be used in a sentence.

a. Don't worry; it's **merely** a simple mistake.

b. The scientists had a **manifestation** meeting about their ideas.

c. You may fear Friday the 13 if you are **superstitious**.

d. The **egotistical** woman thought that she was the most beautiful person in the room.

e. I didn't see the play because of the **interposition** of the people around me.

3. Active practice:

a. Would it be accurate to say that crime is **merely** an inconvenience?

b. Would it be accurate to say that **superstitions** aren't real?

c. Should you cause **interposition** in school? Why or why not?

d. How is it different to state that you had a **manifestation** rather than a meeting?

e. Would you want to be friends with an **egotistical** person?

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## Content Knowledge:

- **imagery**: a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader
- **inference**: drawing a conclusion or making an interpretation based on information that is not explicitly stated in the text

## Shared Reading:

Pages 16 (stop after "a few left the trough satisfied.")

### Key Passages:

I was seldom whipped by my old master, and suffered little from anything else than hunger and cold. I suffered much from hunger, but much more from cold. In hottest summer and coldest winter, I was kept almost naked--no shoes, no stockings, no jacket, no trousers, nothing on but a coarse tow linen shirt, reaching only to my knees. I had no bed. I must have perished with cold, but that, the coldest nights, I used to steal a bag which was used for carrying corn to the mill. I would crawl into this bag, and there sleep on the cold, damp, clay floor, with my head in and feet out. My feet have been so cracked with the frost, that the pen with which I am writing might be laid in the gashes.

Our food was coarse cornmeal boiled. This was called mush. It was put into a large wooden tray or trough, and set down upon the ground. The children were then called, like so many pigs, and like so many pigs they would come and devour the mush; some with oyster- shells, others with pieces of shingle, some with naked hands, and none with spoons. He that ate fastest got most; he that was strongest secured the best place; and few left the trough satisfied.

1. What specific details does Douglass share about suffering from hunger? Cold?
2. Why does he use imagery and these vivid details? What does it help the reader better understand?
3. Douglass's tone is matter of fact with little emotion. How does this help explain the horrors of the institution of slavery?

## Independent Reading:

Pages 18 (begin after “--more imposing even than the Great House Farm.”) - p. 19

4. How does he feel about meeting his new enslaver, Sophia Auld? What might we infer about their future relationship?

### Key Passage:

**“And here I saw what I had never seen before; it was a white face beaming with the most kindly emotions; it was the face of my new mistress, Sophia Auld. I wish I could describe the rapture that flashed through my soul as I beheld it. It was a new and strange sight to me, brightening up my pathway with the light of happiness. Little Thomas was told, there was his Freddy, --and I was told to take care of little Thomas; and thus I entered upon the duties of my new home with the most cheering prospect ahead.”**

5. In reference to Baltimore he says **“If 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 at my own table in the enjoyment of freedom and the happiness of home, writing this Narrative been confined and the gal chains of slavery. Going to live in Baltimore laid the foundation, and opened the gateway, to all of my subsequent prosperity. I have ever regarded it as the first plain manifestation of that kind of providence which has ever since attended me, and marked my life with so many favors.”** What might he be foreshadowing about Baltimore?
6. In the final paragraph, Douglass implies that it is his move to Baltimore that opens his mind to the idea that he will not always be enslaved. He says in “the darkest hour of my career in slavery,” he still had faith. A **career** is an occupation undertaken for a significant period of a person's life and with opportunities for progress.
  - a. Why do you think he chose to use the word “career?”
  - b. What does the word “career” imply?
    - i. People often choose careers – in this paragraph Douglass implies that he will not always be shackled by the institution of slavery. He says “slavery would not always be able to hold me in its foul embrace.”

## Discuss:

Discuss student responses to questions 8-10. Make inferences about the relationship between 7-8 year old Douglass and his enslaver as well as what pivotal event might take place in Baltimore.

[\(ELD Support\)](#)

## Formative Assessment:

In writing this Narrative, Douglass is looking back at his time as an enslaved person. Analyze how this passage of time has influenced his remembrance of the move to Baltimore and his view of the institution of slavery. Write a well-organized response using specific evidence from the story to support your answer.

[Writing a TDA Style Prompt](#)

[\(ELD Support\)](#)

## Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocol](#)



Sentence Comprehension	<p><a href="#">Juicy Sentence</a> protocol with sample sentence</p> <p>“From my earliest recollection, I date the entertainment of a deep conviction that slavery would not always be able to hold me within its foul embrace; and in the darkets hours of my career in slavery, this living word of faith and spirit of hope departed not from me, but remained like ministering angels to cheer me through the gloom.”</p>
Writing	<p><a href="#">Pattan Writing Scope and Sequence</a></p> <p>Quality of Writing: II: Content: A: Connect ideas to a topic B: Write a series of related sentences and elaborate on ideas</p>

## Additional Supports

### [ELD Practices](#)

Practices to promote Tier 1 access

**Key Terms -** [Bilingual Glossaries and Cognates | NYU Steinhardt](#)

**Opening Activity:** [Deep Reading of an Image](#) Deep Reading of an Image  
 Notice and Wonder

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

**Discuss:** Students might find page 10 helpful to help them in the discussions. [curr-eld-instruction-academic-language-function-toolkit \(1\)](#)  
[WIDA Speaking Rubric Grades 1–12](#)

**Formative Assessment:** [TDA Graphic Organizer ACES](#)  
[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



	<ul style="list-style-type: none"><li>• During the lesson, pause and ask standards based questions to check for student understanding<ul style="list-style-type: none"><li>○ How does the text introduce, develop and make connections between ideas and events?</li><li>○ How are distinctions made between the ideas about (X) in the text?</li><li>○ What connections exist between the ideas, events, and individuals in the text?</li><li>○ What purpose does the author have for making these connections or distinctions?</li><li>○ How does the text's connections or distinctions between the ideas, events and individuals add meaning?</li><li>○ What is the structure of the paragraph?</li><li>○ Where does the author introduce the central idea of the paragraph?</li><li>○ How doe sentences (x) and (x) develop the concept of (x)/</li><li>○ Which lines enhance the reader's understanding of the concept (x)?</li><li>○ How does the structure of the paragraph enhance the meaning of (x)?</li></ul></li><li>• Prior to engaging in the formative assessment, host small group discussions surrounding the prompt.<ul style="list-style-type: none"><li>○ Model for students how to gain information from the text to support</li><li>○ Brainstorm ideas with students for task<ul style="list-style-type: none"><li>■ Create thought web or other graphic organizer for students to gather their thoughts/ information</li></ul></li></ul></li><li>• Prior to engaging in the formative assessment, provide students with an exemplar<ul style="list-style-type: none"><li>○ Post exemplar and allow students to access throughout the completion of the task</li></ul></li><li>• During formative assessment, allow students to use digital writing tools (ie: Google Docs or Microsoft Word, text to speech, etc) to increase engagement</li><li>• During formative assessment, provide frequent check-ins and feedback</li></ul>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access