**Chandler unified School district**

**Suggested Resource Guide for Required Texts**

**Extended Text**: “Narrative Life of Frederick Douglass” Frederick Douglass 978-0-030-55454-4

Title Author ISBN

**GRADE LEVEL:** 7th Grade – Honors

**Synopsis**: “Born a slave, Frederick Douglass became a powerful speaker and a famous abolitionist, working to end slavery. In this autobiography, written in 1845, when he was twenty-seven, Douglass describes his early years on a plantation, his childhood living in slavery in a household in Baltimore, the final brutal years of his enslavement, during which he worked as a field hand and caulker, and the promising start to his life as a free man. This autobiography offered a firsthand account of the horrors of slavery from his own experiences.” - http://my.hrw.com/nsmedia/novelwise\_hs\_te\_version/find/bytitle/title\_n\_01.htm

**Background:**

Online text can be found: <http://etext.virginia.edu/toc/modeng/public/DouNarr.html>

**Text Complexity Analysis:**

Quantitative: This text is listed as an exemplar text (in Appendix B of the Common Core) placed in the 6-8 grade

band. For Flesch-Kincaid (8.97) and Lexile (1080), this text falls within the 6th – 8th grade band for

quantitative complexity.

Qualitative: The obvious purpose of this text is to convey the evils of slavery. Douglass also tries to create an analogy between his road to freedom and his spiritual awakening. The structure of the narrative is structured and organized in chronological order. He uses fairly accessible language for a 7th grade honors student, however, he does use challenging uses of figurative language and literary devices. He uses long, complex sentences frequently as well as frequent archaic language.

Reader and Task: This text is challenging to understand at a junior high level. It is helpful for students to have an

understanding of slavery and race in the 1850’s and later in the United States. A basic knowledge of Christianity would also be helpful as Douglass makes several references to it.

**Motifs and Themes:**

Themes:

* + Ignorance is a tool of slavery.
  + Knowledge can be a path to freedom.

Motifs:

* + Slavery
  + Education
  + Family
  + Suffering
  + Friendship
  + Religion
  + Truth

**LANGUAGE:**

Identify important vocabulary. Provide a focus standard for grammar/mechanics that works nicely with the extended text.

*Vocabulary Acquisition and Use*

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| Tier 2 Vocabulary | Tier 3 Vocabulary  (if applicable) |
| * mulatto (Ch. 1) * obdurate (Ch. 4) * emaciated (Ch. 6) * emancipation (Ch. 7) * abolition(ist) (Ch. 7) * lacerated (Ch. 9) * fugitive (Ch. 11) | * plantation (Ch.1) * master  (Ch.1) * overseer  (Ch. 1) * colonel (Ch. 1) |

*Conventions of Standard English* or *Knowledge of Language* focus standard:

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| Standard Code | Standard Text | Description of where and how it fits with the extended text |
| 7.L.5.a. | CC.7.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | Ch. 10  William Shakespeare, [*Hamlet*](http://www.shmoop.com/hamlet/) (Act III, scene i)  "rather bear those ills we had, than fly to others, that we knew not of."  Douglass makes reference to his pondering of running away from his owners. |

**Companion Texts:**

Provide a series of short companion texts that will supplement the extended text and provide students with a deeper understanding of the themes, motifs, or context of the extended text.

*1-3 Short* ***Informational*** *Texts*

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| Text Title and Author | A short description of the text  and how it relates to the extended text | Label Difficulty:   * Advanced * Grade Level * Meant for Scaffolding |
| 1. “50th Anniversary of the Universal Declaration of Human Rights (UDHR)” *-* Prepared for Internet by the Information Technology Section Department of Public Information © United Nations 1998      1. American History - middle school – McDougall/Littell 2. “Letter from Harriet Beecher Stowe to William Lloyd Garrison” - *The Life and Writings of Frederick Douglass*, Volume II Pre-Civil War Decade 1850-1860 by Philip S. Foner - International Publishers Co., Inc., New York, 1950 3. “A Child Slave in California” by Kristen Lewis – Scholastic SCOPE Magazine, Sept. 3, 2012, pgs. 10-15 | 1. This is the Universal Declaration of Human Rights (UDHR) as declared by the United Nations. This text gives students a perspective in the rights for people around the world. 2. Chapter 11, Section 2 – “Plantations and Slavery Spread” – this text assists students in understanding the concept of slavery and how it functions in society. 3. This is a letter from Harriet Beecher Stowe (author of Uncle Tom’s Cabin and friend to both Garrison and Douglass) to William Lloyd Garrison (a fellow abolitionist and public critic of Douglass). She was trying to persuade Garrison that he and Douglass had similar convictions. Text can be found: <http://www.pbs.org/wgbh/aia/part4/4h2926t.html> 4. Article about modern-day slavery: <http://www.scholastic.com/scopemagazine/PDFs/SCOPE-090312-Nonfiction.pdf> | 1. Advanced 2. Grade Level – but also has Scaffolding components with the textbook 3. Advanced 4. Grade Level |

*1-3 Short* ***Literary*** *Texts*

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| Text Title and Author | A short description of the text  and how it relates to the extended text | Label Difficulty:   * Advanced * Grade Level * Meant for Scaffolding |
| 1. “The People Could Fly” retold by Virginia Hamilton – McDougall Littell Literature Grade 7 textbook page 480 2. “What Do Fish Have to Do With Anything?” by Avi-- McDougall Littell Literature Grade 7 textbook page 340 3. Three poems by Emily Dickinson on the trope of hunting | 1. This text is a folktale about a group of slaves who escape. It is listed as an exemplar text (in Appendix B of the Common Core) placed in the 6-8 grade band. 2. While this text is set in a different time and place than Fredrick Douglass, it has strong contemporary tie-ins to the themes of knowledge and ignorance, and can be used as a thematic comparison piece. 3. These poems come from the Common Core model lesson, and are used to compare similar ideas and themes. These poems can be found at the end of this document. | 1. Grade Level 2. Grade Level 3. Advanced |

**Standards-Based Activities:**

Offer three activities that will assist in the instruction of the extended text (consider: comprehension, vocabulary, grammar, close reading, etc.). At least one activity must utilize Speaking and Listening standards. All materials (rubrics, graphic organizers, printables, handouts, student directions, etc.) will be added to the end of this document.

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| **Activity #1** | | Resources:   * Narrative Life of Frederick Douglass * Structured Note-Taking template   Standards Addressed:   * RI 7.3 * RI 7.1 |
| Description | **Structured Note-Taking.** Structured note-taking helps students organize and  recall information they have read (Smith and Tompkins, 1988). Provide a  graphic organizer and model for the student how to complete the organizer  themselves with the components found listed in the standard. Student may  create their own note-taking structure using boxes similar to the following: |

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| **Activity #2** | | Resources:   * Narrative Life of Frederick Douglass * Post-it for recording “about/point” responses   Standards Addressed:   * RI 7.6 * RI 7.1 |
| Description | **About/Point.** About-Point is a silent reading strategy where students pause at  logical points and complete this phrase: This section/paragraph is *about*  \_\_\_\_\_\_\_\_\_\_\_; and the *point* is\_\_\_\_\_\_\_\_\_\_\_. Students can use it when  reading difficult material to help recall information (Bouchard, 2005).  1. Choose and distribute a short informational text piece.  2. When modeling, read a section or paragraph to students or assign  them to read it with partners.  3. Distribute and display the About/Point chart and model its use.  Demonstrate, how to find and record the “About”.  4. Demonstrate, how to find and record the details next to “Point”   Periodically assign students to write about-point statements and  use them to start class discussions by asking students to read  them.   As students read text by different authors, a discussion of how the  author distinguishes his or her position from that of others. |

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| **Activity #3** | | Resources:   * Narrative Life of Frederick Douglass * Series of “The Audience” templates with scenarios and templates   Standards Addressed:   * RI 7.7-7.9 * RI 7.1 |
| Description | **The Audience.** In small groups, have students complete the series of scenarios and questions. Students will discuss with their groups before sharing out as a whole class. |

**Writing Prompts**:

Argument/Opinion Prompts:

* + Choose one of the arguments Douglass presents in his narrative. Explore the argument by detailing in an essay BOTH sides of the argument. Finally, indicate which side of the argument you believe in, justifying your answer with specific, concrete details.
  + Frederick Douglass follows the Rogerian Model of Argument, which emphasizes common ground before calling attention to points of disagreement. Compose an argument of your own on any topic that interests you, following this same model.

Informational/Explanatory Prompts:

* + Fredrick Douglass Model Common Core writing activity (see directions at the end of this document): students explore word connotation in the text, citing examples from Douglass’s narrative as necessary
  + How did Frederick Douglass’ ability to read contribute to his emotional struggle for freedom? Cite examples from the text to support your answer.
  + After reading Frederick Douglass’ narrative, in what ways does America represent the hope for freedom that lived in the heart of Frederick Douglass?

Narrative Prompts:

* + Compose a fictional narrative where the protagonist learns a lesson that relates to one of the following themes:
    - Ignorance is a tool of slavery.
    - Knowledge can be a path to freedom.
  + Compose a personal narrative about a time where you witness ignorance in society. What did you do? Did you act to correct the ignorance, or stand by and watch it unfold? Include specific examples to enhance your story.

Research Prompts:

* + Choose and investigate another African American writer who was a former slave. Compare and contrast their life to Douglass’s, focusing on the ways in which their experiences as a slave shaped the rest of their life.
  + Investigate 2-3 historical events that occurred during the time period of Douglass’s narrative. Write an essay explaining how those historical events informed, shaped, or influenced the events Douglass described in his narrative, citing evidence from the text as you compare.

As outlined by PARCC, the prompts above may occur in a variety of writing environments. Teachers should consider:

* Incorporating a mix of on-demand and review-and-revision writing assignments
* Including routine writing, such as short constructed-responses to text-dependent questions, to build content knowledge and provide opportunities for reflection on a specific aspect of a text or texts
* Integrating of a number of analytic writings that places a premium on using evidence, as well as on crafting works that display some logical integration and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing teachers to assess students’ ability to paraphrase, infer, and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project
* Include narrative writing to offer students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation.

**The Audience, Group I**:

For the following question, imagine you are an American in 1845. This year alone, the United States voted to allow Texas and Florida into our country, a huge fire destroyed large parts of Pittsburgh, and people started to suggest that American cities might be unsafe, while Mexico is starting to threaten us with war over the fact that Texas left Mexico and has joined us. However, many of us Americans are really focused on slavery. Pennsylvania tried passing a law saying people in the state, including runaway slaves, are automatically free, but just three years ago, the Supreme Court said that slave states have a right to reclaim their “property” and struck down that Pennsylvania law. Several states in the north have been passing laws saying that state officials and governments won’t help slave owners find runaway slaves, and the Southern states are complaining that their property is being stolen and the North is refusing to uphold the law. They say the North is trying to tell them how to run their states, and that they have a right to their own laws and their own beliefs. The Methodist church actually splits into two churches over the issue of slavery. And this year, 1845, Fredrick Douglass publishes this narrative.

**How would the following person react? Answer the questions with your character in mind.**

James Polk: the eleventh president of the United States. Raised in North Carolina and Tennessee, he took office in 1845. He inherited 8000 acres of land and twenty slaves. He never sold a slave, and in his will it said his slaves would go free after he and his wife had both passed away, but he did buy slaves and run his plantation, even when he was president.

What one line in the Douglass narrative would stand out to him as most accurate or truthful?

What one line in the Douglass narrative would he question? What line from Douglass might stand out to him as most inaccurate or what might he call a lie?

Would this change his mind about slavery? Why or why not? Give a specific reason why you have that opinion, using quotes from the reading to support your idea.

**The Audience, Group II**:

For the following question, imagine you are an American in 1845. This year alone, the United States voted to allow Texas and Florida into our country, a huge fire destroyed large parts of Pittsburgh, and people started to suggest that American cities might be unsafe, while Mexico is starting to threaten us with war over the fact that Texas left Mexico and has joined us. However, many of us Americans are really focused on slavery. Pennsylvania tried passing a law saying people in the state, including runaway slaves, are automatically free, but just three years ago, the Supreme Court said that slave states have a right to reclaim their “property” and struck down that Pennsylvania law. Several states in the north have been passing laws saying that state officials and governments won’t help slave owners find runaway slaves, and the Southern states are complaining that their property is being stolen and the North is refusing to uphold the law. They say the North is trying to tell them how to run their states, and that they have a right to their own laws and their own beliefs. The Methodist church actually splits into two churches over the issue of slavery. And this year, 1845, Fredrick Douglass publishes this narrative.

**How would the following person react? Answer the questions with your character in mind.**

Gerrit Smith: a politician who helped form the Liberty Party. Born in New York, Smith spent much of his life fighting to get women the vote, and he married a seventeen-year-old suffragette (a woman who fought for the right of all women to vote). Together the two of them founded Free Churches in New York. Smith ran for governor of New York in 1840, and remained active in politics after the narrative was published.

What one line in the Douglass narrative would stand out to him as most accurate or truthful?

What one line in the Douglass narrative would he question? What line from Douglass might stand out to him as most inaccurate or what might he call a lie?

Would this change his mind about slavery? Why or why not? Give a specific reason why you have that opinion, using quotes from the reading to support your idea.

**The Audience, Group III:**

For the following question, imagine you are an American in 1845. This year alone, the United States voted to allow Texas and Florida into our country, a huge fire destroyed large parts of Pittsburgh, and people started to suggest that American cities might be unsafe, while Mexico is starting to threaten us with war over the fact that Texas left Mexico and has joined us. However, many of us Americans are really focused on slavery. Pennsylvania tried passing a law saying people in the state, including runaway slaves, are automatically free, but just three years ago, the Supreme Court said that slave states have a right to reclaim their “property” and struck down that Pennsylvania law. Several states in the north have been passing laws saying that state officials and governments won’t help slave owners find runaway slaves, and the Southern states are complaining that their property is being stolen and the North is refusing to uphold the law. They say the North is trying to tell them how to run their states, and that they have a right to their own laws and their own beliefs. The Methodist church actually splits into two churches over the issue of slavery. And this year, 1845, Fredrick Douglass publishes this narrative.

**How would the following person react? Answer the questions with your character in mind.**

William Lloyd Garrison: journalist and abolitionist writer. Born in Massachusetts, Garrison was raised by his mother after his unemployed father left the family. He sold lemonade and delivered wood to help his mother pay the bills. By fourteen, he had a job in a newspaper, and at twenty-five, he became an abolitionist. Starting his own newspaper in Maryland, a slave state, he published stories of the horrors of slavery and was sued by a man he wrote about. He spent seven weeks in jail until someone else paid his fine, at which time he moved to Boston and started the newspaper, *The Liberator.*

What one line in the Douglass narrative would stand out to him as most accurate or truthful?

What one line in the Douglass narrative would he question? What line from Douglass might stand out to him as most inaccurate or what might he call a lie?

Would this change his mind about slavery? Why or why not? Give a specific reason why you have that opinion, using quotes from the reading to support your idea.

**The Audience, Group IV**:

For the following question, imagine you are an American in 1845. This year alone, the United States voted to allow Texas and Florida into our country, a huge fire destroyed large parts of Pittsburgh, and people started to suggest that American cities might be unsafe, while Mexico is starting to threaten us with war over the fact that Texas left Mexico and has joined us. However, many of us Americans are really focused on slavery. Pennsylvania tried passing a law saying people in the state, including runaway slaves, are automatically free, but just three years ago, the Supreme Court said that slave states have a right to reclaim their “property” and struck down that Pennsylvania law. Several states in the north have been passing laws saying that state officials and governments won’t help slave owners find runaway slaves, and the Southern states are complaining that their property is being stolen and the North is refusing to uphold the law. They say the North is trying to tell them how to run their states, and that they have a right to their own laws and their own beliefs. The Methodist church actually splits into two churches over the issue of slavery. And this year, 1845, Fredrick Douglass publishes this narrative.

**How would the following person react? Answer the questions with your character in mind.**

A. C. C. Thompson: an owner of land in Baltimore, Maryland, Thompson lived near the Auld family, the family that Frederick Douglass served while he was learning to read. No one knows what goes on inside someone else’s house, but Thompson was friends with the Aulds. He knows they treated slaves well because they were good people. Moreover, he saw slavery as very normal. The average household in Maryland owned three slaves, and almost a third of the state was enslaved.

What one line in the Douglass narrative would stand out to him as most accurate or truthful?

What one line in the Douglass narrative would he question? What line from Douglass might stand out to him as most inaccurate or what might he call a lie?

Would this change his mind about slavery? Why or why not? Give a specific reason why you have that opinion, using quotes from the reading to support your idea.

**The Audience, Group V**:

For the following question, imagine you are an American in 1845. This year alone, the United States voted to allow Texas and Florida into our country, a huge fire destroyed large parts of Pittsburgh, and people started to suggest that American cities might be unsafe, while Mexico is starting to threaten us with war over the fact that Texas left Mexico and has joined us. However, many of us Americans are really focused on slavery. Pennsylvania tried passing a law saying people in the state, including runaway slaves, are automatically free, but just three years ago, the Supreme Court said that slave states have a right to reclaim their “property” and struck down that Pennsylvania law. Several states in the north have been passing laws saying that state officials and governments won’t help slave owners find runaway slaves, and the Southern states are complaining that their property is being stolen and the North is refusing to uphold the law. They say the North is trying to tell them how to run their states, and that they have a right to their own laws and their own beliefs. The Methodist church actually splits into two churches over the issue of slavery. And this year, 1845, Fredrick Douglass publishes this narrative.

**How would the following person react? Answer the questions with your character in mind.**

Emily Dickinson was fifteen when the narrative came out. She grew up in a Massachusetts home, where her father encouraged her to go to school and wrote to her when he went on extended trips for business; however, her mother seemed to have almost no relationship with Emily. Emily wrote to a friend that her older brother was the only “mother” she had. Her father sent her to an academy where she loved learning, but after a friend died of typhus in 1844, she became so depressed and strange that they brought her back home to the house ruled by a mother she seemed to dislike.

What one line in the Douglass narrative would stand out to her as most accurate or truthful?

What one line in the Douglass narrative would she question? What line from Douglass might stand out to her as most inaccurate or what might he call a lie?

Would this change her mind about slavery? Why or why not? Give a specific reason why you have that opinion, using quotes from the reading to support your idea.

| **Informative/Explanatory Assignment: Directions for Teachers and Students** |
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| This question requires students to look at diction and connotation, i.e. how do words "feel." Students may have a variety of answers, but as long as they are correctly labeling some words as contributing to particular emotions, they are correct. A few examples are included below to give the teacher an idea of the possible groupings. If students are struggling, teachers may wish to choose one of the following words to use as a model. Teachers may also wish to have students write strong words or phrases on pieces of construction paper and then group them into emotion "families" together as a class. However, teachers should avoid giving students too many of the words from Douglass or from labeling all possible emotions. Students should be allowed to interact with the text on their own.   * **happy**: kindly; better off; gratitude; affection; dear little fellows; * **frustrated**: have not I as good a right; wretched; horrible pit; it pressed upon me * **sad**: console; bear heavily upon my heart, died away; painful; discontentment * **passionate**: unabated interest * **angry**: abhor; detest; robbers; loathed; meanest, most wicked; * **hurt**: torment; sting; writhed; agony; unutterable anguish; agony; tormented; torment me * **jealous**: envied my fellow slaves; wished myself a beast; meanest reptile * **hopeful**: silver trump of freedom; it smiled in every calm   This is a complex task, but students have ample experience with understanding and labeling emotions in real life. With the scaffolding of the previous questions, students should be able to identify one of two possible patterns:   1. He feels negative when considering his own slavery; however, the thought of freedom brings calm and the image of the "silver trump”. 2. As a child, he has this hopeful feeling with gratitude and affection; however, as he got older, the feelings turned more negative with despair and depression being more prominent.   Students can then use their research and their identification of patterns to help them answer the following prompt:  **Student Prompt:** How do Douglass' feelings change over the course of this piece? What is Douglass trying to show about how slavery makes people feel? Write a paragraph in which you show how his feelings change and what you believe he is trying to show the reader.  **Alternate Assignment**: An alternate assignment for students with more experience might include asking them to write about where in the text they see evidence that Douglass is consciously crafting his narrative to present a particular point of view. Students should choose passages they feel present evidence of intentional crafting in word choice. |

**Three poems by Emily Dickinson on the trope of hunting**

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| One Anguish—in a Crowd—  A Minor thing—it sounds—  And yet, unto the single Doe  Attempted of the Hounds  'Tis Terror as consummate  As Legions of Alarm  Did leap, full flanked, upon the Host—  'Tis Units—make the Swarm—  A Small Leech—on the Vitals—  The sliver, in the Lung—  The Bung out—of an Artery—  Are scarce accounted—Harms—  Yet might—by relation  To that Repealless thing—  A Being—impotent to end—  When once it has begun— | This Merit hath the worst—  It cannot be again—  When Fate hath taunted last  And thrown Her furthest Stone—  The Maimed may pause, and breathe,  And glance securely round—  The Deer attracts no further  Than it resists—the Hound— | A wounded deer leaps highest,  I've heard the hunter tell;  'Tis but the ecstasy of death,  And then the brake is still.  The smitten rock that gushes,  The trampled steel that springs:  A cheek is always redder  Just where the hectic stings!  Mirth is mail of anguish,  In which its cautious arm  Lest anybody spy the blood  And, "you're hurt" exclaim  I never hear the word “Escape”  Without a quicker blood,  A sudden expectation –  A flying attitude!  I never hear of prisons broad  By soldiers battered down,  But I tug childish at my bars  Only to fail again! |