



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 2: Lesson 1

Introducing the Narrative Arc: *The Last Day of Slavery*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine a theme or the central ideas of a literary text. (RL.7.2)
- I can analyze the interaction of literary elements of a story or drama. (RL.7.3)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RL.7.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)

Supporting Learning Targets

- I can analyze how the content, theme, images, and language in *Frederick Douglass: The Last Day of Slavery* give the story its enduring power.
- I can identify key components of the narrative arc of this story.

Ongoing Assessment

- Narrative Arc anchor chart



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing End of Unit 1 Assessment: Poetry Analysis (5 minutes) B. Reviewing Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading Aloud: <i>Frederick Douglass: The Last Day of Slavery</i> (20 minutes) B. Introducing the Narrative Arc (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Fist to Five (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Independent reading. | <ul style="list-style-type: none"> • In this lesson, students review the End of Unit 1 Assessment, which focuses on L.7.5, RL.7.4, and RL.7.5. Students will continue to analyze word choice and figurative language throughout Unit 2. The Mid-Unit 2 Assessment Part 2 includes a number of items related to L.7.5 and RL.7.4. • This lesson mirrors Unit 1, Lesson 1, where students focused on the powerful content, language, images, and themes of <i>The People Could Fly</i>. In this lesson students analyze <i>Frederick Douglass: The Last Day of Slavery</i> (a picture book) through the same lens. • In Unit 3, students will use <i>The Last Day of Slavery</i> as a mentor text when they create their own picture books. • The narrative arc is introduced to students through <i>The Last Day of Slavery</i>. Students are more likely to understand a new framework if they first apply it to a very accessible text. The arc is the journey the main character takes from the beginning to the end of a story or from conflict to resolution. Theme is also a part of the narrative arc, but that has been introduced in other contexts. This unit, like earlier work in the seventh grade, uses the word “theme” to refer to a thematic statement—an observation about an overarching idea. • The narrative arc is an important tool to help students understand a given text. In this unit, it will help them understand excerpts from <i>Narrative of the Life of Frederick Douglass</i>. Students will also need to understand the narrative arc in order to write their own picture books in Unit 3. While it is important, the skill of identifying the narrative arc of a text is not assessed in this module. • This lesson uses a picture book called <i>Frederick Douglass: The Last Day of Slavery</i>. This book serves to introduce the narrative arc and helps provide an additional entry point into the complex text of the Narrative. This children’s book is integral to several lessons in this module, and is widely available in public and school libraries. However, alternate lessons that use a free alternative children’s book (<i>Turning the Page: Frederick Douglass Learns to Read</i>) will be available on EngageNY.org and at commoncoresuccess.elschools.org to accommodate schools/districts that are not able to secure a copy of <i>Frederick Douglass: The Last Day of Slavery</i>. • If you use the alternate text, the lesson structure stays the same, but you will need to use Unit 2, Lesson 1, Work Times A and B (alternate) and <i>Turning the Page: Frederick Douglass Learns to Read</i>, matching cards (alternate) from the file of alternate materials that accompanies the book. |



| Agenda | Teaching Notes (continued) |
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| | <ul style="list-style-type: none"> • In advance: Grade the End of Unit 1 Assessment: Poetry Analysis (from Unit 1, Lesson 15) and be prepared to review it with students at the beginning of this lesson. You may wish to focus on items that many students struggled with, particularly those that relate to word choice or figurative language, as those will be assessed again on the Mid-Unit 2 Assessment Part 2. • In advance: Create sets of <i>The Last Day of Slavery</i> matching cards. • Post: Learning targets; Powerful Stories anchor chart; Narrative Arc anchor chart. |

| Lesson Vocabulary | Materials |
|---|---|
| <p>enduring, powerful, context, conflict, climax, climbing steps, conclusion, resolution, reflection, theme</p> | <ul style="list-style-type: none"> • End of Unit 1 Assessment: Poetry Analysis (from Unit 1, Lesson 15; returned this lesson with teacher feedback) • Powerful Stories anchor chart (begun in Unit 1, Lesson 1) • <i>Frederick Douglass: The Last Day of Slavery</i> (book; one copy) • Narrative Arc anchor chart (new; teacher-created; see student version in supporting materials as a model) • Narrative Arc anchor chart, student version (one per student) • <i>The Last Day of Slavery</i> matching cards (one set per pair of students) • Equity sticks |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Reviewing End of Unit 1 Assessment: Poetry Analysis (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the End of Unit 1 Assessment: Poetry Analysis. • Notice and name specific things that the class did well on this assessment. Encourage students to thoroughly read through their assessments. They should notice which standards they mastered and which standards they still need to work on. • Review common mistakes based on the needs of your class. • Explain to students that they are going to have more opportunities to use language analysis skills on the <i>Narrative</i>, as well as on other texts. They will have the opportunity to show mastery of word choice and figurative language standards on the Mid-Unit 2 Assessment Part 2 in Lesson 11. | |
| <p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read them aloud. <ul style="list-style-type: none"> * "I can analyze how the content, theme, images, and language in <i>Frederick Douglass: The Last Day of Slavery</i> give the story its enduring power." * "I can identify key components of the narrative arc of this story." • Remind students that they asked similar questions about what makes a story powerful when they read <i>The People Could Fly</i> in Unit 1. Point to the Powerful Stories anchor chart to highlight the examples students found in <i>The People Could Fly</i>. • Today students hear a picture book called <i>The Last Day of Slavery</i> read aloud. While you read, ask students to think about this question: "What gives stories their enduring power?" • Later in this lesson, students learn about narrative arc. | <ul style="list-style-type: none"> • Anchor charts provide visual cues to students about learning that happened in previous lessons. • Many students benefit from seeing questions posted on the board or via a document camera, but reveal questions one at a time to keep students focused on the question at hand. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Reading Aloud: Frederick Douglass: The Last Day of Slavery (20 minutes)</p> <ul style="list-style-type: none"> • Introduce Frederick Douglass: The Last Day of Slavery by showing the cover to students. • Ask students to turn and talk: <ul style="list-style-type: none"> * “What do you predict this picture book will be about? Support your idea with evidence from the cover.” • Ask a few students to share and listen for: “I see Frederick Douglass’s name and the word slavery. I know Douglass was a slave, so this must be about his life,” or “I see a young boy in the woods, which could be Douglass, so this must be about his last day as a slave.” • Explain to students that as you read the picture book aloud, you want them to hold that first question in their minds: <ul style="list-style-type: none"> * “What gives stories their enduring power?” • Read <i>The Last Day of Slavery</i> out loud to your class, slowly and with expression. The point of this read-aloud is to immerse students in the story and let them experience its power, so do not interrupt with too much teacher talk. However, pause several times to let students identify <i>powerful</i> content, language, images, and <i>theme</i> that will be added to the Powerful Stories anchor chart. • The questions about specific pages listed below provide examples for the anchor chart. You may wish to incorporate examples on different pages. For each Turn and Talk, pose the question, reread the page as necessary, and then give pairs 1 minute to talk. Have several students share out briefly, and scribe their answers on the Powerful Stories anchor chart. • Turn and talk after page 13: <ul style="list-style-type: none"> * “What powerful language did the author use on this page? What words ‘pull’ you?” • Listen for: “Covey watched him with a cold eye.” • Turn and talk after page 17: <ul style="list-style-type: none"> * “What powerful language did the author use on this page? What words ‘pull’ you?” • Listen for: “He wished he were a bird, able to soar over the treetops,” or “fly on the wind as far as the sea.” • Turn and talk after page 22: <ul style="list-style-type: none"> * “What is powerful about this image? What parts of the image ‘pull’ you?” • Listen for: “Douglass, who is still young, is getting whipped across the chest by Covey. He is trying to block the whip and there is a look of desperation on his face.” | <ul style="list-style-type: none"> • This picture book read-aloud builds familiarity with the narrative arc structure before students have to identify the narrative arc in excerpts of <i>Narrative of the Life of Frederick Douglass</i>. • Giving students the opportunity to discuss answers to questions in small groups before asking them to share with the whole group helps ensure that all students are able to contribute to the whole group discussion. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul style="list-style-type: none"> • Turn and talk at the end of the book: <ul style="list-style-type: none"> * “Why is the content of this story powerful? Why is it an important story?” • Listen for: “It tells about how Douglass fought back,” and “It talks about why it is important to stand up for yourself.” <ul style="list-style-type: none"> * “What is the <i>theme</i> of this book?” • Listen for (there are several other strong answers): “Just because someone is born into a certain role does not mean they are destined to stay in that role.” <ul style="list-style-type: none"> * “Not all stories have empowering themes, but the theme of this story is empowering. What makes the theme of this story empowering?” • Listen for: “The theme of this book is empowering because Douglass refuses to be a slave, a position he was born into. He went to great lengths to fight his way out of it. Other people can be inspired to change their lot in life by reading about Douglass’s actions.” • Compliment students on their strong thinking about why <i>The Last Day of Slavery</i> is a powerful story, and remind them that the author of this story wanted to make a part of Douglass’s <i>Narrative</i>, which was written in the mid-1800s, accessible to younger children. Students will have a chance to try something similar in Unit 3, and <i>The Last Day of Slavery</i> will be a model they refer to throughout the writing process. | |
| <p>B. Introducing the Narrative Arc (15 minutes)</p> <ul style="list-style-type: none"> • Redirect students’ attention to the posted learning targets and reread the second learning target or ask for a volunteer to read it aloud. <ul style="list-style-type: none"> * “I can identify key components of the narrative arc in this story.” • Display the Narrative Arc anchor chart and distribute the Narrative Arc anchor chart, student version. • Explain to students that in order to effectively build powerful language, images, and themes into a story, there has to be a clear narrative arc. The narrative arc is the journey the main character takes from problem to solution or from beginning to end. Authors use the narrative arc because it helps a reader understand the journey that a character takes. Authors are trying to convey powerful content in a way that readers can understand. • Ask students to refer to their Narrative Arc anchor chart, student version to name each component and read the provided description. <ul style="list-style-type: none"> – <i>Context</i> of the story: setting—time in Douglass’s life, place, and characters | <ul style="list-style-type: none"> • Additional modeling may be required. Modeling provides a clear vision of the expectation for students. The teacher may model by saying: “Let’s identify one component of the narrative arc together first. I am going to find the context, which sets the stage for the story. I know that it is the card that lists the time, place, and characters and reads, “Time: birth to 17 years of age; Place: plantation; Characters: Douglass, mother, Covey.” |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none"> – <i>Conflict</i>: who the conflict is between – <i>Climbing steps</i>: three key events (Note: There is nothing special about three—stories can have more or less. This one has three.) – <i>Climax</i>: major turning point – <i>Conclusion: resolution</i>—the way Douglass overcomes the obstacles; <i>reflection</i>—how Douglass changes because of the obstacles he encounters – <i>Theme</i>: central message of a story • Point out that these components map out the beginning, middle, and end of the story. Context and conflict are usually at the beginning, climbing steps and climax are in the middle, and the conclusion and thematic statement are typically at the end. Not all stories have this narrative arc, but most picture books typically do. • Explain a few of the nuances of the components: <ul style="list-style-type: none"> * “The context is about the time and place in Douglass’s life, not just the year.” * “The climbing steps highlight three key events, but there can be more or less than three key events in a narrative.” * “The conflict should include the people involved in the problem.” * “The climax is the part of the story where things change course; it is often a moment of heightened emotion.” * “The theme is often connected to the reflection, or how the character has changed after facing his or her main conflict.” • Explain the five components in more detail based on the needs of your class. • Group students in pairs and distribute a set of <i>The Last Day of Slavery matching cards</i> to each pair. Direct students to match each component of the narrative arc to the correct description from <i>The Last Day of Slavery</i>. • When most students are finished, use equity sticks to call on several pairs to explain their answers. As students share, point to the location on the Narrative Arc anchor chart where each card would go. <ul style="list-style-type: none"> – Context: time: birth through 17 years old; place: plantation; characters: Douglass, mother, Covey – Conflict: between Covey and Douglass – Climbing steps: Event 1—Douglass’s mother dies, Event 2—Douglass is forced to work harder as he gets older, Event 3—Douglass runs away because he is tired of being beaten | <ul style="list-style-type: none"> • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none"> – Climax: Douglass fights Covey and wins – Conclusion: resolution—Douglass stands up to Covey; reflection—Douglass vows to never act or think like a slave again – Theme: Just because you are born into a role does not mean you are destined to be in that role. • Remind students that the theme can be worded in a variety of ways. Students may have uncovered different themes, but as long as the themes emerge from an idea in the text, they are valid. • Commend students on the diligent work they did in order to figure out the narrative arc for <i>The Last Day of Slavery</i>. Assure them that they will have a number of opportunities to do this type of thinking in Units 2 and 3. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Fist to Five (2 minutes)</p> <ul style="list-style-type: none"> • Ask the students to use the Fist to Five checking for understanding technique to assess whether they have met the learning target: <ul style="list-style-type: none"> * “I can identify key components of the narrative arc that summarize the story.” • Students should base their answer on the number of correct narrative arc card matches they had. • Wait for students to display a fist to five. Call on a few students to provide evidence for the rating they gave themselves. • Then notice where the class is by saying something like: “I notice most/some/a few students are meeting the learning target.” If most students give less than a three, consider reviewing some of the narrative arc components in more depth. | <ul style="list-style-type: none"> • Use of simple routines like Fist to Five allows for total participation of students. It encourages reflection on specific learning targets and synthesis of current understandings about the narrative arc structure. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none"> • Independent reading. | |



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Supporting Materials



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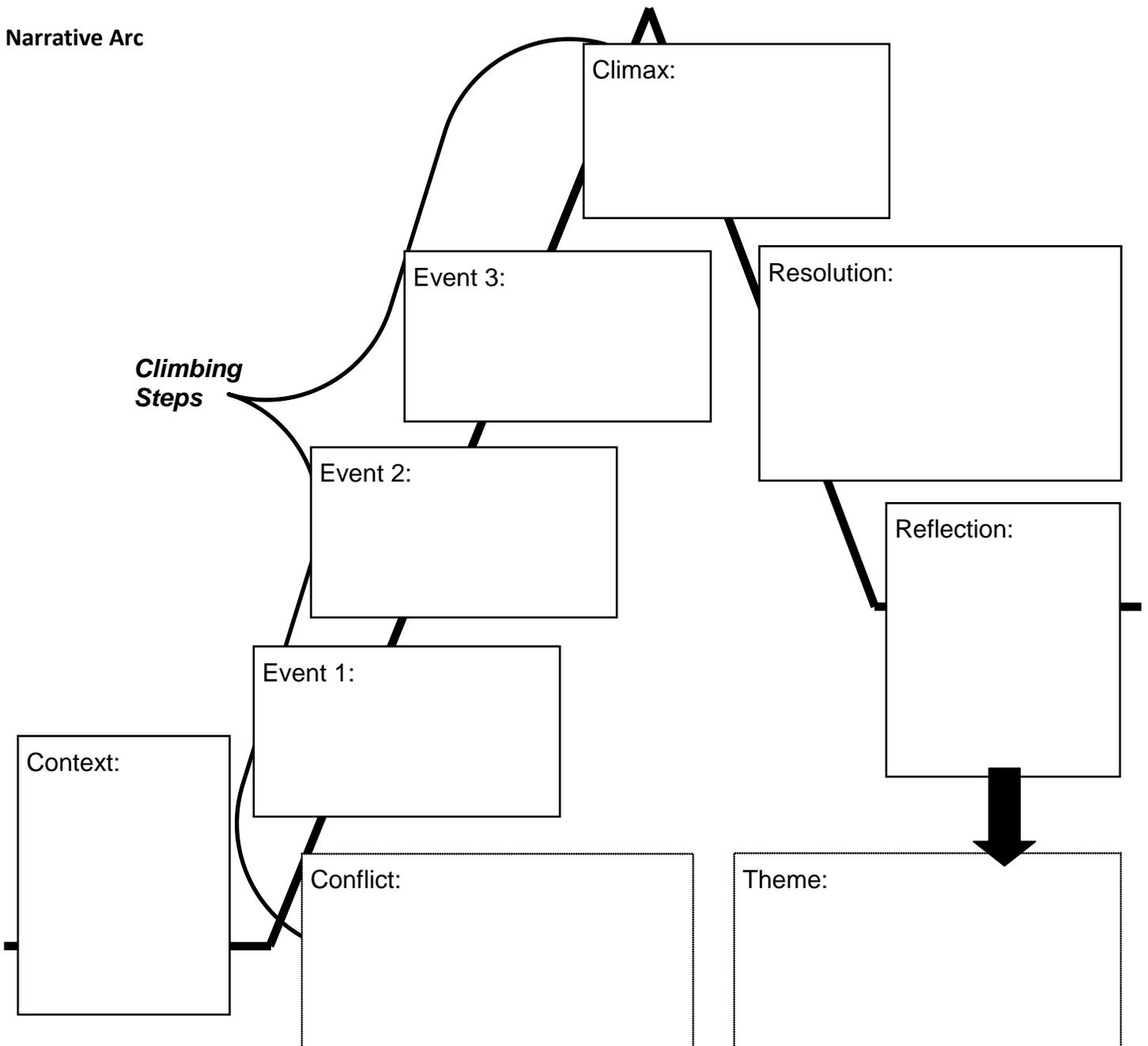


Narrative Arc Anchor Chart

Name: _____

Date: _____

Narrative Arc





The Last Day of Slavery matching cards

Teacher Directions: Copy this page and cut up so there is one set of cards per pair of students.

| | |
|---|---|
| Time: birth through 17 years old Place: plantation Characters: Douglass, mother, Covey | Douglass fights Covey and wins. |
| Covey vs. Douglass | Douglass runs away because he is tired of being beaten. |
| Douglass's mother dies | Douglass is forced to work harder as he gets older. |
| Douglass stands up to Covey | Just because you are born into a role does not mean you are destined to be in that role. |
| Douglass vows to never act or think like a slave again. | |