



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Overview



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In this eight-week module, students explore the life of Frederick Douglass, the escaped slave and noted abolitionist who wrote *Narrative of the Life of Frederick Douglass*. The module focuses on the questions of what makes stories powerful and on understanding an author's purpose. In addition, students analyze how writers use figurative language and word choice to convey meaning. In Unit 1, a recommended read-aloud of *The People Could Fly* introduces the topic and the question that connects all three units in the module: What gives stories and poems their enduring power? Next, students build the background knowledge that will allow them to more fully understand the context of the *Narrative*: they learn about slavery, Douglass's life, and the debate over slavery in the United States before the Civil War. The *Narrative* is a compelling, complex, and somewhat lengthy text; in this module, students read five excerpts from the text. In Unit 1, they read the first two of those excerpts, building their capacity for making sense of this complex text and learning the routines that will guide their work for the remainder of the module. Then students study poetry about slavery. They learn how to read and analyze a poem, and are introduced to the tools that poets and other writers use to

make stories powerful: word choice and figurative language. Unit 2 centers on the analysis of excerpts from *Narrative of the Life of Frederick Douglass*. Students read three excerpts, analyze how each excerpt served Douglass's purpose, and consider how he used language to convey meaning. They have consistent practice with short constructed responses that use evidence from the text. The End of Unit 2 Assessment is an essay in which students explain how the *Narrative* conveyed Douglass's purpose and distinguished his position from that of others (RI.7.6). In addition, students develop a clearer understanding of how sentences are constructed, and they use this understanding to help them read and write (L.7.1). In Unit 3, students write their own powerful story, using *Frederick Douglass: The Last Day of Slavery*¹ as a mentor text. They select one event from the *Narrative* and rewrite it as a picture book for younger students, making sure that the story they create is powerful, just as the stories they have been reading are powerful. **This final performance task addresses NYSP12 ELA CCLS W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.**

Guiding Questions And Big Ideas

- **What gives stories and poems their enduring power?**
- **How did Douglass's purpose and audience shape how he told his story?**
- **When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and theme to give the story you write enduring power?**
- *Stories and poems have enduring power because they tell about important or interesting events, people, and places; they have themes that help readers understand the world and often empower people; and they use powerful language and powerful images.*
- *Douglass wrote the *Narrative* to convince his audience that slavery should be abolished. He responded to the reasons that some people gave to justify slavery, and showed why they were mistaken.*

¹ 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 will be available on EngageNY.org and at commoncoresuccess.elschools.org to accommodate schools/districts that are not able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.



Performance Task

Students write and illustrate a children’s book based on an episode from Douglass’s life, selecting the episode from the excerpts of *Narrative of the Life of Frederick Douglass* they read closely in Unit 2. First they revisit *Frederick Douglass: The Last Day of Slavery* (see footnote 1 on page of this document), which serves as the mentor text. After closely examining the model, students plan their children’s book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books. **This task centers on NYSP12 ELA CCLS W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.**



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about slavery, abolition, and Douglass. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades 5–8:

- Define and frame questions about events and the world in which we live and use evidence to answer these questions
- Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)
- Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence
- Describe and analyze arguments of others
- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources

Social Studies Key Ideas and Conceptual Understandings, Grade 7

- 7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.
- 7.7b Enslaved African Americans resisted slavery in various ways. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.



| CCS Standards: Reading—Literature | Long-Term Learning Targets |
|--|---|
| <ul style="list-style-type: none"> • RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. |
| <ul style="list-style-type: none"> • RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none"> • I can determine a theme or the central ideas of a literary text. • I can analyze the development of a theme or central idea throughout a literary text. • I can objectively summarize literary text. |
| <ul style="list-style-type: none"> • RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). • I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry, story, or drama. |
| <ul style="list-style-type: none"> • RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | <ul style="list-style-type: none"> • I can analyze how a drama’s or poem’s form or structure contributes to its meaning. |
| <ul style="list-style-type: none"> • RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | <ul style="list-style-type: none"> • I can compare and contrast different media versions of a literary text (written vs. audio vs. film vs. staged, etc.). • I can analyze the impact of the techniques unique to each medium. |
| <ul style="list-style-type: none"> • RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> • I can read grade-level literary texts proficiently and independently. • I can read above-grade-level texts with scaffolding and support. |



| CCS Standards: Reading—Informational Text | Long-Term Learning Targets |
|---|--|
| <ul style="list-style-type: none"> • RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. |
| <ul style="list-style-type: none"> • RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none"> • I can determine a theme or the central ideas of an informational text. • I can analyze the development of a theme or central idea throughout the text. • I can objectively summarize informational text. |
| <ul style="list-style-type: none"> • RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • I can analyze the impact of word choice on meaning and tone in an informational text. |
| <ul style="list-style-type: none"> • RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | <ul style="list-style-type: none"> • I can determine an author’s point of view or purpose in informational text. • I can analyze how the author distinguishes his/her position from others’. |
| <ul style="list-style-type: none"> • RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> • I can read grade-level informational texts proficiently and independently. • I can read above-grade-level texts with scaffolding and support. |



| CCS Standards: Writing | Long-Term Learning Targets |
|--|---|
| <ul style="list-style-type: none">• W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ul style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <ul style="list-style-type: none">• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. |



| CCS Standards: Writing | Long-Term Learning Targets |
|---|--|
| <ul style="list-style-type: none"> • W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | <ul style="list-style-type: none"> • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. |
| <ul style="list-style-type: none"> • W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. |
| <ul style="list-style-type: none"> • W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | <ul style="list-style-type: none"> • With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. |



| CCS Standards: Writing | Long-Term Learning Targets |
|--|--|
| <ul style="list-style-type: none"> • W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). | <ul style="list-style-type: none"> • I can select evidence from literary or informational texts to support analysis, reflection and research. |
| <ul style="list-style-type: none"> • W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • I can adjust my writing practices for different timeframes, tasks, purposes, and audiences. |



| CCS Standards: Speaking & Listening | Long-Term Learning Targets |
|--|--|
| <ul style="list-style-type: none">• SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.d. Acknowledge new information expressed by others and, when warranted, modify their own views. | <ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues.• I can express my own ideas clearly during discussions.• I can build on others' ideas during discussions. |
| CCS Standards: Language | Long-Term Learning Targets |
| <ul style="list-style-type: none">• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | <ul style="list-style-type: none">• I can use correct grammar and usage when writing or speaking. |



| CCS Standards: Language | Long-Term Learning Targets |
|--|---|
| <ul style="list-style-type: none"> • L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly. | <ul style="list-style-type: none"> • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. |
| <ul style="list-style-type: none"> • L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | <ul style="list-style-type: none"> • I can express ideas with precision. |
| <ul style="list-style-type: none"> • L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of unknown words or phrases. |



| CCS Standards: Language | Long-Term Learning Targets |
|---|--|
| <ul style="list-style-type: none"> • L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). | <ul style="list-style-type: none"> • I can analyze figurative language, word relationships, and nuances in word meanings. |
| <ul style="list-style-type: none"> • L.7.6. 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. | <ul style="list-style-type: none"> • I can accurately use seventh-grade academic vocabulary to express my ideas. • I can use resources to build my vocabulary. |



Texts

1. Virginia Hamilton, *The People Could Fly: The Picture Book* (New York: Knopf Books for Young Readers, 2004), ISBN: 978-0-375-82405-0. (One copy per teacher; recommended, not required²).
2. Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave* (Project Gutenberg, 2006; originally published Boston, 1845; no purchase required³). <http://www.gutenberg.org/files/23/23-h/23-h.htm>.
3. William Miller, *Frederick Douglass: The Last Day of Slavery* (New York: Lee and Low Books, Inc., 1995), ISBN: 978-1-880-00042-7. (One copy per teacher; recommended, not required⁴).

Note: Several units include other poems and short informational texts that are provided in the lesson supporting materials; see unit overviews for details.

Note: For Unit 3, you will also need a collection of picture books related to slavery. The Unit 3 overview includes a list of titles, most of which should be easily located at your local library or at a bookstore (online or brick and mortar).

² *The People Could Fly: The Picture Book* is recommended, not required. Schools that do not have the ability to place additional text orders for this school year (2013-14) may choose to seek this widely available book through a school or public library. As an additional alternative, suggested free resources will be named in the lessons in which this book is used.

³ Purchase of *Narrative of the Life of Frederick Douglass* is not required. All excerpts that students read are provided in the lessons themselves. Schools that already purchased this book are strongly encouraged to use it enhanced close reading.

⁴ Regarding *Frederick Douglass: The Last Day of Slavery*, see footnote 1 on page 1 of this document.

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| Week | Instructional Focus | Long-Term Targets | Assessments |
|--|--|--|---|
| Unit 1: Building Background Knowledge—Powerful Stories and Slavery in America | | | |
| Weeks 1-3 | <ul style="list-style-type: none"> • Launching the module: What gives stories their enduring power? • Building background knowledge about the historical context of the <i>Narrative</i> | <ul style="list-style-type: none"> • I can determine a theme or the central ideas of a literary text. (RL.7.2) • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) | <ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Using Evidence to Support Analysis – “Frederick Douglass” (RI.7.1) |
| | <ul style="list-style-type: none"> • Determining Douglass’s Purpose • Learning routines for reading excerpts from the <i>Narrative</i> | <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) • I can determine an author’s point of view or purpose in informational text. (RI.7.6) • I can analyze how the author distinguishes his/her position from others’. (RI.7.6) • I can read above-grade-level texts with scaffolding and support. (RI.7.10) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) | |



| Week | Instructional Focus | Long-Term Targets | Assessments |
|------------------------------------|---|---|---|
| <p>Weeks 1-3, continued</p> | <ul style="list-style-type: none"> • How to read a poem • Word choice and figurative language | <ul style="list-style-type: none"> • I can determine a theme or the central ideas literary text. (RL.7.2) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) • I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (RL.7.4) • I can analyze how a drama’s or poem’s form or structure contributes to its meaning. (RL.7.5) • I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry, story, or drama. (RL.7.4) | <ul style="list-style-type: none"> • End of Unit 1 Assessment: Reading Poetry: Analyzing Structure and Language in “We Wear the Mask” (RL.7.2, RL.7.4, RL.7.5, and L.7.5a) |



| Week | Instructional Focus | Long-Term Targets | Assessments |
|---|---|---|-------------|
| Unit 2: Case Study: <i>Narrative of the Life of Frederick Douglass</i> | | | |
| Weeks 4-6 | <ul style="list-style-type: none"> • Reading Excerpt 3 and analyzing purpose and word choice • Beginning work with sentence structure | <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • I can determine a theme or the central ideas informational text. (RI.7.2) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) • I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4) • I can determine an author’s point of view or purpose in informational text. (RI.7.6) • I can analyze how the author distinguishes his/her position from others’. (RI.7.6) • I can read above-grade-level texts with scaffolding and support. (RI.7.10) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) • I can use correct grammar and usage when writing or speaking. (L.7.1) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) | |



| Week | Instructional Focus | Long-Term Targets (continued) | Assessments |
|------------------------------------|--|---|---|
| <p>Weeks 4-6, continued</p> | | <ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) | |
| | <ul style="list-style-type: none"> Comparing written and spoken stories and poems Mid-Unit 2 Assessment, Part 1: Comparing written and spoken stories and poems Reading Excerpt 4 and 5 and analyzing purpose and figurative language | <ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can determine a theme or the central ideas informational text. (RI.7.2) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4) I can determine an author's point of view or purpose in informational text. (RI.7.6) I can analyze how the author distinguishes his/her position from others'. (RI.7.6) I can read above-grade-level texts with scaffolding and support. (RI.7.10) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) | <ul style="list-style-type: none"> Mid-Unit 2 Assessment, Part 1: Analyzing Storyteller's Craft: Comparing Written and Oral Stories (RL.7.1, RL.7.7) |



| Week | Instructional Focus | Long-Term Targets (continued) | Assessments |
|------------------------------------|--|--|--|
| <p>Weeks 4-6, continued</p> | | <ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking. (L.7.1) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can compare and contrast different media versions of a literary text (written vs. audio vs. film vs. staged, etc.). (RL.7.7) • I can analyze the impact of the techniques unique to each medium. (RL.7.7) | |
| | <ul style="list-style-type: none"> • Mid-Unit 2 Assessment, part 2: Reading a new passage from the <i>Narrative</i> • Writing the essay about Douglass’s positions in the <i>Narrative</i> | <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • I can determine a theme or the central ideas informational text. (RI.7.2) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) • I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4) | <ul style="list-style-type: none"> • Mid-Unit 2 Assessment, Part 2: Analyzing Storyteller’s Craft: Analyzing Purpose and Craft in Douglass’s <i>Narrative</i> (RI.7.1, RI.7.4, RI.7.6, L.7.4a, b, L.7.5b, c) • End of Unit 2 Assessment: Essay: Analyzing Douglass’s Position in the <i>Narrative</i> (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, RI.7.6) |



| Week | Instructional Focus | Long-Term Targets (continued) | Assessments |
|--|---------------------|---|-------------|
| <p>Weeks 4-6, continued</p> | | <ul style="list-style-type: none"> • I can determine an author’s point of view or purpose in informational text. (RI.7.6) • I can analyze how the author distinguishes his/her position from others’. (RI.7.6) • I can read above-grade-level texts with scaffolding and support. (RI.7.10) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) • I can use correct grammar and usage when writing or speaking. (L.7.1) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) | |



| Week | Instructional Focus | Long-Term Targets (continued) | Assessments |
|--|--|---|---|
| Weeks 4-6, continued | | <ul style="list-style-type: none"> I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) | |
| Unit 3: Performance Task: Crafting Powerful Stories | | | |
| Weeks 7-8 | <ul style="list-style-type: none"> Analyzing the mentor children’s book Creating a plan the children’s books about an episode from Douglass’s life and getting feedback Practicing sentence structure | <ul style="list-style-type: none"> I can determine a theme or the central ideas literary text. (RL.7.2) I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) I can express my own ideas clearly during discussions. (SL.7.1) I can build on others’ ideas during discussions. (SL.7.1) I can use correct grammar and usage when writing or speaking. (L.7.1) | <ul style="list-style-type: none"> Mid-Unit 3 Assessment, Part 1: Writer’s Roundtable (SL.7.1b, c, d) Mid-Unit 3 Assessment, Part 2: Sentence Structure Quiz (L.7.1a, b, c; L.7.2a) |



| Week | Instructional Focus | Long-Term Targets (continued) | Assessments |
|------------------------------------|---|---|--|
| <p>Weeks 7-8, continued</p> | | <ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) | |
| | <ul style="list-style-type: none"> Writing workshops: mini lessons on narrative technique, work time, revision, and reflection Illustrating the books and creating final drafts | <ul style="list-style-type: none"> I can determine a theme or the central ideas literary text. (RL.7.2) I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) I can use correct grammar and usage when writing or speaking. (L.7.1) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) I can express ideas with precision. (L.7.3) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) | <ul style="list-style-type: none"> End of Unit 3 Assessment: Second draft of storyboards for the children’s book (W.7.3, W.7.9, W.7.11) |



Managing texts and graphic organizers

In this module, the central text that students read is *Narrative of the Life of Frederick Douglass*. This text is available in its entirety from Project Gutenberg; the five excerpts students read are included in the supporting materials for the appropriate lessons.

Students will need to return to the excerpts multiple times and across all units. Consider how you would like students to organize these text packets and the note-catchers that accompany them so that students will be able to locate their papers as necessary. Consider setting up folders in the classroom where students keep any excerpts or graphic organizers they are not currently working with, as well as reference sheets and other handouts.

For schools with access to the complete book version of the *Narrative of the Life of Frederick Douglass*

If your school has access to the complete book version of the *Narrative*, consider the following possibilities:

- The complete text is an excellent independent reading book for strong readers. If you have students who wish to read the entire text, encourage them to start after the class has read the first excerpt (Unit 1, Lesson 8). Consider how you can help them apply the structures they use to read selected excerpts as a class when reading other parts of the text that they read independently (e.g. re-reading, focusing on Douglass' purpose, etc.).
- Consider asking students to read several additional excerpts from the *Narrative*. Chapters 10 and 11 are particularly compelling, and in addition to Douglass' escape attempt (Excerpt 5), detail Douglass' teaching other students to read at the Sabbath School, his work and fight in a shipyard in Baltimore, and his eventually escape to the North.
- Collaborate with your Social Studies colleagues to identify other excerpts of the texts they might use with students to reinforce key history content or concepts.



Recommended and Alternate Texts

This module uses two picture books that are recommended, not required. Both are widely available through the public library system.

Frederick Douglass: The Last Day of Slavery is used in Units 2 and 3 and serves as the mentor text for the performance task in Unit 3. 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 will be available on EngageNY.org and at commoncoresuccess.elschools.org to accommodate schools/districts that are not able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.

If you use the alternate text, the lesson sequence stays exactly the same. But some of the components and supporting materials in those lessons change. You will find all alternate materials (lesson components and supporting materials) in one file, along with the alternative children’s book, on the Web sites listed above.

In each lesson that uses *Frederick Douglass: The Last Day of Slavery*, look in the teaching notes for guidance about which lesson components and supporting materials should be drawn from this file of alternate materials. The names of these supporting materials are very similar to those in the original lessons, but include “(alternate)” in the title of the material.

This module also uses a picture book called *The People Could Fly: The Picture Book* (Hamilton, 2004). It is used in Unit 1, Lesson 1 and then referred back to on several occasions. This book is recommended. Schools that do not have the ability to place additional text orders for this school year (2013–14) may choose to seek this widely available book through a school or public library. As an additional alternative, suggested free resources will be named in the lessons in which this book is used. See the Unit 1 overview for more details.



Media and Special Materials

In Unit 1, students build their background knowledge by reading texts from the website that accompanies the PBS series *Freedom: A History of US*. If possible, consider enriching these lessons through using the corresponding DVD (PBS, “Episode 5: A Fatal Contradiction” from *Freedom: A History of US DVD 2002*).

This PBS video series is not required for this module. However, it is an excellent resource for teaching American history to middle school students: the structure and content are more accessible than those of videos made for an adult audience, but they still do justice to the complexity and richness of the history they recount. Many libraries hold this DVD series; you also can purchase it on the PBS website.⁵ See the Unit 1 overview for more information about which segments of Episode 5 would be most useful.

In addition, the website includes not just the texts that students read but also images and quotes. If you cannot access the DVD but can access the website, consider having students spend time on the website exploring the additional materials it offers.

Pacing

The *Narrative* is a rich and complex text, and the time and amount of in-class support that students need to make meaning of it will vary. In Unit 2, an option is provided to adjust pacing to best meet the needs of your students. See the Unit 2 overview for more information, but you will probably want to make this decision fairly early in Unit 2.

Independent Reading

In this module, the central text is the important and demanding *Narrative of the Life of Frederick Douglass*. There is also a rich literature about this time and theme in American history. Since students are reading excerpts of the *Narrative*, rather than the whole text, it is especially important that they read a complete book for independent reading. The suggested texts list has a number of outstanding titles; consider how you might especially support independent reading in this module. If possible, consider doing literature circles with the independent reading books, as students will benefit greatly from the opportunity to discuss their reading with a classmate. Also, consistently help students analyze how their independent reading book and the *Narrative* “talk” to each other: How does reading one inform their understanding of the other?

⁵ If you go through the PBS teacher store, you can buy just one disc rather than the whole series: go to <http://teacher.shop.pbs.org/product/index.jsp?productId=2982619&cp=&sr=1&kw=freedom+a+history+of+us&origkw=freedom+a+history+of+us&parentPage=search>.



Preparing for Unit 3

You may wish to review the Unit 3 Overview as you begin to teach this module, so that you can gather books and art materials.

For Unit 3, you will need to gather a set of picture books related to slavery. As students write their own books about an episode from Douglass's life, they will look at other books as examples. The Unit 3 overview contains a list of suitable titles; you will need at least three different titles, and at least one book for each pair of students. Many of these titles will be found at the public or school library; others may be easily acquired. Depending on how you intend to procure these books, you may wish to start gathering them now.

In Unit 3, students will write and illustrate their own book, retelling an episode from Douglass's life. Consider which medium you would like your students to work in, and what materials you will need to do this. Consider partnering with the art teacher at your school. The Unit 3 overview includes suggestions and options; you may wish to review them now.