



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3A: Unit 1: Lesson 8

## Analyzing Douglass's Purpose



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

- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.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)

Supporting Learning Targets

- I can analyze how specific excerpts of *Narrative of the Life of Frederick Douglass* convey Douglass's position on slavery
- I can use common roots, prefixes, and suffixes as clues to the meaning of words in *Narrative of the Life of Frederick Douglass*
- I can reread a complex text to better understand it.

Ongoing Assessment

- Excerpt 1 Text and Questions



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none"><li>A. Entry Task: Roots, Prefixes, Suffixes (5 minutes)</li><li>B. Reviewing Learning Targets (2 minutes)</li></ul> <p>2. Work Time</p> <ul style="list-style-type: none"><li>A. Third Read, Excerpt 1 (25 minutes)</li><li>B. Discussing Purpose (10 minutes)</li></ul> <p>3. Closing and Assessment</p> <ul style="list-style-type: none"><li>A. Discussing Purpose (10 minutes)</li></ul> <p>4. Homework</p> <ul style="list-style-type: none"><li>A. Reread Excerpt 1 from the <i>Narrative</i> and construct a one-paragraph response, using textual evidence, to the following prompt: “What two things was Douglass deprived of as a child that his audience thinks every child should have?”</li></ul>	<ul style="list-style-type: none"><li>• In this lesson, students continue to build their stamina and ability to make meaning of the <i>Narrative</i> through the process of reading.</li><li>• Students read Excerpt 1, which they began in Lesson 7, for the third time and record answers to text-dependent questions. These questions help students synthesize their understanding of the text and are a scaffold to determining how a particular excerpt conveys Douglass's position on slavery. (RI.7.6.)</li><li>• The debrief discussion on purpose supports students in analyzing the connection between Excerpt 1 and 2 of the positions from the Shining a Light anchor chart (from Lesson 6): how slavery affects slaves and slave owners. Students will demonstrate their ability to determine purpose during Unit 2 (on both the Mid-Unit 2 and End of Unit 2 Assessments)</li><li>• For homework, students reflect on Excerpt 1 by writing a one-paragraph response, using textual evidence. Short written responses help students process the complex text and allow them to practice crafting concise evidence-based responses.</li><li>• Review: Excerpt 1: Close Reading Guide, Third Read.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
convey, position; unmanageable, disposition, devoted, convey, position, purpose	<ul style="list-style-type: none"><li>• Entry Task: Roots, Prefixes, Suffixes (one per student and one to display)</li><li>• Entry Task: Roots, Prefixes, Suffixes (answers, for teacher reference)</li><li>• Reference Sheet: Roots, Prefixes, and Suffixes (from Lesson 7)</li><li>• Equity sticks</li><li>• Shining a Light anchor chart (begun in Lesson 6)</li><li>• Excerpt 1 Text and Questions (from Lesson 7, one per student and one to display)</li><li>• Excerpt 1: Close Reading Guide, Third Read (for teacher reference)</li><li>• Excerpt 1: Constructed Response (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Roots, Prefixes, Suffixes (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Congratulate students for the strong work you saw in Lesson 7. In particular, notice and celebrate persistence, careful thinking about vocabulary in context, and a willingness to reread. Tell students that you are looking forward to seeing more strong work from them today.</li> <li>• Distribute one copy of the <b>Entry Task: Roots, Prefixes, Suffixes</b> to each student. Invite students to take out and use their <b>Reference Sheet: Roots, Prefixes, and Suffixes</b> to identify the meaning of the root, prefix, or suffix for each word on the entry task. Then students should use the meaning of the root, prefix, or suffix to figure out the meaning of the entire word.</li> <li>• Give students 4 minutes to complete these tasks. Then refocus students’ attention whole group and use <b>equity sticks</b> to cold call on a few students to share their answers.</li> <li>• Explain that today students are going reread Excerpt 1 to explore Douglass’s position on slavery. In order to understand the position Douglass tries to communicate to his Northern audience, students must understand the meaning of the words he uses. Using roots, prefixes, and suffixes is one way students can determine the meaning of those words.</li> </ul>	<ul style="list-style-type: none"> <li>• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students’ attention to the posted learning targets and read them aloud to the class:           <ul style="list-style-type: none"> <li>* “I can analyze how specific excerpts of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass’s position on slavery.”</li> <li>* “I can use common roots, prefixes, and suffixes as clues to the meaning of words in <i>Narrative of the Life of Frederick Douglass</i>.”</li> <li>* “I can reread a complex text to better understand it.”</li> </ul> </li> <li>• Focus on the words <i>convey</i> and <i>position</i>. Remind students that to convey something means to communicate or express it. Position, in this context, means an opinion.</li> <li>• Today students will think about the opinion or <i>position</i> Douglass is expressing or <i>conveying</i> to his reader. Ask students to point to the anchor chart they expect will hold their thinking. Wait for them to point to the <b>Shining a Light anchor chart</b>.</li> </ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Third Read, Excerpt 1 (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that once strong readers have figured out what a text says, they often revisit that text to think about the bigger picture: What is the overall story? How and why is the author telling that story?</li> <li>• Display <b>Excerpt 1: Text and Questions</b>.</li> <li>• Invite students to take out their copy of this handout and move to sit with their Rochester, NY partners.</li> <li>• Refocus students’ attention whole group. Use the <b>Excerpt 1: Close Reading Guide, Third Read</b> to lead students through a series of text-dependent questions about this first excerpt.</li> </ul>	<ul style="list-style-type: none"> <li>• Note-catchers provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning, and they engage students more actively.</li> <li>• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li> <li>• Providing models of expected work supports all students, especially challenged learners.</li> </ul>
<p><b>B. Discussing Purpose (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students they are becoming stronger readers because of their perseverance with complex text. Ask them to point to the purpose question at the end of Excerpt 1: Text and Questions. Read this question aloud to the class: How does this excerpt support the two positions Douglass held about slavery that are listed below? 1. Slavery is terrible for slaves 2. Slavery corrupts slave holders.</li> <li>• Remind students that Douglass wrote his book with a particular audience in mind, and this question helps students think about his purpose.</li> <li>• Ask students to turn and talk with their partner to discuss their answer to this question.</li> <li>• Refocus students’ attention whole group. Say:             <ul style="list-style-type: none"> <li>* “Raise your hand if you can explain how this excerpt supports the position that slavery is terrible for slaves.”</li> </ul> </li> <li>• From the raised hands, call on several students to explain why, using evidence from the text to support their answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving students the opportunity to discuss answers to questions in small groups before asking them to share with the whole group can ensure that all students are able to contribute to the whole group discussion.</li> <li>• Adding visuals or graphics to anchor charts can help students remember or understand key ideas or directions.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Listen for references to:<ul style="list-style-type: none"><li>– The suffering of his aunt, Paragraph 6</li><li>– Not knowing age or parents, Paragraphs 1, 3, 4, and 5</li></ul></li><li>• His master also being his father, Paragraph 5</li><li>• Then say: “Raise your hand if you can explain how this excerpt supports the position that slavery corrupts slaveholders.”</li><li>• From the raised hands, call on several students to explain why, using evidence from the text to support their answer.</li><li>• Listen for references to:<ul style="list-style-type: none"><li>– The master and the overseer are both cruel as they exercise their power, Paragraph 6</li></ul></li><li>• Write down strong answers on the displayed copy of Excerpt 1: Text and Questions, and prompt students to copy these notes onto their own copies of Excerpt 1: Text and Questions.</li><li>• Explain to students that later in this module, they will write an essay about how Douglass conveys his purpose. To help them synthesize their thinking about each excerpt, they will answer this purpose question and provide evidence from the text.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Previewing Homework (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute one copy of <b>Excerpt 1 Constructed Response</b> to every student.</li> <li>• Tell students that for homework they will reread Excerpt 1 of <i>Narrative of the Life of Frederick Douglass</i>. They will respond to the question “What two things was Douglass deprived of as a child that his audience thinks every child should have?” by writing a one-paragraph response using textual evidence.</li> <li>• Remind students to recycle the prompt, use textual evidence to support their ideas, and write in complete sentences. Also remind them that <i>deprived</i> means not having things that are necessary.</li> <li>• Answer any clarifying questions about the homework.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Reread Excerpt 1 from the <i>Narrative</i> and construct a one-paragraph response, using textual evidence, to the following prompt: “What two things was Douglass deprived of as a child that his audience thinks every child should have?”</li> </ul>	



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## Supporting Materials



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Entry Task: Roots, Prefixes, Suffixes

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Identify the meaning of the root, prefix, or suffix in the underlined word using your Reference Sheet: Roots, Prefixes, and Suffixes. Then determine the meaning of the entire word.**

Sentence from <i>Narrative of the Life of Frederick Douglass</i>	Meaning of Root/Prefix/Suffix	Meaning of underlined word
I was somewhat <u>unmanageable</u> when I first went there, but a few months of this discipline tamed me.	<i>un</i> —not <i>able</i> —	
My natural elasticity was crushed, my intellect languished, the <u>disposition</u> to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!	<i>dis</i> —	
His life was <u>devoted</u> to planning and perpetrating the grossest deceptions.	<i>de</i> —	



Entry Task: Roots, Prefixes, Suffixes  
(Answers, for Teacher Reference)

**Directions: Identify the meaning of the root, prefix, or suffix in the underlined word using your Reference Sheet: Roots, Prefixes, and Suffixes. Then determine the meaning of the entire word.**

Sentence from <i>Narrative of the Life of Frederick Douglass</i>	Meaning of Root/Prefix/Suffix	Meaning of underlined word
I was somewhat <u>unmanageable</u> when I first went there, but a few months of this discipline tamed me.	<i>un</i> —not <i>able</i> —	Not capable of managing or controlling
My natural elasticity was crushed, my intellect languished, the <u>disposition</u> to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!	<i>dis</i> —	A willingness to behave in a certain way
His life was <u>devoted</u> to planning and perpetrating the grossest deceptions.	<i>de</i> —	To use all or most of your time to do something or help someone



Excerpt 1: Close Reading Guide, Third Read  
(For Teacher Reference)

***Narrative of the Life of Frederick Douglass, Chapter 1, Paragraphs 1–5 and 8***

**Brief analysis of excerpt:** In these opening paragraphs, Douglass introduces himself: where he was born, who his parents were, what his early childhood was like. As he will do throughout the *Narrative*, he uses this story to convey his position that slavery is both terrible for slaves and corrupts slaveholders. He gives several examples of the ways in which children suffered under slavery: They did not know their birthdays, they were separated from their mothers, and they often did not know their fathers. Douglass implicitly contrasts the facts of his childhood with childhood as his audience may have experienced it: celebrating birthdays, with their mothers, knowing who their fathers were. This excerpt also includes the first graphic description of the violence with which slaves are treated: Douglass clearly brings this in early, to get his audience’s attention and support his position that slavery was terrible and that slaves suffered immensely.

**Directions for third read: the summary version**

- Model answering a third read question
- Students answer Questions 2–6 in pairs
- Debrief the answers
- Teacher leads discussion of final question about purpose during Work Time B



Excerpt 1: Close Reading Guide, Third Read  
(For Teacher Reference)

***Narrative of the Life of Frederick Douglass, Chapter 1, Paragraphs 1–5 and 8***

Third Read Questions	Teacher Directions
<p><b>Par. 1</b></p> <p><b>1. Frederick Douglass begins his story with an example of how slaves are mistreated. What example does he give?</b></p> <p>Frederick Douglass writes about how slaves are not allowed to know their age or ask their masters questions about it.</p>	<p>Think aloud to model how to answer a second read question.</p> <p>Say something like: “I know already from column one that Frederick Douglass is not allowed to know his age. I will reread the paragraph to see if there is anything I can add. I know from this sentence about 2/3 of the way through the paragraph, ‘I was not allowed to make any <u>inquiries</u> of my master concerning it,’ that Douglass could not make inquiries or ask questions about his age. So not only was Douglass not allowed to know his age, but he also could not ask any questions about it.</p> <p>Write down your answer so students have a strong model.</p>

Excerpt 1: Close Reading Guide, Third Read  
(For Teacher Reference)

***Narrative of the Life of Frederick Douglass, Chapter 1, Paragraphs 1–5 and 8***

Third Read Questions	Teacher Directions
<p><b>Par. 3</b></p> <p><b>2. This paragraph discusses Douglass’s parents. What does it show about how slavery affected children’s relationships with their parents?</b></p> <p>Slavery made it hard for children to have relationships with their parents: Douglass couldn’t see his mother, and his father was his master and never even said he was his father.</p> <p><b>3. What do these words mean: “to blunt and destroy the natural affection of the mother for the child”? How do they add to the overall point of the paragraph?</b></p> <p>They mean to lessen and ruin the relationship between mother and child. They show the harshness of slavery because Frederick Douglass and his mother are not allowed to have a relationship</p>	<p>Direct students to work in pairs to reread Paragraphs 3 and 4 and answer all remaining questions.</p> <p>Debrief student responses as necessary.</p> <p>Probing/prompting questions:</p> <ol style="list-style-type: none"> <li>1. What kind of relationship did Douglass have with his mother? Would it have been different without slavery? What kind of a relationship did Douglass have with his father? Would it have been different without slavery?</li> <li>1. Is a good knife or weapon sharp or blunt? Given that, do you think that <i>blunting</i> affection means making it stronger or weaker?</li> </ol>
<p><b>Par. 4</b></p> <p><b>4. How does this information about Douglas’s mother connect to what you learned in the <i>Freedom: History of US</i> film and reading from Lesson 5 (the segment about Frederick Douglass)?</b></p> <p>In the film I saw that Douglass did not have a relationship with his mother, and she traveled by foot at night to see him. His narrative confirms this.</p>	



Excerpt 1: Close Reading Guide, Third Read  
(For Teacher Reference)

*Narrative of the Life of Frederick Douglass*, Chapter 1, Paragraphs 1–5 and 8

Third Read Questions	Teacher Directions
<p><b>Par. 8</b></p> <p><b>5. How does having power over their slaves seem to affect the overseer and the owner?</b></p> <p>Both the master and the overseer are very cruel and physically abuse their slaves.</p> <p><b>6. What scene does Douglass vividly describe? Why do you think he describes it in such detail? How does this serve his purpose?</b></p> <p>Douglass describes how his master used to tie his aunt to a beam and beat her until she was bloody. He describes it in great detail because he wants the reader to understand how terrible the whippings were that the slaves received. This helps support his position that slavery was terrible, not just unpleasant, for slaves.</p>	<p>As you debrief Question 5, ask: “What words does Douglass use to paint a vivid picture of the whipping? How does he make the reader feel sympathetic for his aunt?”</p> <p>As you debrief Question 6, acknowledge that reading scenes like this can be upsetting and uncomfortable. Give students time to process this scene, perhaps with a turn and talk: “How did reading this scene make you feel?”</p> <p>Probing/prompting questions:</p> <ol style="list-style-type: none"> <li>2. How does the overseer treat the slaves? Why? How does the owner treat the slaves? Why? What do they have in common?</li> <li>3. Who is being beaten? How is Douglass involved?</li> </ol>



Excerpt 1: Close Reading Guide, Third Read  
(For Teacher Reference)

***Narrative of the Life of Frederick Douglass, Chapter 1, Paragraphs 1–5 and 8***

Third Read Questions	Teacher Directions
<p><b>Whole Excerpt</b> <b>PURPOSE: How does this excerpt support the two positions Douglass held about slavery that are listed below?</b></p> <ol style="list-style-type: none"><li><b>1. Slavery is terrible for slaves.</b>  Slaves are denied knowledge of their age and do not know their parents.</li> <li><b>2. Slavery corrupts slave holders.</b>  Slavery corrupts slaveholders: Both overseer and master are cruel.</li></ol>	<p>Lead the class through this section by reading the notes in Work Time B.</p>

