



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3A: Unit 1: Lesson 6

## Why did Douglass write the *Narrative*?



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

I can determine the meaning of words and phrases in informational 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)

Supporting Learning Targets

- I can explain Frederick Douglass's purpose in writing *Narrative of the Life of Frederick Douglass*.

Ongoing Assessment

- Frederick Douglass's Purpose: Text and Questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Frederick Douglass Timeline (7 minutes)</li> <li>B. Determining Douglass's Homes Discussion Appointments (3 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Close Reading: Final Paragraph of the <i>Narrative</i> (15 minutes)</li> <li>B. Analyzing Frederick Douglass's Purpose and Introducing Shining a Light Anchor Chart (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Previewing Homework (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete Determining Position.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students begin to grapple with the central text and the central question they will consider as they read it: "What is Frederick Douglass's purpose in writing the <i>Narrative</i>, how does he convey his purpose, and how does he differentiate his position from that of others?" (RI.7.6).</li> <li>• Note: Douglass did not write this text to reflect on his personal development but rather to argue that slavery should be abolished. In the <i>Narrative</i>, he explicitly and implicitly responds to the positions of people who supported or were indifferent to slavery. Through the episodes he tells, Douglass conveys his position that slavery was terrible (not just mildly unpleasant) for slaves, that it corrupted (not helped) slave owners, and that as an institution, it was abhorrent (not necessary). It is worth noting that this last position is the hardest to trace and analyze, so although students explore this position in this lesson, they focus more on the first two positions.</li> <li>• Since this is such a complex text, students use a two-step process to understand Douglass's purpose. First, they read the last paragraph of the <i>Narrative</i>, in which Douglass clearly lays out his overall purpose in writing the book. Through a close read of this paragraph, students come to understand that Douglass wrote the <i>Narrative</i> to further the cause of abolition.</li> <li>• Next, they use the Shining a Light anchor chart and position cards to better understand some positions of people who supported slavery and, briefly, how Douglass responds to each of those positions.</li> <li>• As students read the <i>Narrative</i>, they will analyze how each episode Douglass describes addresses the positions explained in the Shining a Light anchor chart.</li> <li>• Providing students with an overall framework to access Douglass's ideas ensures that they will spend their energy thinking deeply about a complex text and what sections of it mean, rather than asking 7th graders to infer a framework that Douglass only dimly implies.</li> <li>• A completed version of the Shining a Light anchor chart is included in the supporting materials for teacher reference. Use this to ensure that students place their position cards in the appropriate spaces on their Shining a Light anchor charts and leave class with a completed and correct anchor chart.</li> <li>• Review: Douglass's Position Text and Questions (in supporting materials); Discussion Appointments Guidelines (from Module 1, Unit 2, Lesson 1; for teacher reference).</li> <li>• In advance: Prepare one set of position cards for each pair of students.</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
<p>purpose, position, distinguish, convey; hastening, subscribe, throw light on, deliverance</p>	<ul style="list-style-type: none"><li>• Entry Task: Frederick Douglass Timeline (one per student)</li><li>• Equity sticks</li><li>• Historical Context anchor chart (begun in Lesson 2)</li><li>• Historical Context anchor chart, student version (from Lesson 4)</li><li>• Historical Context anchor chart (from Lesson 4; for teacher reference)</li><li>• Douglass's Homes Discussion Appointments (one per student)</li><li>• Frederick Douglass's Purpose: Text and Questions (one per student and one to display)</li><li>• Document camera</li><li>• Frederick Douglass's Purpose: Close Reading Guide (for teacher reference)</li><li>• Shining a Light anchor chart (one per student and one to display)</li><li>• Shining a Light anchor chart (for teacher reference)</li><li>• Position cards (one set per pair of students)</li><li>• Determining Position (one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Frederick Douglass Timeline (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take out their "Renaissance Man" text and "Renaissance Man" Text-Dependent Questions from homework.</li> <li>• Distribute one copy of the <b>Entry Task: Frederick Douglass Timeline</b> to each student.</li> <li>• Ask students to independently complete the timeline, using their "Renaissance Man" Text-Dependent Questions for assistance.</li> <li>• Refocus attention whole group. Use equity sticks to debrief the entry task by asking students:           <ul style="list-style-type: none"> <li>* "Using the information from the entry task, what important events can we add to the Life of Frederick Douglass section on the <b>Historical Context anchor chart</b>?"</li> </ul> </li> <li>• Use the <b>Historical Context anchor chart (for teacher reference)</b> to guide this discussion. Prompt students to add to their own <b>Historical Context anchor chart, student version</b>.</li> </ul>	
<p><b>B. Determining Douglass's Homes Discussion Appointments (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the handout.</li> <li>• Remind students that they used this protocol in Modules 1 and 2. To sign up for a Discussion Appointment, they need to calmly and quietly walk around the room and find four different partners. When they find a partner, they both sign on the same appointment slot of each other's sheet. Consider modeling this process if your students need a review.</li> <li>• Give students 3 minutes to complete this process. Then ask them to sit with their Tuckahoe, MD partners.</li> <li>• If you wish, you may prompt students to do the bonus work (labeling the additional cities) for homework, or you may do it with them in class by projecting the map on a document camera and adding the other cities.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Close Reading: Final Paragraph of the Narrative (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that today they will begin to work with the central text for this module: <i>Narrative of the Life of Frederick Douglass</i>. This is a compelling and important text, and Douglass is a fascinating and monumental figure in American history. Today, students will just get a taste of the text and try to figure out why he wrote it; in coming days, they will dig more deeply into the text.</li> <li>• Direct students' attention to the posted learning target. Read the learning target aloud to the class:           <ul style="list-style-type: none"> <li>* "I can explain Frederick Douglass's <i>purpose</i> in writing <i>Narrative of the Life of Frederick Douglass</i>."</li> </ul> </li> <li>• Tell students: "The purpose of something is what it is intended to achieve. When we talk about an author's purpose, we mean the reason he or she wrote the text. Purpose is different from summary. A summary is just a short version of the events or ideas in the text; the purpose is a statement about why this person wrote that text and what he or she was trying to accomplish."</li> <li>• Distribute one copy of <b>Frederick Douglass's Purpose: Text and Questions</b> to each student and display one copy using the document camera.</li> <li>• Invite students to read along silently in their heads as you read the text aloud. Let them know you will read the text twice, once to allow them to get the gist of the text and a second time to have them identify new vocabulary words.</li> <li>• Use the <b>Frederick Douglass's Purpose: Close Reading Guide</b> to lead students through a series of text-dependent questions about this text.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.</li> </ul>
<p><b>B. Analyzing Frederick Douglass's Purpose and Introducing Shining a Light Anchor Chart (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the following sentence in a place visible to all students: "I am Frederick Douglass, and my purpose in writing the story of my life was ..."</li> <li>• Give students a minute to think. Then use equity sticks to call on several students to read and complete the sentence.</li> <li>• Ask students to take out their Historical Context anchor chart, student versions. Then ask:           <ul style="list-style-type: none"> <li>* "Consider what you know of the context in which Douglass was writing. Who might have read his book?"</li> </ul> </li> <li>• Use the equity sticks to call on two or three students to share their ideas. Listen for them to notice that it would be mostly Northern whites. You might point out that at this time, there were far fewer African Americans who lived in the North than there are today; that this book would be unlikely to be circulated in slave-holding states; and that slaves were forbidden from learning to read.</li> </ul>	<ul style="list-style-type: none"> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing</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>• Follow up by asking:               <ul style="list-style-type: none"> <li>* “How do you think Douglass’s audience felt about slavery?” Use the equity sticks to call on one or two students to share their ideas. Listen for them to say that some were in favor of it, some opposed it, and some didn’t care.</li> </ul> </li> <li>• Point out that they know Douglass’s overall purpose. Now they will consider how he distinguished his position, or beliefs, from others.</li> <li>• Ask students to consider:               <ul style="list-style-type: none"> <li>* “Does ‘<i>distinguish</i> from’ mean to focus on how his views are similar, or how they are different?”</li> </ul> </li> <li>• Use the equity sticks to call on one or two students to share their ideas. Listen for them to notice that, in this case, <i>distinguish</i> means to notice the things that make his view different.</li> <li>• Since he is writing to persuade people, Douglass deliberately thinks about what their beliefs are and tries to respond to them in the Narrative. It is important to note, however, that you can’t always tell from reading the text alone what beliefs he is responding to. Sometimes he states the position he is responding to; other times he does not.</li> <li>• Distribute the <b>Shining a Light anchor chart</b> to each student and display using the document camera. Point out that this anchor chart compares the beliefs of Douglass’s audience with his position.</li> <li>• Distribute one set of <b>position cards</b> to each pair of students. Invite students to work with their partner to figure out where on the Shining a Light anchor chart each statement should go. Ask students to refrain from writing anything on the anchor chart at this point.</li> <li>• Allow students 5 minutes to complete this task. Then refocus students’ attention whole class.</li> <li>• Pull a position card, read it aloud, and cold call one pair to share where on the anchor chart they placed that statement. Clarify and correct as necessary. Then make note of this on the displayed version of the Shining a Light anchor chart, and ask students to do the same on their versions.</li> <li>• Repeat until all position cards have been placed in the correct place on the blank Shining a Star anchor chart.</li> <li>• Ask students to turn and talk with their partner about the following:               <ul style="list-style-type: none"> <li>* “Given Frederick Douglass’s purpose, why do you think he wrote a story? What about the title tells you it is a story? Why didn’t he write a persuasive speech?”</li> </ul> </li> <li>• Cold call on several pairs and listen for students to refer to the conversation about the power of stories. Do not confirm any answers; rather, tell students that they will continue to explore this idea as they read the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that its use is a positive experience for all.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a copy of <b>Determining Position</b> to each student and display one copy using the document camera.</li><li>• Read the directions aloud and model how to complete the first row, with the quote that begins, "The [slave] children ..."</li><li>• Direct students to fill in both boxes in the first row based on your modeling, so they have a strong example to reference. They should complete the rest of the handout for homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete Determining Position.</li></ul>	



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## Supporting Materials



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Entry Task: Frederick Douglass Timeline

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**Name:**

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**Date:**

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- 1818** Frederick Douglass was born a slave in Tuckahoe, MD.
- As a child/teen** Frederick Douglass learned to read and write.
- 1838** Douglass escaped and went to New York, then settled in New Bedford.
- 1841** Douglass became involved with the abolition movement and worked as speaker, traveling all over the country and making speeches in favor of abolition.
- 1845–1847** Douglass traveled in England and Ireland.
- 1847** Douglass returned to the U.S. and settled in Rochester. He published an abolitionist newspaper and worked for equality for African Americans and women.
- 1861–1865** U.S. Civil War: Douglass advocated for African American soldiers to be allowed to fight with the Union Army and helped recruit for the first black regiment: the Massachusetts 54th.
- 1865** Thirteenth Amendment ended slavery.
- 1872** Douglass moved to Washington, D.C. He held a number of positions, including federal marshal and envoy to Haiti.
- 1895** Douglass died; he was buried in Mount Hope Cemetery in Rochester, NY.



Entry Task: Frederick Douglass Timeline

1. On the timeline, add the event “Wrote *Narrative of the Life of Frederick Douglass*” in the correct location.
2. Choose one important event from Douglass’s life that happened before he wrote the *Narrative*. Explain that event and why it was important.

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3. Choose one important event from Douglass’s life that happened after he wrote the *Narrative*. Explain that event and why it was important.

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Douglass's Homes Discussion Appointments

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

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

**Directions: Make one appointment at each location.**

In Tuckahoe, MD: \_\_\_\_\_

In Baltimore, MD: \_\_\_\_\_

In Rochester, NY: \_\_\_\_\_

In Washington, D.C.: \_\_\_\_\_

**Bonus:** On the map below (of the U.S. today), label any location appointment that is not already labeled. Also label Canada and the Atlantic Ocean.



Courtesy of the University of Texas Libraries, The University of Texas at Austin.



Frederick Douglass’s Purpose: Text and Questions

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

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

The quote below is how Frederick Douglass ends the <i>Narrative</i>	Questions
<p>Sincerely and earnestly hoping that this little book may do something toward throwing light on the American slave system, and <b>hastening</b> the glad day of deliverance to the millions of my brethren in bonds—faithfully relying on the power of truth, love and justice, for success in my humble efforts—and solemnly pledging my self anew to the sacred cause, I <b>subscribe</b> myself, Frederick Douglass.</p>	<p><b>Answer these questions as you read. Also, write the definitions of new words here.</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to “throw light on” something?</li> </ol> <p><b>Hastening:</b> to make arrive more quickly</p> <ol style="list-style-type: none"> <li>2. What does “the glad day of deliverance” mean in this sentence?</li> <li>3. What is “the sacred cause?”</li> </ol> <p><b>Subscribe</b> myself: write my name</p> <hr/> <p><b>Answer this question after you have read the whole quote.</b></p> <ol style="list-style-type: none"> <li>4. What is Frederick Douglass’s purpose?</li> </ol>

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.

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Frederick Douglass’s Purpose: Text and Questions  
Close Reading Guide  
(For Teacher Reference)

The quote below is how Frederick Douglass ends the <i>Narrative</i>	Questions	Teacher Guide
<p>Sincerely and earnestly hoping that this little book may do something toward throwing light on the American slave system, and <b>hastening</b> the glad day of deliverance to the millions of my brethren in bonds—faithfully relying on the power of truth, love and justice, for success in my humble efforts—and solemnly pledging my self anew to the sacred cause, I <b>subscribe</b> myself, Frederick Douglass.</p>	<p><b>Answer these questions as you read. Also, write the definitions of new words here.</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to “throw light on” something?</li> </ol> <p><b>Hastening:</b> to make arrive more quickly</p> <ol style="list-style-type: none"> <li>2. What does “the glad day of deliverance” mean in this sentence?</li> <li>3. What is “the sacred cause?”</li> </ol> <p><b>Subscribe</b> myself: write my name</p>	<p>Direct students to work with a partner to determine the answers to these questions. As they work, circulate to listen in and support their grappling with this complex text. After students have worked for a few minutes, refocus whole class to debrief.</p> <p>Listen for students to say:</p> <ol style="list-style-type: none"> <li>1. <i>To throw light on something means to explain it or make it clear, especially something that people are confused or “in the dark” about.</i></li> <li>2. <i>The glad day of deliverance means the happy day when slaves are freed, when they are “delivered” from being enslaved.</i></li> <li>3. <i>The sacred cause is the fight to end slavery.</i></li> </ol>

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.



Frederick Douglass’s Purpose: Text and Questions  
Close Reading Guide  
(For Teacher Reference)

The quote below is how Frederick Douglass ends the <i>Narrative</i>	Questions	Teacher Guide
<p>Sincerely and earnestly hoping that this little book may do something toward throwing light on the American slave system, and <b>hastening</b> the glad day of deliverance to the millions of my brethren in bonds—faithfully relying on the power of truth, love and justice, for success in my humble efforts—and solemnly pledging my self anew to the sacred cause, I <b>subscribe</b> myself, Frederick Douglass.</p>	<p><b>Answer these questions as you read. Also, write the definitions of new words here.</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to “throw light on” something?</li> </ol> <p><b>Hastening:</b> to make arrive more quickly</p> <ol style="list-style-type: none"> <li>2. What does “the glad day of deliverance” mean in this sentence?</li> <li>3. What is “the sacred cause?”</li> </ol> <p><b>Subscribe</b> myself: write my name</p>	<p>Probing and scaffolding questions:</p> <ol style="list-style-type: none"> <li>1. What does it mean to “bring something to light”? How is that related to “throw light on”? Why do we use the word “light” to refer to understanding something?</li> <li>2. Who are his “brethren in bonds”? How does that help you figure out what the word “deliverance” means?</li> <li>3. How can you use your understanding of context to figure out what Douglass’s “sacred cause” might be?</li> </ol>
	<p><b>Answer this question after you have read the whole quote.</b></p> <ol style="list-style-type: none"> <li>1. What is Frederick Douglass’s purpose?</li> </ol>	<p>After reviewing the vocabulary questions above, give students a few minutes to discuss this question with their partners. Students will use this information in the next activity, so no debrief is necessary here. Before students start, make sure they understand that all of the <i>-ing</i> words such as “hoping” are Frederick Douglass describing himself.</p>

Douglass, Frederick. Narrative of the Life of Frederick Douglass. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.



Shining a Light Anchor Chart

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

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

	People who defend slavery may think ...	Frederick Douglass's position
How slavery affects slaves		
How slavery affects slave owners		
The effects of the institution of slavery		



Shining a Light Anchor Chart  
(For Teacher Reference)

	<b>People who defend slavery may think ...</b>	<b>Frederick Douglass's position</b>
<b>How slavery affects slaves</b>	Slavery isn't that bad for slaves. In fact, they are mostly content with their lot.	Slavery is terrible for slaves.
<b>How slavery affects slave owners</b>	Slavery is good for slave owners.	Slavery corrupts slaveholders.
<b>The effects of the institution of slavery</b>	The institution of slavery is necessary. <ul style="list-style-type: none"><li>• It reflects the natural racial order.</li><li>• Slavery brings the civilizing influence of Christianity to Africans, who would otherwise be uncivilized and immoral.</li><li>• Slavery creates an orderly society.</li></ul>	The institution of slavery is abhorrent, and the arguments people make about its importance in creating a well-ordered and civilized society are incorrect.



Position Cards

<p><b>Slavery isn't that bad for slaves. In fact, they are mostly content with their lot.</b></p>	<p><b>Slavery is terrible for slaves.</b></p>	<p><b>The institution of slavery is necessary.</b></p> <ul style="list-style-type: none"><li>• It reflects the natural racial order.</li><li>• Slavery brings the civilizing influence of Christianity to Africans, who would otherwise be uncivilized and immoral.</li><li>• Slavery creates an orderly society.</li></ul>
<p><b>Slavery is good for slave owners.</b></p>	<p><b>Slavery corrupts slaveholders.</b></p>	<p><b>The institution of slavery is abhorrent, and the arguments people make about its importance in creating a well-ordered and civilized society are incorrect.</b></p>



Determining Position

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

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

**Directions: Read each quote. Then decide which box the quote would go in on the Shining a Light anchor chart. Write down the number of that box and explain your reasoning in the space provided.**

	People who defend slavery may think ...	Frederick Douglass's position
How slavery affects slaves	1	2
How slavery affects slave owners	3	4
The effects of the institution of slavery	5	6



Determining Position

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

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

**Directions: Read each quote. Then decide which box the quote would go in on the Shining a Light anchor chart. Write down the number of that box and explain your reasoning in the space provided.**

Quote	Into which box of the Shining a Light anchor chart would this quote best fit?	Why does this quote match the position you have chosen?
<p>“The [slave] children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day.”</p>		
<p>“Singing, among slaves, [is] evidence of their contentment and happiness.”</p>		
<p>“He was a cruel man, hardened by a long life of slave-holding.”</p>		
<p>The songs sung by slaves “told a tale of woe ... they breathed the prayer and complaint of souls boiling over with the bitterest anguish.”</p>		