



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3A: Unit 2: Overview



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## Unit 2: Case Study: Analyzing Author Craft and Purpose in *Narrative of the Life of Frederick Douglass*

In this unit, students closely read three extended excerpts from *Narrative of the Life of Frederick Douglass*. They continue with the same routine that was introduced in Unit 1; it is designed to allow all students to understand this complex text. For each excerpt, the teacher reads the text out loud while students read silently. Next, students do a second read to make sure they understand specific words and literal meaning, then a third read in which they grapple with questions that require more synthesis and analysis, focusing particularly on how Douglass uses language and on those parts of the text that relate most directly to his purpose in writing. Finally, students meet in groups of three to complete an Excerpt Analysis note-catcher, which includes the narrative arc of the excerpt as well as the ways in which this excerpt conveys Douglass's position. In their analysis of the *Narrative*, students build on the work from Unit 1 about how authors use word choice and figurative language to convey meaning, and they help construct a word wall that showcases some of Douglass's powerful language. In their work with author's purpose, the focus of the textual analysis essay, students continue to refer to the Shining a Light anchor chart from Unit 1. The work with narrative arc is new in this unit; it is launched with the reading of *Frederick Douglass: The Last Day of Slavery*<sup>1</sup> at the beginning of the unit. It is not an assessed skill; rather, it supports students in understanding the events of the *Narrative* and serves as a scaffold for the performance task in Unit 3—a children's book based on one of the excerpts.

This unit also includes work in which students compare a written story to how a storyteller might perform that same story (included in the Mid-Unit 2 Assessment) and in understanding how sentences are constructed (L.7.1a, b, c; assessed in Unit 3). The Mid-Unit 2 Assessment focuses on students' ability to independently analyze a new excerpt of the *Narrative*, with a particular focus on understanding the words and language used and how they contribute to meaning. The end of unit assessment is an on-demand extended essay about how Douglass conveys his purpose and distinguishes his position from that of those who defend slavery. This essay is similar to the essays in earlier modules, with several days devoted to rereading, analyzing textual evidence, and planning the essay. However, unlike the essays in earlier modules, this essay is not revised: Students use their notes and outlines to write a single draft over two days in class. Note that it is strongly recommended that you do both the Mid-Unit 2 Assessment and the End of Unit 2 Assessment (the essay) yourself near the beginning of this unit. This unit requires precise and rigorous analysis of a complex text. This is work that students are capable of, but many of them will need carefully calibrated support. The more detailed your understanding of the assessments, the better positioned you will be to support your students in the type of thinking they will be doing throughout the lessons.

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<sup>1</sup> 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](http://commoncoresuccess.elschools.org) to accommodate schools/districts that are not able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.



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?**
- *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.*

Mid-Unit 2 Assessment

**Analyzing Storyteller’s Craft: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s Narrative** (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4a, b, L.7.5b, c)

In Part 1, students reread a poem from Unit 1 (“Harriet Tubman”), and then watch that poem performed live. They analyze how a storyteller uses her body and voice to convey meaning. In Part 2, students read a new excerpt from *Narrative of the Life of Frederick Douglass* and answer constructed and selected response questions about the meaning of specific words, Douglass’s word choice and use of figurative language, and how this excerpt serves his overall purpose.

End of Unit 2 Assessment

**Essay: Analyzing Douglass’s Position in the Narrative** (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, RI.7.6)

**Prompt**

In his *Narrative*, Fredrick Douglass explains that his purpose is to throw “light on the American slave system.” Which aspects of slavery does his Narrative bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?



### 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:**

- 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

**Social Studies Key Ideas and Conceptual Understandings, Grade 7**

- 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.



**Texts**

1. 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 required<sup>2</sup>).
2. Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave* (Project Gutenberg, 2006; originally published Boston, 1845; no purchase required<sup>3</sup>). <http://www.gutenberg.org/files/23/23-h/23-h.htm>.
3. 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 required<sup>4</sup>).
4. Eloise Greenfield, “Harriet Tubman” (poem; included in supporting materials).

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<sup>2</sup> Regarding *Frederick Douglass: The Last Day of Slavery*, see footnote 1 on page 1 of this document.

<sup>3</sup> 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.

<sup>4</sup> *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.



**This unit is approximately 3 weeks or 16 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Introducing the Narrative Arc: <i>The Last Day of Slavery</i>	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of a literary text. (RL.7.2)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RL.7.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>I can identify key components of the narrative arc of this story.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Arc anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Powerful Stories</li> <li>Narrative Arc</li> </ul>
<b>Lesson 2</b>	Understanding Douglass's Words: Learning to Read	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking. (L.7.1)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can read above-grade-level texts with scaffolding and support. (RI.7.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main clause in a sentence.</li> <li>I can determine what a word, phrase, or clause modifies.</li> <li>I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can reread a complex text in order to understand it more deeply.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 3 Text and Questions: Learning to Read</li> </ul>	<ul style="list-style-type: none"> <li>Anatomy of a Sentence</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Analyzing Powerful Language: Learning to Read	<ul style="list-style-type: none"> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can identify vivid language and analyze the impact of word choice on meaning in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can analyze how specific sections of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass's position on slavery.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 3 text and questions</li> <li>Vivid Word Choice cards</li> </ul>	<ul style="list-style-type: none"> <li>Poet's Toolbox</li> <li>Anatomy of a Sentence</li> </ul>
<b>Lesson 4</b>	Analyzing Douglass's Purpose: Learning to Read	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking. (L.7.1)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main clause in a sentence.</li> <li>I can determine what is being modified in a sentence.</li> <li>I can analyze how specific sections of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass's position on slavery.</li> <li>I can work in a group of three to synthesize my understanding of an excerpt from the <i>Narrative</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 3 Analysis note-catcher</li> <li>Excerpt 3 Text and Questions: Learning to Read</li> </ul>	<ul style="list-style-type: none"> <li>Group Work</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	The Storyteller's Toolbox and Excerpt 4 First Read	<ul style="list-style-type: none"> <li>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. (RL.7.7)</li> <li>I can read grade-level literary texts proficiently and independently. (RL.7.10)</li> <li>I can read above-grade-level texts with scaffolding and support. (RI.7.10)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast written and performed versions of <i>The People Could Fly</i>.</li> <li>I can explain some of the ways a storyteller uses his or her voice and body to bring a story alive.</li> <li>I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can reread a complex text to understand it more deeply.</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading check-in (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Storyteller's Toolbox</li> </ul>
<b>Lesson 6</b>	Bringing Douglass's Words to Life: The Fight with Covey	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking. (L.7.1)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>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. (RL.7.7)</li> <li>I can read above-grade-level texts with scaffolding and support. (RI.7.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can identify and use the tools of a storyteller to make a story come alive.</li> <li>I can identify sentence fragments and run-on sentences, and correct them so they are complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 4 Text and Questions: The Fight with Covey Complete Sentences Practice worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Storyteller's Toolbox</li> <li>Anatomy of a Sentence</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Mid-Unit Assessment, Part 1 and Excerpt 4 Third Read	<ul style="list-style-type: none"> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> <li>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. (RI.7.7)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can read above-grade-level texts with scaffolding and support. (RI.7.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how a storyteller uses tools unique to the medium to make a story come alive.</li> <li>I can reread a complex text in order to understand it more deeply.</li> <li>I can talk with a partner in order to understand a text more deeply.</li> </ul>	<ul style="list-style-type: none"> <li>Complete Sentence Practice worksheet (from homework)</li> <li>Excerpt 4 Text and Questions: The Fight with Covey</li> <li>Mid-Unit 2 Assessment, Part 1</li> </ul>	<ul style="list-style-type: none"> <li>Storyteller's Toolbox</li> <li>Back-to-Back, Face-to-Face protocol</li> </ul>
<b>Lesson 8</b>	Analyzing Douglass's Purpose: Excerpt 4	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking. (L.7.1)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how specific sections of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass's position on slavery.</li> <li>I can identify key components of the narrative arc that summarize the story.</li> <li>I can analyze how Douglass uses figurative language to convey meaning in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can correct my writing so that all sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 4 Text and Questions: The Fight with Covey</li> <li>Excerpt 4 Analysis note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Group Work</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Understanding Douglass's Words: An Escape Attempt	<ul style="list-style-type: none"> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> <li>I can read above-grade-level texts with scaffolding and support. (RI.7.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.</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 identify different types of figurative language in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can reread a complex text in order to make meaning of it.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 5 Text and Questions: An Escape Attempt Figurative Language cards</li> </ul>	<ul style="list-style-type: none"> <li>Poet's Toolbox</li> </ul>
<b>Lesson 10</b>	Analyzing Douglass's Purpose: An Escape Attempt	<ul style="list-style-type: none"> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how specific sections of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass' position on slavery.</li> <li>I can identify the components of a narrative arc to summarize a story.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 5 Text and Questions: An Escape Attempt Excerpt 5 Analysis note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Group Work</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 11</b>	Mid-Unit Assessment, Part 2: Analyzing an Excerpt from the <i>Narrative</i>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4 a and b)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5 b and c)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can analyze the impact of word choice and figurative language on meaning and tone in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can analyze how specific sections of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass's position on slavery.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment, Part 2</li> </ul>	<ul style="list-style-type: none"> <li>Poet's Toolbox</li> </ul>
<b>Lesson 12</b>	Reflecting on Douglass's <i>Narrative</i>	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on the themes in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can identify the tools a storyteller uses to make a performance powerful.</li> </ul>	<ul style="list-style-type: none"> <li>Personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>Storyteller's Toolbox</li> <li>Concentric Circles protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 13</b>	Writing an Analysis Essay: Introducing the Writing Prompt and the Model Essay	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the writing prompt in my own words.</li> <li>I can identify the focusing statement and analyze the structure of a model essay.</li> <li>I can analyze how the model essay addresses the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket: Closely Reading the Prompt</li> </ul>	
<b>Lesson 14</b>	Writing an Analysis Essay: Planning the Essay	<ul style="list-style-type: none"> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can select relevant evidence from <i>Narrative of the Life of Frederick Douglass</i> to support my focusing statement.</li> <li>I can organize my ideas into a coherent essay that answers the prompt.</li> <li>I can explain how my examples relate to the position of Frederick Douglass.</li> </ul>	<ul style="list-style-type: none"> <li>Frederick Douglass Essay Planner</li> <li>Quote Sandwich (optional)</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 15</b>	End of Unit 2 Assessment Writing the Analysis Essay Part 1	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write an organized essay that explains the position of Frederick Douglass with relevant and well-chosen examples.</li> <li>In my essay, I can analyze how Frederick Douglass distinguished his positions from those of his audience.</li> <li>In my essay, I can use evidence effectively.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment, Part 1</li> </ul>	<ul style="list-style-type: none"> <li>Concentric Circles protocol</li> <li>Go, Go, Mo protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 16</b>	End of Unit 2 Assessment Writing the Analysis Essay, Part 2	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write an organized essay that explains the position of Frederick Douglass with relevant and well-chosen examples.</li> <li>In my essay, I can analyze how Frederick Douglass distinguished his positions from those of his audience.</li> <li>In my essay, I can use evidence effectively.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment</li> <li>Independent reading check-in</li> </ul>	



Optional: Experts, Fieldwork, And Service

**Fieldwork:**

- Consider taking students to a museum exhibit about this time in history. The better they understand the context of Douglass, the richer their reading of his Narrative will be.
- Consider taking students to see a play or other spoken performance. Ask them to consider what made that story powerful.

Optional: Extensions

- Consider having students explore narratives from other former slaves. In the 1930s, the Federal Writers Project sent interviewers to collect the stories of many former slaves. These stories can be accessed through the Library of Congress at <http://memory.loc.gov/ammem/collections/voices/>. Students can hear audio files, read transcripts, and look at pictures.
- Consider having students explore the autobiographies of other public figures, either current or historical. Ask students to consider the purpose of the author: What is he or she trying to accomplish by sharing the story?



## Preparation and Materials

### Managing texts and graphic organizers

In this unit, students read three extended excerpts from the *Narrative*. These are formatted the same way as the excerpts in Unit 1. For each excerpt, students also complete an Excerpt Analysis note-catcher. Students will need to use both the text and their note-catchers as they write the essay at the end of this unit and as they write their book in Unit 3. Consider how you would like students to organize these papers so they will be able to locate the necessary papers in the remainder of the module. Consider setting up folders in the classroom where students keep any excerpts or graphic organizers they are not currently working with.

### Pacing

As students read the three excerpts from the *Narrative*, consider the needs of your class and adapt the pacing as necessary. Although the unit as written provides support for students, they do complete some reads for homework, and the debriefs from in-class partner work focus on highlights of the text, rather than being comprehensive. If your students need additional support, consider slowing the pace of this unit and having students read only Excerpts 3 and 4. If you decide to do this, read Lessons 9 and 10 and make sure to do the figurative language work as students read Excerpt 4. Also be aware that this will decrease the range of student choice in Unit 3, when students select events from Excerpts 3, 4, or 5 to retell in a picture book.

### Central and Alternate Texts

This unit uses a picture book called *Frederick Douglass: The Last Day of Slavery*. This book introduces the narrative arc in Lesson 1, and will serve 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](http://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, which is called *Turning the Page: Frederick Douglass Learns to Read*, some of the components and supporting materials of Lesson 1 change. See the Lesson 1 teaching notes for guidance about which lesson components and supporting materials should be drawn from the alternate materials that you will find with the book on the Web site.

In addition, this unit uses *The People Could Fly: The Picture Book* (from Unit 1, Lesson 1). If you used the alternate materials suggested in Unit 1, Lesson 1, where the book was first used, you will be able to use those again. You may want to read Lesson 5 in advance and decide what option will work best for you.



### Looking Ahead

In this unit, students begin to work with sentence structure. This work continues in Unit 3 and culminates in the Mid-Unit 3 Assessment Part 2 (Unit 3, Lesson 5). Consider reviewing this assessment so you have a clear understanding of what it requires of students. This will help you focus the work in this unit to meet your students' needs.

In the next unit, students create their own picture book. As noted in the Module Overview, decide in advance which medium they will use to illustrate the book and also gather the additional picture books you will need in Unit 3.