



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 2: Lesson 4

Analyzing Douglass's Purpose: Learning to Read



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

- I can use correct grammar and usage when writing or speaking. (L.7.1)
- 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 effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Supporting Learning Targets

- I can identify the main clause in a sentence.
- I can determine what is being modified in a sentence.
- I can analyze how specific sections of *Narrative of the Life of Frederick Douglass* convey Douglass's position on slavery.
- I can work in a group of three to synthesize my understanding of an excerpt from the *Narrative*.

Ongoing Assessment

- Excerpt 3 Analysis note-catcher
- Excerpt 3 Text and Questions: Learning to Read



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Homework (5 minutes)</p> <p>2. Work Time</p> <p>A. Preparing for Small Group Work (10 minutes)</p> <p>B. Excerpt 3 Analysis (23 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Short Constructed Responses (7 minutes)</p> <p>4. Homework</p> <p>A. Excerpt 3 constructed response</p>	<ul style="list-style-type: none">• Students begin the lesson by reviewing answers to the Sentence Structure homework, which focused on L.7.1. These standards will be addressed in the Mid-Unit 3 Assessment and the performance task.• The heart of this lesson addresses RI.7.6 by asking students to analyze how a particular excerpt conveys Douglass's position about slavery. The Excerpt Analysis note-catcher (introduced in Lesson 9, Unit 1) provides students with a place to fully develop this analysis. Students identify how the excerpt supports both of Douglass's positions about slavery (that they are tracking; he has many, of course), provide evidence from the text, and analyze how that evidence disproves the position of those who defend slavery. The note-catcher will be a crucial support for the Mid- and End of Unit 2 Assessments.• The narrative arc (introduced in Lesson 1) is applied to the <i>Narrative</i> as a part of the note-catcher. The narrative arc will help students understand the key components of each excerpt and prepare them to write their own narratives in Unit 3.• In this lesson, students use the discussion and collaboration skills they have built through pair work and begin to work in groups of three. Each Excerpt Analysis note-catcher for Excerpts 3–5 will be completed in standing groups of three. Since students are being asked to work in small groups at length, group work is scaffolded for students in two ways.<ul style="list-style-type: none">– First, students explore what strong and weak group work looks and sounds like through skits and by creating a Group Work anchor chart. The skits highlight some common issues that may arise as seventh graders work together in small groups. Consider changing the skits to reflect common issues you have seen arise in your classroom.– Secondly, students are given specific roles during their group work.• If your class is more experienced in small group work, consider using an alternative structure that allows for more student independence within the small groups:<ol style="list-style-type: none">1. The group talks through narrative arc and addresses positions together, then begins filling out the chart.2. The group assigns members to find quotations for particular positions.3. Group members work individually for 5 minutes.4. Each group member shares a quote and how it might have affected the audience; all students take notes.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• The standing small groups should be mixed-ability groupings. Consider the reading skills, vocabulary skills, and analysis skills of your students and arrange the groupings accordingly. These groups will remain stable for the rest of the module. You may wish to create a document to post that shows these groups and makes it easy to show who has which role on a given day (see supporting materials).• The Excerpt Analysis note-catcher is debriefed after students are given time to complete the task. Please note that the quotes provided in the middle column as examples on the teacher reference version are not exhaustive. They are only a sample of the quotes that could be used.• Finally, students are introduced to the Short Constructed Response Rubric. In this unit, students continue to write short text-based responses (one per excerpt). In preparation for this, the short written responses from Unit 1, Lesson 8 are returned with rubrics. A student or teacher exemplar is also presented to give students a concrete idea of what strong work looks like.• In advance:<ul style="list-style-type: none">– Read the group work skits and change them as needed based on your class.– Create mixed-ability standing groups of three to work on the Excerpt Analysis note-catchers.– Assess the short written responses from Unit 1, Lesson 8 using the rubric you selected in Unit 1 (recommended: Short Response Holistic Rubric from <i>Grade 7 Common Core English Language Arts Test Guide</i>, page 12; available online at http://www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics).• Review Excerpt 3 Analysis note-catcher (answers, for teacher reference).• Post: Sentence Structure homework (answers, for teacher reference) and learning targets.• In the next lesson: The Excerpt 3 constructed response students complete for homework can be used to address L.7.1 in an authentic way. Consider replacing suggested sentence structure practice (in Lesson 6 homework) with common errors you see in students' writing, including sentence fragments, comma splices, and dangling modifiers.



Lesson Vocabulary	Materials
<p>context, setting, conflict, climbing steps, climax, conclusion, resolution, reflection, obstacle</p>	<ul style="list-style-type: none"> • Document camera • Sentence Structure homework (answers, for teacher reference; from Lesson 3; one to display) • Excerpt 3 Analysis note-catcher (one per student and one to display) • Excerpt analysis roles (one per student and one to display) • Group work skits (one per student and one to display) • Group Work anchor chart (new; co-created with students during Work Time A) • Excerpt analysis group assignments (one to display) • Excerpt 3 Analysis note-catcher (answers, for teacher reference) • Excerpt 1 constructed response (from Unit 1, Lesson 8; returned this lesson with teacher feedback) • Exemplar short constructed response (from Unit 1, Lesson 8; selected by teacher from student work) • Excerpt 1 constructed response (answers, for teacher reference; an option if you do not have a student exemplar) • Short Constructed Response Rubric (from Unit 1, Lesson 8) • Excerpt 3 constructed response (one per student) • Excerpt 3 constructed response (answers, for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Sentence Structure homework. • Direct students’ attention to the document camera. Post a copy of Sentence Structure homework (answers, for teacher reference) and ask students to correct their own as needed. • Ask students which sentences were confusing and debrief a few of them as necessary. Questions 4–7 are from the <i>Narrative</i> and may be particularly challenging. • Remind students that they should apply these rules in their own writing, such as the short constructed response they will complete for homework tonight. 	



Work Time	Meeting Students' Needs
<p>A. Preparing for Small Group Work (10 minutes)</p> <ul style="list-style-type: none"> • Distribute and display the Excerpt 3 Analysis note-catcher. Remind students that they did strong analysis using this note-catcher in Unit 1. This time, they will be completing it in groups of three. • Ask students: <ul style="list-style-type: none"> * “Why might it be useful to work in small groups on this task?” • Listen for: “To learn to work with others,” “to ease the workload,” “to build on each other’s ideas,” and “to focus on one part of the task at a time.” • Distribute and display the excerpt analysis roles. • Introduce the three roles students will take and point to the different sections that they will be responsible for. Tell students that each time they complete a note-catcher their roles will switch so they get a chance to focus on each component. • Explain that the narrative arc person is in charge of summarizing the narrative. He or she identifies all key parts of the story by creating a narrative arc. Tell students that since this is the first time they are independently working with the narrative arc, some parts of the graphic organizer are already filled out. • The other two group members are each responsible for one of Douglass’s two positions: slavery corrupts slave owners and slavery is terrible for slaves. Each person needs to explain how the excerpt supports one position, using evidence from the text and showing how this evidence disproves the position of those who defend slavery. • Encourage students to use the third read purpose question to guide their thinking. • After groups have had some time to work on their individual parts of the note-catcher, they will take turns leading a discussion on the section they completed, and getting feedback, questions, and ideas from other group members. At the end of the time, each student should have an accurate answer written down on his or her own note-catcher. • Remind students that these roles will help their groups be effective. Before they start working, spend a few minutes noticing what an effective group looks and sounds like. • Display the group work skits. • Ask for three volunteers to read Scene 1. Tell students to read along as their peers perform, and ask them to underline examples of the group not working well together. 	<ul style="list-style-type: none"> • Students who struggle with following multiple-step directions benefit from having group work roles displayed on a document camera or on the board and having the roles typed up in a handout. • Many students benefit from working in mixed-ability groupings. This allows for students to work with peers who have different skill sets and different styles of working. • 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 debrief.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After Scene 1 is over, ask:<ul style="list-style-type: none">* “What did you notice that did not go well during the small group work? Use specific details from the text to explain your answer.”• Listen for: “One student did all of the work,” “One student was stuck and no one helped him/her,” “One student continued to talk off topic,” and “They did not use time well.”• Then, ask for three volunteers to read Scene 2. Tell students to read along as their peers perform, but this time ask them to underline examples of the group working well together.• After Scene 2 is over, ask:<ul style="list-style-type: none">* “What did you notice that made small group work successful? Use specific details from the text to explain your answer.”• As students share each of these ideas, record them on the Group Work anchor chart.• Listen for: “One student paused to help another student get started,” “Each student did his or her own portion of the work,” “Students shared their work with each other,” “One student helped another fix a mistake,” “They spoke to each other respectfully and on topic,” and “They used their time well.”• Before you release students to groups, check to make sure they understand the process they will use. If students are clear on their task and the different roles, ask for a thumbs-up. If students think they can get questions clarified by a group member, ask for a thumbs-sideways. If students need an independent check in with the teacher, ask for a thumbs-down. If many students have their thumbs down, take clarifying questions as needed. If only a few students have their thumbs down, note who they are and make sure to check in with them after the transition to small groups.• Display the excerpt analysis group assignments on a document camera or on the board. Designate a space in the room for each group and ask students to move to their groups.	<ul style="list-style-type: none">• Graphic organizers like the Excerpt Analysis note-catcher engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.



Work Time (continued)	Meeting Students' Needs
<p>B. Excerpt 3 Analysis (23 minutes)</p> <ul style="list-style-type: none">• As groups work, walk around and provide support as needed. See the Excerpt 3: Analysis note-catcher (answers, for teacher reference) for possible answers. Once most students are finished with their individual tasks, prompt them to begin sharing their work with their group members. Group members should ask clarifying questions and give feedback to each person, noting if something is missing or needs to be corrected.• Listen for examples of strong group work. Once most groups finish debriefing, congratulate the class on successfully working in groups of three today. Name examples of students following the norms from the Group Work anchor chart.• Ask students to share out ideas for each box on the chart and the narrative arc. Multiple examples could be used for the how column. Focus on having students explain how they analyzed their evidence. This analysis—not just how evidence supports a position, but how it disproves another position—is complex and the foundation for the essay they will write later in the unit.• Scribe answers for students on the displayed Excerpt 3 Analysis note-catcher.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Short Constructed Responses (7 minutes)</p> <ul style="list-style-type: none"> • Return students' Excerpt 1 constructed responses. • Display and distribute the exemplar short constructed response that was chosen from student responses in Lesson 8, Unit 1. (Note: An exemplar is included in supporting materials in case no student exemplars are available. See Excerpt 1 Constructed Response (answers, for teacher reference).) • Distribute the Short Constructed Response Rubric. • Explain to students that for homework they are going to respond to the prompt, "How did learning to read affect Douglass's feelings about being a slave and why? What specific examples from the text support your thinking?" by writing a short written response. In order to write exemplary responses, they are going to look at a student exemplar (or teacher exemplar) that was written in Unit 1, after they had just begun reading the <i>Narrative</i>. • Ask students to follow along silently as a volunteer reads the exemplar aloud. • Instruct students to read the 2-point column on the rubric. • Ask a volunteer to read the exemplar aloud for a second time. As students read along, encourage them to annotate the exemplar based on whether or not the writer makes valid claims from the text that respond to the prompt, uses evidence from the text to support their claim, and writes in complete sentences. • Focus on other aspects of the rubric based on the needs of your class. • Distribute the Excerpt 3 constructed response. Note that the supporting materials include an exemplar in case this is useful for you: Excerpt 3 constructed response (answers, for teacher reference). • Explain to students that the prompt they respond to tonight is similar to the prompt from Unit 1 because it requires them to support their thinking with evidence from the text. 	<ul style="list-style-type: none"> • Exemplars provide a clear vision of expectations for students.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Excerpt 3 constructed response 	



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Supporting Materials



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Excerpt 3 Analysis Note-catcher

Name: _____

Date: _____

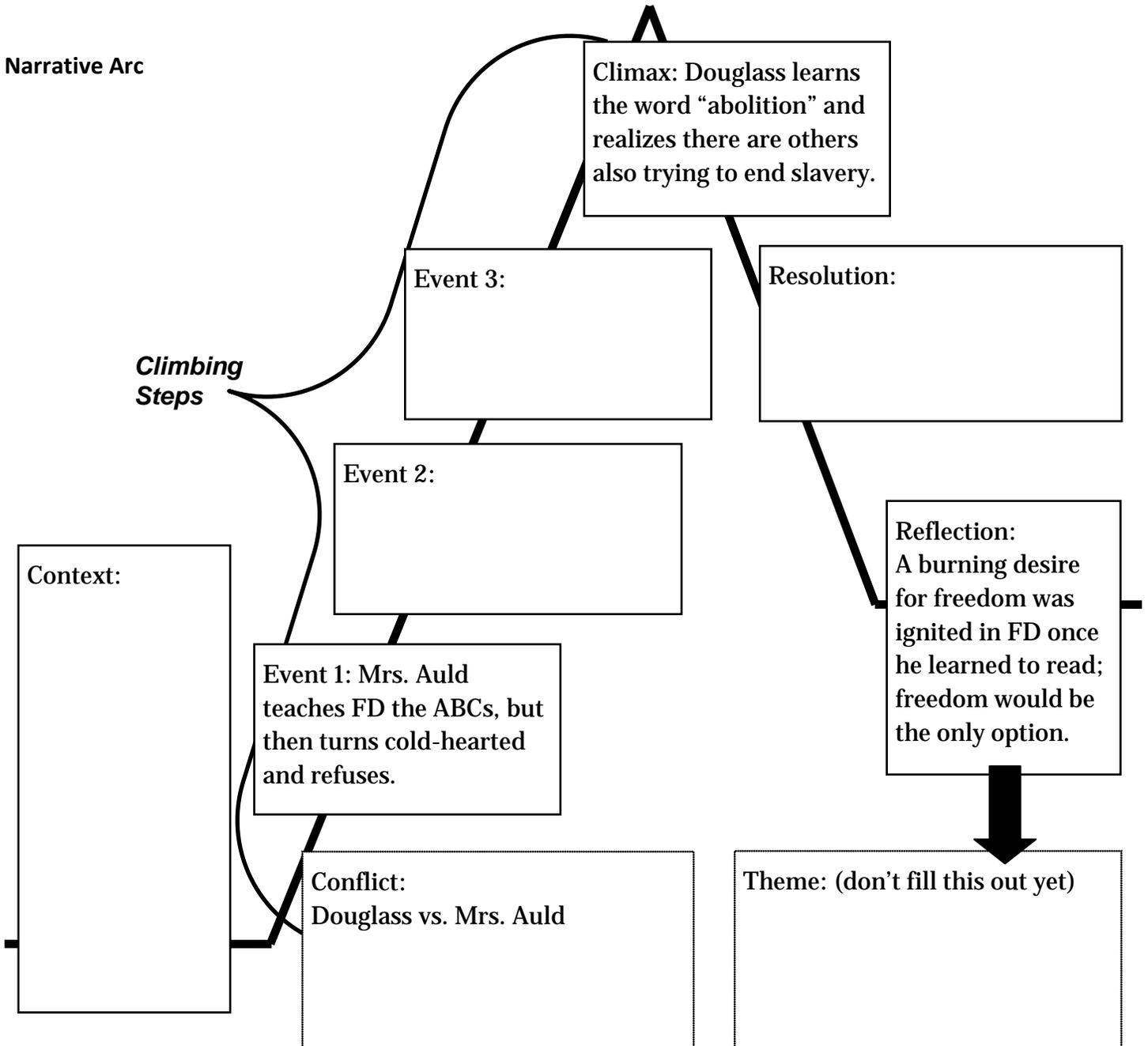
Learning to Read - *Narrative of the Life of Frederick Douglass*: Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6

What does Douglass say? (see narrative arc on the back) <i>What is this excerpt about?</i>		
Position: Why does he say it? <i>Briefly explain the connection between this excerpt and each of the two positions listed below.</i>	Evidence: What words, phrases and sentences show his position? <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i>	Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?
Slavery corrupts slave owners		
Slavery was terrible for slaves		



Excerpt 3 Analysis Note-catcher
Narrative Arc

Narrative Arc



Excerpt Analysis Roles

Name: _____

Date: _____

Independently:

<p>Role 1: Explain the <u>narrative arc</u>.</p>	<p>Context of the story (setting—time in Douglass’s life, place, and characters)</p>
	<p>Conflict (who the conflict is between)</p>
	<p>Climbing steps (four key events)</p>
	<p>Climax (major turning point)</p>
	<p>Conclusion (resolution—the way Douglass overcomes the obstacles; reflection—how Douglass changes because of the obstacles he encounters)</p>
<p>Role 2: Explain <u>slavery corrupts slave owners</u>.</p>	<p>Position: Explain how the excerpt conveys this position.</p>
	<p>Evidence: How does Douglass say it? Write down one or two important quotes and phrases from the text. Explain key people and events and include the paragraph number.</p>
	<p>Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?</p>
<p>Role 3: Explain <u>slavery is terrible for slaves</u>.</p>	<p>Position: Explain how the excerpt conveys this position.</p>
	<p>Evidence: How does Douglass say it? Write down one or two important quotes and phrases from the text. Explain key people and events and include the paragraph number.</p>
	<p>Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?</p>

Together: Share, revise, and fill in the chart.

Group Work Skits

Name: _____

Date: _____

Scene 1	Student 1: I am working on the narrative arc. Can you both start your sections, so we have time to share afterwards?
	Student 2: What are we supposed to be doing? I was not really listening. (turns to Student 3) Can you help me?
	Student 3: I really want to go shopping at the mall and get some new clothes. What times is this class over?
	Student 1: Let me see your paper (takes paper from Student 2). I am going to just fill out the slavery corrupts slave holders section since you don't know what to do and are taking too long!
	Student 2: But I just need help getting started.
	Student 3: Forget about this work, I'm hungry, do you have any cookies or chips or anything to eat?
	Student 1: But we only have 5 minutes left and we hardly have time to share! Ugh!

Group Work Skits

Name: _____

Date: _____

Scene 2	Student 1: I am going to be working on the narrative arc, can you both get started on your sections, so we have time to share afterwards?
	Student 2: What are we supposed to be doing? I was not really listening. (turns to student 3) Can you help me?
	Student 3: Sure, so your role is to explain why Douglass included the position slavery corrupts slave owners, find two examples from the text that show this position, and finally explain how the evidence helps Douglass disprove an opposing position. You need to write some notes for each one to hold your thinking. You can also use your notes from the purpose section of our second read to get started on the why section if you need more help.
	Student 2: Oh, thanks. That is really helpful. I get it now.
	(Students 2 and 3 work silently)
	Student 2: I am done with my section. Are you done with the narrative arc and slavery is terrible for slaves sections?
	Student 3: I am! (turns to Student 1) Can you go first and explain about the narrative while we take notes?
	Student 1: Sure, I am ready. I will only take a few minutes so you both have time to share also.
	Student 2: I think you forgot to include the characters in the setting.
	Student 3: Oh yeah, you are right. Let me add Douglass, Mr. Auld, Mrs. Auld, and the little street boys.



Group Work Anchor Chart
(For Teacher Reference)

Use these ideas to make sure your class names important group work habits:

- Help each other get started.

 - Share the workload.

 - Check over each other's work.

 - Speak respectfully.

 - Keep talk on topic.

 - Find and fix mistakes together.

 - Use time well
-



Excerpt Analysis Group Assignments

Today, the role assignments are:

Role	Students with number
Narrative arc	
Explain slavery corrupts slave owners	
Explain slavery is terrible for slaves	

GROUP A	Name
Student 1:	
Student 2:	
Student 3:	

GROUP E	Name
Student 1:	
Student 2:	
Student 3:	

GROUP B	Name
Student 1:	
Student 2:	
Student 3:	

GROUP F	Name
Student 1:	
Student 2:	
Student 3:	

GROUP C	Name
Student 1:	
Student 2:	
Student 3:	

GROUP G	Name
Student 1:	
Student 2:	
Student 3:	

GROUP D	Name
Student 1:	
Student 2:	
Student 3:	

GROUP H	Name
Student 1:	
Student 2:	
Student 3:	

Excerpt 3 Analysis Note-catcher
(Answers, for Teacher Reference)

Name: _____

Date: _____

Learning to Read - *Narrative of the Life of Frederick Douglass*: Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6

<p>What does Douglass say? (see narrative arc on the back) <i>What is this excerpt about?</i></p>		
<p>Position: Why does he say it? <i>Briefly explain the connection between this excerpt and each of the two positions listed below.</i></p>	<p>Evidence: What words, phrases and sentences show his position? <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i></p>	<p>Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?</p>
<p>Slavery corrupts slave owners</p> <p>By showing how Mrs. Auld changed, Douglass shows how kind-hearted people become hardened and cruel once they are slaveholders.</p>	<p>Excerpt 3, Paragraph 6 “Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness. The first step in her downward course was in her ceasing to instruct me.” (describing Mrs. Auld)</p>	<p>People who defend slavery likely believe that slave owners benefit from slavery. Douglass shows how sweet Mrs. Auld suddenly becomes cruel once she has the responsibility of overseeing slaves. She goes from inherently wanting to teach Douglass to being convinced it will minimize her power over him. Slavery corrupted Mrs. Auld.</p>

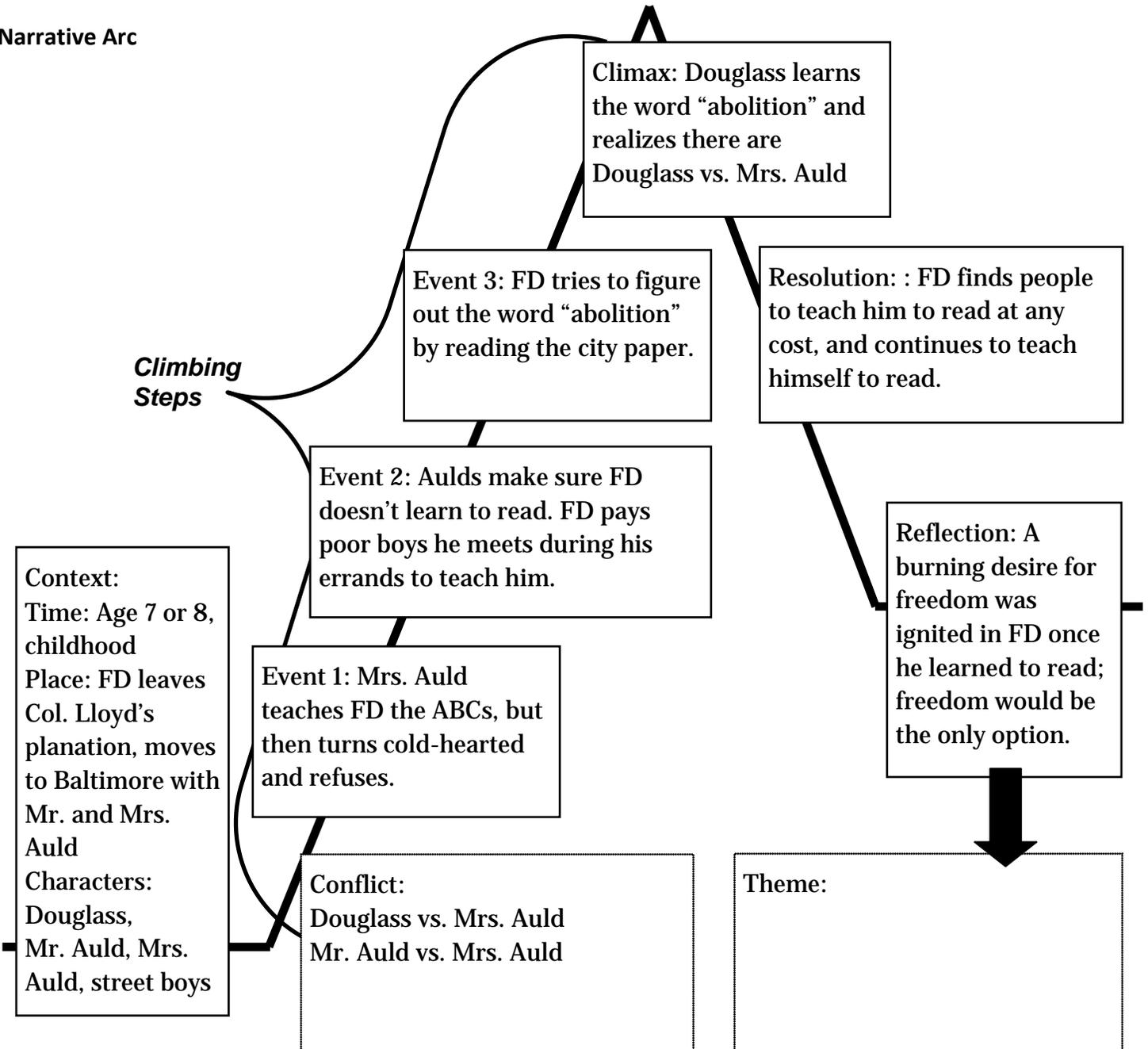


Excerpt 3 Analysis Note-catcher:
(Answers, for Teacher Reference)

<p>Slavery was terrible for slaves</p> <p>By showing how hard it was for Douglass to learn to read, and how important it was, this episode shows that slavery was terrible because slaves were not allowed to learn to read.</p>	<p>Excerpt 3, Paragraph 4</p> <p>“Learning would spoil the best nigger in the world. Now,’ said he, ‘if you teach that nigger (speaking of myself) how to read, there would be no keeping him. It would forever unfit him to be a slave.’” (what Mr. Auld said about why slaves shouldn’t learn to read)</p>	<p>People who defend slavery likely believe that slavery was not that bad. This quote shows that slavery attempted to mentally confine people as well as physically confine people. Not allowing slaves to read and write gave owners more control and made it more difficult for slaves to see themselves as equal or defy their owners. The fact that Auld says that learning would make someone unfit to be a slave shows how much enslaving a person denies their humanity.</p>
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**Excerpt 3 Analysis Note-catcher:
(Answers, for Teacher Reference)**

Narrative Arc



Excerpt 1 Constructed Response
(Answers, for Teacher Reference)

Directions:

Reread Excerpt 1 from Narrative of the Life of Frederick Douglass. Answer the question, “What two things was Douglass deprived of as a child that his audience thinks every child should have?” in at least one paragraph.

Reminders:

Recycle the prompt.

Give detailed examples from the text

Answer all parts of the question.

Write in complete sentences.

Deprived:
not having things that are
necessary

Douglass was **deprived** of two things that his audience likely believed every child should have: parents and knowledge of one’s birthday. Douglass did not live on the same plantation as his mother and as a result rarely got to see her. He wrote, “My mother and I were separated when I was but an infant—before I knew her as my mother.” His mother tried to visit Douglass as often as she could, but she risked getting caught and had to make a long trek to see her son. Douglass equated his mother to a stranger. Another thing that Douglass was deprived of was knowledge of his birthday. Slaves were banned from knowing such information, which served as a mechanism of control. Douglass stated, “By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters ... to keep their slaves thus ignorant.” Slave holders wanted to keep slaves ignorant of as much information as possible, including their birthdays. Separation from family and being deprived knowledge of one’s birthday allowed slaveholders to prevent slaves from forming identities, and thereby gave them greater control.

Excerpt 3 Constructed Response
(Answers, for Teacher Reference)

Directions: Reread Excerpt 3 from *Narrative of the Life of Frederick Douglass*. Answer the question, “How did learning to read affect Douglass's feelings about being a slave and why? What specific examples from the text support your thinking?”

Reminders:

Recycle the prompt.

Give detailed examples from the text

Answer all parts of the question.

Write in complete sentences.

Possible answer:

Learning to read affected Douglass’s feelings about being a slave by making him so unhappy with his condition that he became determined to escape from slavery. Through reading, Douglass came to understand his condition better; more specifically, he was able to understand the evil ways of slaveholders. “The more I read, the more I was led to abhor and detest my enslavers.” Douglass also increasingly became unhappy with his lot as he began to read more about the abolition movement that already existed. He stated, “From this time I understood the words abolition and abolitionist, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves.” As Douglass learned more about the abolition movement, he felt more empowered to participate in the movement and escape from his current state as a slave.