



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 2: Lesson 6

Bringing Douglass's Words to Life: The Fight with Covey



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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 use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4)

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)

I can read above-grade-level texts with scaffolding and support. (RI.7.10)

Supporting Learning Targets

- I can determine the meaning of words and phrases in an excerpt of *Narrative of the Life of Frederick Douglass*.
- I can identify and use the tools of a storyteller to make a story come alive.
- I can identify sentence fragments and run-on sentences, and correct them so they are complete sentences.

Ongoing Assessment

- Excerpt 4 Text and Questions: The Fight with Covey
- Complete Sentences Practice worksheet



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Excerpt 4 Second Read Questions (13 minutes)</p> <p>2. Work Time</p> <p>A. The Fight with Covey: Using the Storyteller's Toolbox (15 minutes)</p> <p>B. Reviewing Complete Sentences (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk (2 minutes)</p> <p>4. Homework</p> <p>A. Finish Complete Sentences Practice worksheet.</p>	<ul style="list-style-type: none">• In this lesson, students consolidate their understanding of Excerpt 4 by reviewing the answers to the second read questions and then telling a section of the story using the strategies from the Storyteller's Toolbox anchor chart.• In the Opening, students discuss their answers to the Excerpt 4 second read questions with a partner and then check their responses against the answers provided in the Excerpt 4 Close Reading Guide, Second Read (see Lesson 5, Supporting Materials). You can just display the second column of the Closer Reading Guide, or you can create a different way to display the answers. Consider how you will post these answers for students to reference, and create any necessary materials in advance.• Students continue to build on the work they began with sentence structure in Lessons 2 and 4. They draw on their understanding of independent clauses to distinguish between sentence fragments, complete sentences, and run-on sentences using the Complete Sentences Practice worksheet. This practice will help them address some of the most common sentence structure errors in student writing.• In advance: Determine which sentences you will use for the review of sentence structure in Work Time B, and consider how to post them. Some options are provided in the lesson, but you may prefer to create your own.• Post: Storyteller's Toolbox anchor chart; Anatomy of a Sentence anchor chart; learning targets.



Lesson Vocabulary	Materials
complete sentence, sentence fragment, run-on sentence	<ul style="list-style-type: none">• Excerpt 4 Text and Questions: The Fight with Covey (from Lesson 5)• Excerpt 4 Close Reading Guide, Second Read (from Lesson 5; one to display)• Storyteller's Toolbox anchor chart (begun in Lesson 5)• Douglass's Homes Discussion Appointments (from Unit 1, Lesson 6)• Anatomy of a Sentence anchor chart (begun in Lesson 2)• Anatomy of a Sentence anchor chart, student version (from Lesson 2; one per student; if you did not distribute student copies of this in Lesson 3, where it was optional, you will want to do so in this lesson)• Complete Sentences Practice worksheet (one per student and one to display)• Equity sticks



Opening	Meeting Students’ Needs
<p>A. Reviewing Excerpt 4 Second Read Questions (13 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Excerpt 4 Text and Questions: The Fight with Covey. Direct students to discuss their answers with a seat partner, focusing on words and questions they struggled with. Circulate to listen in and provide assistance, or consider working with a few struggling readers. • After students have had 5 minutes to work with a partner, display the answers to the second read questions, either by displaying the Excerpt 4 Close Reading Guide, Second Read (for teacher reference) or another material you have created (see teaching notes). Ask students to correct their work. • Debrief based on the needs of your class, paying particular attention to questions 3, 5, 9, 13, 14, 16–18, and any vocabulary that was particularly challenging. • Think-Pair-Share: <ul style="list-style-type: none"> * “In Paragraph 5, Douglass writes: ‘You have seen how a man was made a slave; you shall see how a slave was made a man.’ Now that you have read the whole story, what does he mean?” • Listen for students to understand that the decision to fight back made Douglass feel a sense of pride and independence, even though he was still enslaved. Students may focus on the fact that he wasn’t beaten after this; that is less important than the change in how he thought of himself. Make sure students understand that the fight with Covey changed how he saw himself, not just his physical condition. • Congratulate students on their good work reading this excerpt. Point out that completing the second read questions for homework shows their ability to grapple with a complex text independently, which is a skill that will be very important as they move on in school. Stress that strong readers don’t make meaning of a text by reading it once alone—they have the persistence and flexibility to read and reread, consider different questions, and talk over their ideas with others. 	<ul style="list-style-type: none"> • Providing models of expected work supports all learners but especially supports challenged learners.



Work Time	Meeting Students’ Needs
<p>A. The Fight with Covey: Using the Storyteller’s Toolbox (15 minutes)</p> <ul style="list-style-type: none"> • Remind students that yesterday, they watched as a storyteller and their teacher used their voices and bodies to bring a story alive. Today, they will have the chance to perform a short part of Excerpt 4 themselves. • Remind students that storytellers plan in advance how they will use their tools. Focus their attention on the Storyteller’s Toolbox anchor chart and model briefly how you might plan a performance of the first part of Paragraph 12, “Long before daylight, I was called to go and rub, curry, and feed, the horses. I obeyed, and was glad to obey. But whilst thus engaged, whilst in the act of throwing down some blades from the loft, Mr. Covey entered the stable with a long rope; and just as I was half out of the loft, he caught hold of my legs, and was about tying me. As soon as I found what he was up to, I gave a sudden spring, and as I did so, he holding to my legs, I was brought sprawling on the stable floor.” • In your modeling, stress that you are choosing tools that will bring the story to life. For example, you might say something like: “I plan to read the first two sentences at a medium pace with a medium voice, since they are just setting the scene and nothing exciting is happening in them. In the third sentence, I plan to slow down and raise my voice when it says ‘Mr. Covey entered the stable with a long rope’ because this is really important and I want to create a sense of suspense and make my audience wonder what will happen next. Then I will speed up at ‘he caught hold of my legs’ so that the pace of my voice reflects the action of the story. Finally, I will use my body to show how Douglass ‘gave a sudden spring’ because I want to emphasize how Douglass is fighting back.” • Prompt students to take their Excerpt 4 text and questions and move to work with a partner from the Douglass’s Homes Discussion Appointments (you choose which one). Partners should consider how they will perform either the rest of Paragraph 12 or Paragraph 13. Tell them they will have 5 minutes to plan; then they will share their performance with another pair. • Circulate to assist as necessary, pushing students to use the tools on the Storyteller’s Toolbox anchor chart to bring the story to life, rather than just to check them off. Remind students that they do not need to use all of the tools. • Signal students when it is time to perform for another pair, and assign pairs. Circulate to listen to performances. • Praise students for their dramatic performances, and consider asking one pair to share with the class. Then, ask the class to notice which tools from the Storyteller’s Toolbox anchor chart that pair used, and to discuss why those tools helped bring the story to life. Make sure to notice and name how the way a pair told the story showed that they understood what was happening. 	<ul style="list-style-type: none"> • Activities such as this, in which students read a short passage several times with expression, are a good way of developing students’ fluency.



Work Time (continued)	Meeting Students' Needs
<p>B. Reviewing Complete Sentences (15 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Anatomy of a Sentence anchor chart. Remind them that in Lessons 2 and 4, they practiced identifying the main clause of a sentence and determining what phrases or clauses modified. Today, they will focus on the combining sentences part of the anchor chart.• Ask students to take out their Anatomy of a Sentence anchor chart, student version, and add notes during the explanation. Briefly review the following terms, using examples (either the ones suggested or your own).<ul style="list-style-type: none">– <i>Complete sentence</i> (has at least one independent clause): The dog jumped over the white fence.– <i>Sentence fragment</i> (a dependent clause or phrase, written as a sentence): Over the white fence.– <i>Run-on sentence</i> (more than one independent clauses combined without using conjunctions or semi-colons): The dog jumped over the white fence, he ran down the street to the park.• Remind students that though writers sometimes deliberately use a sentence fragment or run-on sentence for effect, it is important to know when you are writing a complete sentence and when you are not, as in most situations a complete sentence is best.• Display and distribute Complete Sentences Practice worksheet.• Review directions for Part I; then, ask students to review the first three sentences, decide which are sentence fragments, and correct at least one to make it a complete sentence.• Use equity sticks to briefly review the answers, making sure students have a chance to articulate how they can tell the difference between a sentence fragment and a complete sentence, as well as the most common fix for sentence fragments (add a subject and/or verb).• Repeat with Part II, asking students to review the first two sentences and then making sure they have a chance to articulate the most common fixes for run-on sentences (add a conjunction, use a semi-colon, or separate into two sentences). You may even wish to show how you could fix the first run-on sentence in several different ways.• Remind students that for homework, they will finish the Complete Sentences Practice worksheet.	<ul style="list-style-type: none">• Research indicates that cold calling improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.



Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk (2 minutes)</p> <p>* “Which learning target does the Complete Sentences Practice worksheet address? How will this practice make you a better writer?”</p>	<ul style="list-style-type: none">• Reflecting on how this very targeted skills work will make them better writers helps students understand why this work has value.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish Complete Sentences Practice worksheet.	



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Supporting Materials



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Complete Sentences Practice
I. Identifying Sentence Fragments

Name:

Date:

Directions: Read the sentences below. Circle the ones that are not complete sentences.

1. Ben forgot his sunscreen.
2. Shifting into warp speed.
3. Lions are scary animals.
4. If you say that one more time.
5. Walking around the lake.
6. Karen and Ann are proud of the magazine.
7. Because Suzanne likes to ride horses.
8. He ordered a cheese pizza.
9. Sleeps in a bed.
10. When Brent fakes out the point guard.

Directions: Now choose three of the above that were not complete sentences. Rewrite them below to make them into complete sentences. You will need to add words.

1.

2.

3.

Complete Sentences Practice
II. Identifying Run-on Sentences

Name:

Date:

Directions: Read the sentences below. Circle the ones that are run-on sentences.

1. Ben forgot his sunscreen, and he got a sunburn.
2. Lions are scary animals, they can kill people.
3. While they were walking around the lake, they saw six ducks.
4. Because he was hungry, he ordered a cheese pizza.
5. He ordered a cheese pizza, when it came he ate all of it.
6. Brent fakes the point guard out, he shoots a basket, he scores the winning points for his team.

Directions: Now choose three of the above that were not complete sentences. Rewrite them below to make them into complete sentences. You may need to change, delete, or add words and/or punctuation.

1.

2.

3.
