



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 3A: Unit 2: Lesson 2**

## **Understanding Douglass's Words: 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 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 read above-grade-level texts with scaffolding and support. (RI.7.10)

Supporting Learning Targets

- I can identify the main clause in a sentence.
- I can determine what a word, phrase, or clause modifies.
- I can determine the meaning of words and phrases in an excerpt of *Narrative of the Life of Frederick Douglass*.
- I can reread a complex text in order to understand it more deeply.

Ongoing Assessment

- Excerpt 3 Text and Questions: Learning to Read



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Sentence Structure (15 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reviewing Roots (5 minutes)</li><li>B. Excerpt 3 First Read (10 minutes)</li><li>C. Excerpt 3 Second Read (14 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reviewing Homework (1 minute)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish Excerpt 3 second read questions.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students begin their work with Excerpt 3 from the <i>Narrative</i>, which they will read several times across Lessons 2–4. Students' work with Excerpt 3 follows the same pattern as their work with Excerpts 1 and 2 in Unit 1: they read silently while the teacher reads aloud, complete second read and third read questions and discuss them, and then complete the Excerpt 3 Analysis note-catcher.</li><li>• Not only should students be familiar with the tools and process for unpacking Excerpt 3 in this lesson, but the excerpt itself should also be somewhat familiar, as they read some of it in Unit 1, Lesson 13. As a result, there is less modeling and more time for students to work independently. Notice how your students are doing and adapt your instruction to meet their needs.</li><li>• This lesson includes the first and second read of Excerpt 3. Consider having students circle up on a rug or move their desks into a circle for the first read. If a small number of students struggle with this excerpt, consider working with them in a small group during the second read questions. Use data from Excerpt 2 text and questions to determine which students may need support. Before reading Excerpt 3, students review the use of roots, prefixes, and suffixes to make meaning of words. (This work was launched in Unit 1, Lesson 7.) This continues their work on L.7.4, which will be assessed in the Mid-Unit 2 Assessment Part 2.</li><li>• In Units 2 and 3, students work more directly with L.7.1a, b, and c. These standards require students to understand how sentences are constructed, and the role that phrases and clauses play in a sentence. In this module, students focus on three different skills related to this standard: determining the main clause of a sentence and explaining what words or phrases in that sentence act as modifiers; identifying and correcting run-on or incomplete sentences; and combining ideas or simple sentences to create complete, longer sentences. The work with L.7.1 will support students as readers of complex text and writers of an essay and picture book (End of Unit 2 Assessment and performance task and Mid-Unit 3 Assessment).</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Over the course of Unit 2, students analyze the <i>Narrative</i> and then write an essay about Douglass's purpose. Consider taking some time now to complete Part 2 of the Mid-Unit 2 Assessment (see Lesson 11) and the End of Unit 2 Assessment (see Lessons 13 and 14) yourself. Taking these assessments will enable you to more deeply understand the type of thinking, reading, and writing this unit requires. Then, you can combine this understanding with your knowledge of your students and use your professional judgment to support them most effectively.</li><li>• In advance:<ul style="list-style-type: none"><li>– Search for an image of human anatomy. The image is used to clarify the term anatomy in the Opening of the lesson by making an analogy between human anatomy and the anatomy of a sentence. A picture that shows a person's bones and muscles would be best.</li><li>– Create the Anatomy of a Sentence anchor chart (see supporting materials).</li><li>– Review the roots, prefixes, and suffixes covered in Excerpt 3. See the Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7) and the Excerpt 3 Second Read Close Reading Guide.</li></ul></li><li>• Post: Anatomy of a Sentence anchor chart; Entry Task: Sentence Structure; learning targets.</li></ul>



Lesson Vocabulary	Materials
anatomy, main clause, subject, verb, modify, gratification, inquiries, miserable, mere, galling, subsequent, manifestation, providence, blighting, dehumanizing, crouching servility, impudent, meanest, tranquil, commenced, forbade, sentiments, revelation, sensible, chattel, injurious, divest, precepts, narrowly, mistress, converted, obtained, urchin, valuable, prudence, shipyard, abhor, detest, reduced, discontentment, abolition, afforded	<ul style="list-style-type: none"><li>• Document camera</li><li>• Image of human anatomy (one to display)</li><li>• Anatomy of a Sentence anchor chart (new; teacher-created; see supporting materials and one per student)</li><li>• Entry Task: Sentence Structure (one per student and one to display)</li><li>• Entry Task: Sentence Structure (answers, for teacher reference)</li><li>• Equity sticks</li><li>• Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7; one per student and one to display)</li><li>• Douglass's Homes Discussion Appointments (from Unit 1, Lesson 6)</li><li>• Excerpt 3 Text and Questions: Learning to Read (one per student and one to display)</li><li>• Excerpt 3 Close Reading Guide, Second Read (for teacher reference)</li></ul>



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## GRADE 7: MODULE 3A: UNIT 2: LESSON 2

### Understanding Douglass's Words

Learning to Read



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Sentence Structure (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention the to <b>document camera</b>. Post an <b>image of human anatomy</b>.</li> <li>• Explain to students that doctors study the science behind the human <i>anatomy</i> or structure to help patients stay healthy. Doctors study the role of each part of the human body, as well as how different parts of the anatomy interact. For example, bones support our bodies and muscles are attached to our bones to allow our bodies to move.</li> <li>• As writers, students need to know the anatomy or structure of a sentence to effectively communicate with their audience. Some words and phrases within a sentence are dependent upon each other. Just as our bones need muscles to allow us to move, a <i>subject</i> needs a <i>verb</i> to express a complete idea. Strong writers use their understanding of sentence structure to craft clear and powerful sentences.</li> <li>• Douglass uses complex sentences in his writing. As readers, students need to understand his complex sentences in order to comprehend the text better.</li> <li>• Display and distribute the <b>Anatomy of a Sentence anchor chart</b>. Tell students that today you are just modeling on the anchor chart and they can watch, but in future lessons they may add to their own student version of this anchor chart.</li> <li>• Tell students the anchor chart explains sentence structure rules.</li> <li>• Read each point on the anchor chart under Main Clause and Modifiers. The Combining Sentences rules will be reviewed in a later lesson.</li> <li>• Then say something like: "The <i>main clause</i> in the anatomy of a sentence is like the heart of the human body. It is the most important part of the sentence because it contains the most important idea."Direct students' attention to key vocabulary, including verb, subject, and <i>modify</i>. Define the terms, using the top sentence on the anchor chart to give examples. For example, you might say something like: "A modifier adds detail to another part of the sentence or changes another part of the sentence. For example, in the sentence, 'The dog jumped over the white fence,' the modifier would be 'white,' because this word gives more information about the fence the dog jumped over."</li> <li>• Distribute the <b>Entry Task: Sentence Structure</b>.</li> <li>• Think aloud to analyze Sentence 1. You might say: <ul style="list-style-type: none"> <li>* "One clue that helps me figure out the main clause is seeing which part of the sentence is an independent clause, or which part of the sentence could stand on its own and still make sense. Remember, commas break up the sentence for us. I know that 'one sunny morning' is not a complete sentence, so that can't be the main clause. The last two clauses are missing a subject, so the main clause must be 'the boy picked up his green backpack.'"</li> <li>* "The word 'sunny' modifies or tells me more detail about the type of morning it is, so the answer is 'morning.'"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analogies, like to human anatomy, provide concrete examples of abstract concepts for students.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Annotate the sentence near the bottom of the Anatomy of a Sentence anchor chart to show this analysis, and instruct the students to do the same on their entry task.</li><li>• Repeat the process for the second sentence near the bottom of the anchor chart.</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* “What is the main clause of the third sentence?”</li></ul></li><li>• Call on a student to share out, using the <b>Entry Task: Sentence Structure (answers, for teacher reference)</b> as needed to guide students to the correct answer. Scribe the answers on the anchor chart.</li><li>• Tell students to answer the next three items on the Entry Task: Sentence Structure with a partner.</li><li>• When most students are finished, review answers using <b>equity sticks</b>.</li><li>• Direct students to take out their <b>Reference Sheet: Roots, Prefixes, and Suffixes</b> and move to sit with one of their <b>Douglass's Homes Discussion Appointments</b> (you decide which one).</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Reviewing Roots (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that in Unit 1 they began using roots, prefixes, and suffixes to help them determine the meaning of words in <i>Narrative of the Life of Frederick Douglass</i>. In today's excerpt, students will be asked to do the same.</li><li>• Direct students' attention to the document camera. Post the Reference Sheet: Roots, Prefixes, and Suffixes.</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* "What is the difference between a root, prefix, and suffix?"</li></ul></li><li>• Use equity sticks to cold call a student. Listen for: "A root is at the base of the word, a prefix is at the beginning, and a suffix is at the end."</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* "Point to one word on the reference sheet that you found when you were reading Excerpt 1 or Excerpt 2 of the <i>Narrative</i>. What is the meaning of the root, prefix, or suffix? What is the meaning of the entire word?"</li></ul></li><li>• Call on several students to share out briefly. Listen for the following examples:<ul style="list-style-type: none"><li>* "<i>Gratification</i> has the root 'grat,' which means pleasing, and gratification means the state of being pleased," "<i>Inquiries</i> has the root 'quir,' which means seek, and inquiries means questions," and "<i>Miserable</i> has the suffix 'able,' which means capable of. Miserable means extremely unhappy."</li></ul></li><li>• Tell students that the root meaning does not always have to be in the exact wording of the definition, but it gives a clue about what the definition is. Identifying the meaning of words using roots will be a useful tool when they read complex text.</li></ul>	<ul style="list-style-type: none"><li>• Graphic organizers like the reference sheet engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li><li>• Displaying the reference sheet helps students who struggle with auditory processing.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Excerpt 3 First Read (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that in Unit 3 they are going to write a picture book based on one of the excerpts from the <i>Narrative</i>. Students will be able to choose between Excerpts 3, 4, and 5. As they listen to Excerpt 3 being read aloud, encourage them to think about whether this part of Douglass's life "pulls" them. If so, perhaps, they may want to write about it in their picture book.</li> <li>Distribute <b>Excerpt 3 Text and Questions: Learning to Read</b>. Remind students that they have already read a portion of Excerpt 3, so only unfamiliar vocabulary will be reviewed. Ask students to put a finger on a word that has a definition provided in Paragraph 1. Quickly review the provided definitions in Paragraphs 1 and 7–10. (Direct students to find the word <i>mere</i> in Paragraph 1, and read the definition out loud. Then skip to paragraphs 7–10 and repeat the process.) It is important for students to hear the words read aloud, as they may not know how to pronounce them.</li> <li>Read the entire excerpt aloud, fluently and with expression. Encourage students to follow along silently and circle any words they do not know.</li> <li>When you are done, pause and ask:             <ul style="list-style-type: none"> <li>* "What was this excerpt about?"</li> </ul> </li> <li>Cold call students to share out. Listen for them to notice that it is about Douglass learning to read.</li> <li>Ask students to consider the following:             <ul style="list-style-type: none"> <li>* "Did this part of Douglass's life 'pull' you? Would you like to choose this excerpt to write about in a picture book?"</li> </ul> </li> <li>Remind students that they will now move on to the second read, where they will be determining the meaning of words, phrases, and sentences in order to get the gist of the excerpt.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing academic vocabulary words benefits all students by developing academic language. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.</li> <li>Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students: they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud, and circle words they do not understand.</li> <li>Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words it can also provide a formative assessment for the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Excerpt 3 Second Read (14 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that the second and third read questions for Excerpt 3 will be more independent and less teacher guided because they have practiced doing them several times.</li><li>• Remind students that when tackling a complex text such as this, strong readers reread several times to make sure they understand the whole meaning. The questions in the middle column of the Excerpt 3 Text and Questions: Learning to Read <i>Narrative of the Life of Frederick Douglass</i> handout are second read questions—they focus on what specific words and sentences mean.</li><li>• Ask:<ul style="list-style-type: none"><li>* “Who sees a word in this column that is not defined?” Listen for students to name one such word and tell them that they need to use context clues to figure out the definitions of words that are underlined, but whose definitions are not provided. They should also define words that they circled, and use their Reference Sheet: Roots, Prefixes, and Suffixes as needed.</li></ul></li><li>• Students are not expected to complete all second read questions in class and will finish any remaining for homework.</li><li>• Use the <b>Excerpt 3 Close Reading Guide, Second Read (for teacher reference)</b> to guide students through the process of completing the second read questions. Notice that in class, students begin by doing the questions related to vocabulary and word roots.</li></ul>	<ul style="list-style-type: none"><li>• During this work time, you may want to pull a small group of students to support them in answering the questions and determining the meaning of vocabulary words. Some students will need more guided practice before they are ready for independent work.</li></ul>



Closing and Assessment	Meeting Students' Needs
<b>A. Reviewing Homework (1 minute)</b> <ul style="list-style-type: none"><li>• Notice and name several effective strategies you saw students use as they completed the second read questions. Encourage them to continue to use these strategies as they complete the remaining questions for homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish Excerpt 3 second read questions.</li></ul>	<ul style="list-style-type: none"><li>• For students who continue to struggle with third read questions, consider omitting some of the questions required for homework. Students can then focus on giving quality answers to a few questions rather than struggling to answer all of them.</li></ul>



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

## Supporting Materials



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### Anatomy of a Sentence Anchor Chart

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

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

The dog jumped over the white fence.

#### Main Clause:

- A sentence has at least one independent clause, which includes a subject and a verb.
  - Verb: action
  - Subject: person/object/place/idea doing the action
- The core of a sentence is its main clause, which is always an independent clause.

#### Modifiers:

- Phrases and dependent clauses modify different words or parts of the sentence, and are usually set apart by a comma.
  - Modify: add detail to, clarify

#### Combining Sentences:

- If you have more than one independent clause, you need to connect them with a conjunction or a semi-colon; you can also separate them into different sentences.
  - Conjunction: a word that connects words or clauses, such as *and*, *so*, *but*, *yet*
- If a sentence does not have both a subject and a verb, it is a sentence fragment.
- We often put commas between adjectives but not between an adjective and a noun.
  - For example: The scruffy, hungry dog ran away.

#### Example Sentences:

1. One sunny morning, the boy picked up his green backpack and, thinking about the friends who were waiting for him at school, walked quickly to the bus stop.
2. Since he was worried about missing the bus, he left a little earlier than usual.
3. While walking to the bus stop, he thought about what position he would play in the soccer match that afternoon.



Entry Task: Sentence Structure

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Name:

---

Date:

---

**Directions, Part 1:** Complete this task as a class.

1. One sunny morning, the boy picked up his green backpack and, thinking about the friends who were waiting for him at school, walked quickly to the bus stop.
  - Underline the main clause.
  - What does the word “sunny” modify?
2. Since he was worried about missing the bus, he left a little earlier than usual.
  - Underline the main clause.
  - What does the word “little” modify?
3. While walking to the bus stop, he thought about what position he would play in the soccer match that afternoon.
  - Underline the main clause.
  - What does the phrase “while walking to the bus stop” modify?



Entry Task: Sentence Structure

**Directions, Part 2:** Complete this task in pairs.

1. Day after day, the girl would dream of getting some playing time during the middle school basketball games.
  - Underline the main clause.
  - What does the phrase “day after day” modify?
  
2. While the rest of the team went to see a movie, she continued to work on her shooting skills, stopping only once she realized the gym was about to close.
  - Underline the main clause.
  - What does the phrase “while the rest of the team went to see a movie” modify?
  
3. She practiced her beloved basketball game day and night, and little by little she improved.
  - Underline the main clause.
  - What does the word “beloved” modify?





Entry Task: Sentence Structure  
(Answers, for Teacher Reference)

**Directions, Part 1:** Complete this task as a class.

1. One sunny morning, the boy picked up his green backpack and, thinking about the friends who were waiting for him at school, walked quickly to the bus stop.
  - Underline the main clause.
  - What does the word “sunny” modify? morning
2. Since he was worried about missing the bus, he left a little earlier than usual.
  - Underline the main clause.
  - What does the word “little” modify? earlier
3. While walking to the bus stop, he thought about what position he would play in the soccer match that afternoon.
  - Underline the main clause.
  - What does the phrase “while walking to the bus stop” modify? the main clause “he **thought about what position he would play**”



Entry Task: Sentence Structure  
(Answers, for Teacher Reference)

**Directions, Part 2:** Complete this task in pairs.

1. Day after day, the girl would dream of getting some playing time during the middle school basketball games.
  - Underline the main clause.
  - What does the phrase “day after day” modify? the main clause, “the girl would dream **of getting some playing time**”
2. While the rest of the team went to see a movie, she continued to work on her shooting skills; stopping only once she realized the gym was about to close.
  - Underline the main clause.
  - What does the phrase “while the rest of the team went to see a movie” modify? the main **clause**, “**she continued to work on her shooting skills**”
3. She practiced her beloved basketball game day and night, and little by little she improved.
  - Underline the main clause.
  - What does the word “beloved” modify? basketball game

Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

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

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

Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6

Background: Fredrick Douglass happily leaves the plantation and is sent to live with Hugh and Sophia Auld in Baltimore. Living in the city is much different from living on the plantation.

Text	Second read questions	Third read questions
<p>1. I look upon my departure from Colonel Lloyd's plantation as one of the most interesting events of my life. It is possible, and even quite probable, that but for the <b>mere</b> circumstance of being removed from that plantation to Baltimore, I should have to-day, instead of being here seated by my own table, in the enjoyment of freedom and the happiness of home, writing this Narrative, been confined in the <b>galling</b> chains of slavery.</p>	<p><b>Mere</b>—unimportant</p> <p><b>Galling</b>—making you feel upset and angry because of something that is unfair</p>	



Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>Going to live at Baltimore laid the foundation, and opened the gateway, to all my <b>subsequent</b> prosperity. I have ever regarded it as the first plain <b>manifestation</b> of that kind <b>providence</b> which has ever since attended me, and marked my life with so many favors. I regarded the selection of myself as being somewhat remarkable. There were a number of slave children that might have been sent from the plantation to Baltimore. There were those younger, those older, and those of the same age. I was chosen from among them all, and was the first, last, and only choice.</p>	<p><b>Subsequent</b>—</p> <p><b>Manifestation</b>—clear sign</p> <p><b>Providence</b>—a force that is believed by some people to control what happens in our lives and to protect us</p> <p>1. How does Douglass feel about his move to Baltimore?</p>	

Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>2. My new mistress proved to be all she appeared when I first met her at the door,—a woman of the kindest heart and finest feelings. She had never had a slave under her control previously to myself, and prior to her marriage she had been dependent upon her own industry for a living. She was by trade a weaver; and by constant application to her business, she had been in a good degree preserved from the <b>blighting</b> and <b>dehumanizing</b> effects of slavery. I was utterly astonished at her goodness. I scarcely knew how to behave towards her. She was entirely unlike any other white woman I had ever seen. I could not approach her as I was accustomed to approach other white ladies. My early instruction was all out of place.</p>	<p><b>Blighting</b>—damaging</p> <p><b>Dehumanizing</b>—treating someone very badly</p>	

Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>The <b>crouching servility</b>, usually so acceptable a quality in a slave, did not answer when manifested toward her. Her favor was not gained by it; she seemed to be disturbed by it. She did not deem it <b>impudent</b> or unmannerly for a slave to look her in the face. The <b>meanest</b> slave was put fully at ease in her presence, and none left without feeling better for having seen her. Her face was made of heavenly smiles, and her voice of tranquil music.</p>	<p><b>Crouching servility</b>—being extremely submissive, bowing before someone</p> <p><b>Impudent</b>—disrespectful</p> <p><b>Meanest</b>—lowest class</p>	<p>1. What does the word “tranquil” mean? What does Douglass convey about Mrs. Auld when he writes about her “voice of tranquil music”?</p>

Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>3. But, alas! this kind heart had but a short time to remain such.</p> <p>The fatal poison of irresponsible power was already in her hands, and soon <b>commenced</b> its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage; that voice, made all of sweet accord, changed to one of harsh and horrid discord; and that angelic face gave place to that of a demon.</p>	<p><b>Commenced</b>—began</p>	<p>2. Douglass juxtaposes Mrs. Auld before and after becoming a slaveholder. Write down some examples of the language Douglass uses to make this comparison. Who or what does Douglass blame for the transformation of Mrs. Auld? How do you know?</p>



Excerpt 3 Text and Questions: Learning to Read

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>4. Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once <b>forbade</b> Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, “If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master—to do as he is told to do. 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.</p>	<p><b>Forbade—</b></p>	<p>3. Mr. Auld claimed that if you teach a slave how to read, “there would be no keeping him. It would forever unfit him to be a slave.”</p> <p>What does Mr. Auld think that reading will do to a slave? What does Douglass convey about the attitude of slaveholders towards slaves by including this quote?</p>





Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy.” These words sank deep into my heart, stirred up <b>sentiments</b> within that lay slumbering, and called into existence an entirely new train of <b>revelation</b>, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty—to wit, the white man’s power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom.</p>	<p><b>Sentiments</b>—opinions or feelings</p> <p><b>Revelation</b>—an idea that is new or surprising</p>	



Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>5. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply <b>sensible</b> of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought;</p>	<p>2. What is Douglass determined to do?</p> <p><b>Sensible</b>—aware</p>	



**Excerpt 3 Text and Questions: Learning to Read**

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both.		

Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>6. My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere <b>chattel</b>, and that for her to treat me as a human being was not only wrong, but dangerously so.</p> <p>Slavery proved as <b>injurious</b> to her as it did to me. When I went there she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to <b>divest</b> her of these heavenly qualities.</p>	<p><b>Chattel</b>—tangible property that can be moved</p> <p><b>Injurious</b>—doing harm</p> <p>3. What was Mrs. Auld like before she owned slaves? What was she like after owning a slave?</p> <p><b>Divest</b>—remove or take away</p>	



Excerpt 3 Text and Questions: Learning to Read

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>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. She now commenced to practice her husband's <b>precepts</b>. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better.</p>	<p><b>Precepts—</b></p>	



Excerpt 3 Text and Questions: Learning to Read

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>7. From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. <b>Mistress</b>, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the ell.</p>	<p>4. Who was watching Douglass? Why were they watching him?</p> <p><b>Mistress</b>—used with a woman’s family name as a polite way of speaking to her</p> <p>5. In this case what was Douglass given by his “mistress” and what did he want more of?</p>	<p>4. How do the Aulds want Douglass to feel about continuing to learn to read and how do you know?</p>



Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>8. The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I <b>converted</b> into teachers. With their kindly aid, <b>obtained</b> at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood.</p>	<p><b>Converted—</b></p> <p><b>Obtained—</b></p>	



Excerpt 3 Text and Questions: Learning to Read

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>This bread I used to bestow upon the hungry little <b>urchins</b>, who, in return, would give me that more <b>valuable</b> bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but <b>prudence</b> forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's <b>ship-yard</b>. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men.</p>	<p><b>Urchin</b>—a poor, dirty child</p> <p>6. Douglass uses the word “valuable,” which has the suffix “able,” which means “capable of.” What does he mean when he describes the bread of knowledge as valuable?</p> <p><b>Prudence</b>—a careful attitude that makes you avoid unnecessary risks</p> <p><b>Ship-yard</b>—a place where ships are built or repaired</p> <p>7. List some ways that Douglass continued to learn to read.</p>	





**Excerpt 3 Text and Questions: Learning to Read**

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>“You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?” These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.</p>		



Excerpt 3 Text and Questions: Learning to Read

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>9. The more I read, the more I was led to <b>abhor</b> and <b>detest</b> my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land <b>reduced</b> us to slavery. I loathed them as being the meanest as well as the most wicked of men.</p>	<p>8. Choose a group of context clues that best helps you determine the meaning of the words “abhor” and “detest”:</p> <ul style="list-style-type: none"><li>a. enslavers, robbers, reduced us to slavery</li><li>b. read, light, gone to Africa, strange land</li><li>c. homes, gone to Africa, strange land</li><li>d. read, strange land, reduced.</li></ul> <p>9. Douglass uses the word “reduced,” which has the prefix “re,” which means “back.” What does Douglass mean when he writes he was “<i>reduced</i> to slavery”?</p>	<p>5. After learning to read himself, would Douglass agree with Mr. Auld’s opinion about slaves learning to read? (Refer back to the quote from par. 4.)</p>



Excerpt 3 Text and Questions: Learning to Read

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>As I read and contemplated the subject, behold! that very <b>discontentment</b> which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my <b>wretched</b> condition, without the remedy.</p>	<p>10. Douglass uses the word “discontentment” to describe how he felt after learning to read. The prefix “dis” means “to take away.” What does the word <i>discontentment</i> mean?</p> <p><b>Wretched</b>—very unhappy</p> <p>11. Paraphrase this sentence in your own words: “It had given me a view of my wretched condition, without the remedy.”</p>	



Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>It opened my eyes to the <b>horrible pit</b>, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trumpet of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition.</p>	<p>12. How did learning how to read affect Douglass's view on being enslaved?</p>	<p>6. What does Douglass compare to a "<b>horrible pit</b>?"</p> <p>What type of figurative language is this and how does it affect the tone of the paragraph?</p> <ul style="list-style-type: none"><li>a. personification</li><li>b. vivid word choice</li><li>c. metaphor</li><li>d. allusion</li></ul>



**Excerpt 3 Text and Questions: Learning to Read**

*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.		



Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>10. I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did anything very wrong in the mind of a slaveholder, it was spoken of as the fruit of <b>abolition</b>. Hearing the word in this connection very often, I set about learning what it meant.</p>	<p>13. Why is Douglass so interested in figuring out what abolition means?</p> <p><b>Abolition—</b></p>	<p>7. In the <i>Freedom: History of U.S.</i> text from Unit 1, you read the following about Douglass, “He saw the terrible things that happen when one person has complete control over another.” In what ways have slaves been controlled by slaveholders in this excerpt and in others? How do these examples of control serve Douglass’s purpose?</p>

Excerpt 3 Text and Questions: Learning to Read  
*Narrative of the Life of Fredrick Douglass*

Text	Second read questions	Third read questions
<p>The dictionary <b>afforded</b> me little or no help. I found it was “the act of abolishing;” but then I did not know what was to be abolished. Here I was perplexed. I did not dare to ask any one about its meaning, for I was satisfied that it was something they wanted me to know very little about. After a patient waiting, I got one of our city papers, containing an account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. 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. The light broke in upon me by degrees.</p>	<p><b>Afforded</b>—provided</p>	<p>8. After Douglass figures out what abolition means, he says, “The light broke in upon me by degrees.” What does this mean and what type of figurative language is this? How does it show the importance of this moment in Douglass’s life?</p> <p>a. personification b. vivid word choice c. metaphor/simile d. allusion</p>

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



**Excerpt 3 Text and Questions: Learning to Read**

*Narrative of the Life of Fredrick Douglass*

**Whole Excerpt**

**PURPOSE:** How does this excerpt support the two positions Douglass held about slavery that are listed below?

1. Slavery is terrible for slaves.
  
2. Slavery corrupts slave holders.



Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6

Background: Fredrick Douglass happily leaves the plantation and is sent to live with Hugh and Sophia Auld in Baltimore. Living in the city is much different from living on the plantation.

Text	Second Read Questions	Teacher Directions
<p>1. I look upon my departure from Colonel Lloyd's plantation as one of the most interesting events of my life. It is possible, and even quite probable, that but for the <b>mere</b> circumstance of being removed from that plantation to Baltimore, I should have to-day, instead of being here seated by my own table, in the enjoyment of freedom and the happiness of home, writing this Narrative, been confined in the <b>galling</b> chains of slavery. Going to live at Baltimore laid the foundation, and opened the gateway, to all my <b>subsequent</b> prosperity.</p>	<p><b>Mere</b>—<i>unimportant</i></p> <p><b>Galling</b>—<i>making you feel upset and angry because of something that is unfair</i></p> <p><b>Subsequent</b>—<i>happening after</i></p>	<p>Direct students to work with their seat partners to complete the vocabulary and questions in Paragraph 1. Circulate to ask probing and scaffolding questions:</p> <p>Why was Douglass's departure from Colonel Lloyd's plantation interesting?</p>



Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>I have ever regarded it as the first plain <b>manifestation</b> of that kind <b>providence</b> which has ever since attended me, and marked my life with so many favors. I regarded the selection of myself as being somewhat remarkable. There were a number of slave children that might have been sent from the plantation to Baltimore. There were those younger, those older, and those of the same age. I was chosen from among them all, and was the first, last, and only choice.</p>	<p><b>Manifestation</b>—<i>clear sign</i></p> <p><b>Providence</b>—<i>a force that is believed by some people to control what happens in our lives and to protect us</i></p> <p><b>1. How does Douglass feel about his move to Baltimore?</b></p> <p>The move changed his life for the better. It brought him freedom, which then allowed him to write the <i>Narrative</i>.</p>	<p>What does “Going to live at Baltimore laid the foundation, and opened the gateway, to all my <u>subsequent</u> prosperity” mean?</p> <p>Refocus whole class after 7 minutes to debrief, focusing on <i>galling</i> and question 1.</p>

Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>2. My new mistress proved to be all she appeared when I first met her at the door,—a woman of the kindest heart and finest feelings. She had never had a slave under her control previously to myself, and prior to her marriage she had been dependent upon her own industry for a living. She was by trade a weaver; and by constant application to her business, she had been in a good degree preserved from the <b>blighting</b> and <b>dehumanizing</b> effects of slavery. I was utterly astonished at her goodness. I scarcely knew how to behave towards her. She was entirely unlike any other white woman I had ever seen. I could not approach her as I was accustomed to approach other white ladies. My early instruction was all out of place.</p>	<p><b>Blighting</b>—<i>damaging</i></p> <p><b>Dehumanizing</b>—<i>treating someone very badly</i></p>	

Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
 (For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>The <b>crouching servility</b>, usually so acceptable a quality in a slave, did not answer when manifested toward her. Her favor was not gained by it; she seemed to be disturbed by it. She did not deem it <b>impudent</b> or unmannerly for a slave to look her in the face. The <b>meanest</b> slave was put fully at ease in her presence, and none left without feeling better for having seen her. Her face was made of heavenly smiles, and her voice of tranquil music.</p>	<p><b>Crouching servility</b>—<i>being extremely submissive, bowing before someone</i></p> <p><b>Impudent</b>—<i>disrespectful</i></p> <p><b>Meanest</b>—<i>lowest class</i></p>	

Excerpt 3 Close Reading Guide, Second Read

*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>3. But, alas! this kind heart had but a short time to remain such.</p> <p>The fatal poison of irresponsible power<u>u</u> was already in her hands, and soon <b>commenced</b> its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage; that voice, made all of sweet accord, changed to one of harsh and horrid discord; and that angelic face gave place to that of a demon.</p>	<p><b>Commenced</b>—<i>began</i></p>	

Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>4. Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once <b>forbade</b> Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, “If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master—to do as he is told to do. 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.</p>	<p><b>Forbade</b>—<i>told her she was not allowed</i></p>	



Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy.” These words sank deep into my heart, stirred up <b>sentiments</b> within that lay slumbering, and called into existence an entirely new train of <b>revelation</b>, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty—to wit, the white man’s power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom.</p>	<p><b>Sentiments</b>—<i>opinions or feelings</i></p> <p><b>Revelation</b>—<i>an idea that is new or surprising</i></p>	

Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
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Text	Second Read Questions	Teacher Directions
<p>5. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply <b>sensible</b> of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought; and the argument which he so warmly urged,</p>	<p><b>2. What is Douglass determined to do?</b></p> <p>learn to read</p> <p><b>Sensible</b>—<i>aware</i></p>	



Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both.</p>		
<p>6. My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere <b>chattel</b>, and that for her to treat me as a human being was not only wrong, but dangerously so. Slavery proved as <b>injurious</b> to her as it did to me.</p>	<p><b>Chattel</b>—<i>tangible property that can be moved</i></p> <p><b>Injurious</b>—<i>doing harm</i></p>	



Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>When I went there she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to <b>divest</b> her of these heavenly qualities. 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. She now commenced to practice her husband's <b>precepts</b>. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better.</p>	<p><b>3. What was Mrs. Auld like before she owned slaves? What was she like after owning a slave?</b></p> <p>Mrs. Auld was kind, giving, and warm before she owned slaves. After owning slaves, she became hardened and angry.</p> <p><b>Divest</b>—<i>remove or take away</i></p> <p><b>Precepts</b>—rules that guide behavior</p>	



Excerpt 3 Close Reading Guide, Second Read

*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>7. From this time I was most <b>narrowly watched</b>. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. <b>Mistress</b>, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the ell.</p>	<p><b>4. Who was watching Douglass? Why were they watching him?</b></p> <p>Mr. and Mrs. Auld were watching him to make sure he was not trying to learn to read.</p> <p><b>Mistress</b>—<i>a term used with a woman’s family name as a polite way of speaking to her</i></p> <p><b>5. In this case what was Douglass given by his “mistress” and what did he want more of?</b></p> <p>Mrs. Auld taught him the alphabet, which made him want to learn how to read even more.</p>	

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*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>8. The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I <b>converted</b> into teachers. With their kindly aid, <b>obtained</b> at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood.</p>	<p><b>Converted</b>—changed into</p> <p><b>Obtained</b>—got, acquired</p>	<p>Direct students to continue working in partners to answer the rest of the questions and figure out vocabulary, beginning with Questions 6, 8, 9 and 10 on roots.</p> <p>The rest of the questions will be completed for homework. Remaining answers will be debrief in Lesson 3.</p>



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Text	Second Read Questions	Teacher Directions
<p>This bread I used to bestow upon the hungry little <b>urchins</b>, who, in return, would give me that more <b>valuable</b> bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but <b>prudence</b> forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's <b>ship-yard</b>. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men.</p>	<p><b>Urchin</b>—<i>a poor, dirty child</i></p> <p><b>6. Douglass uses the word “valuable,” which has the suffix “able,” which means “capable of.” What does he mean when he describes the bread of knowledge as valuable?</b></p> <p>He means the knowledge he learned was useful.</p> <p><b>Prudence</b>—<i>a careful attitude that makes you avoid unnecessary risks</i></p> <p><b>Ship-yard</b>—<i>a place where ships are built or repaired</i></p>	



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*Narrative of the Life of Fredrick Douglass*  
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Text	Second Read Questions	Teacher Directions
<p>“You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?” These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.</p>	<p><b>7. List some ways that Douglass continued to learn to read.</b></p> <p>Took his book with him on errands and did his errands quickly to have time for lessons</p> <p>Gave bread to poor white boys in exchange for reading lessons</p>	

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(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>9. The more I read, the more I was led to <b>abhor</b> and <b>detest</b> my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land <b>reduced</b> us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy.</p>	<p><b>8. Choose a group of context clues that best helps you determine the meaning of the words “abhor” and “detest”:</b></p> <ul style="list-style-type: none"> <li>a. enslavers, robbers, reduced us to slavery</li> <li>b. read, light, gone to Africa, strange land</li> <li>c. homes, gone to Africa, strange land</li> <li>d. read, strange land, reduced.</li> </ul> <p><b>9. Douglass uses the word “reduced,” which has the prefix “re,” which means “back.” What does Douglass mean when he writes he was “reduced to slavery”?</b></p>	<p>5. After learning to read himself, would Douglass agree with Mr. Auld’s opinion about slaves learning to read? (Refer back to the quote from par. 4.)</p>



Excerpt 3 Close Reading Guide, Second Read  
*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
	<p>Minimized in importance/made smaller because he had to serve as a slave</p> <p><b>10. Douglass uses the word “discontentment” to describe how he felt after learning to read. The prefix “dis” means “to take away.” What does the word discontentment mean?</b></p> <p>A state of not being happy</p> <p><b>Wretched</b>—<i>very unhappy</i></p>	





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Text	Second Read Questions	Teacher Directions
	<p><b>11. Paraphrase this sentence in your own words: “It had given me a view of my wretched condition, without the remedy.”</b></p> <p>Learning to read showed Douglass how awful slavery was, but did not solve his problem of being enslaved.</p>	

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Text	Second Read Questions	Teacher Directions
<p>It opened my eyes to the <b>horrible pit</b>, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing.</p>	<p><b>12. How did learning how to read affect Douglass’s view on being enslaved?</b></p> <p>It made him hate slave masters and enslavement even more. He could not stop thinking about it.</p>	<p><b>6. What does Douglass compare to a “horrible pit?”</b> The realities of slavery.</p> <p>What type of figurative language is this and how does it affect the tone of the paragraph?</p> <ul style="list-style-type: none"> <li>a. personification</li> <li>b. vivid word choice</li> <li>c. <b>metaphor</b></li> <li>d. allusion</li> </ul>



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*Narrative of the Life of Fredrick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.</p>		



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Text	Second Read Questions	Teacher Directions
<p>10. I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. While in this state of mind, I was eager to hear any one speak of slavery. I was a ready listener. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. It was always used in such connections as to make it an interesting word to me. If a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did anything very wrong in the mind of a slaveholder, it was spoken of as the fruit of <b>abolition.</b></p>	<p><b>13. Why is Douglass so interested in figuring out what abolition means?</b></p> <p>Douglass was interested in the word abolition because he had heard it before and knew it was related to slaves getting their freedom. Douglass was committed to being a reader and committed to ending slavery, so anything connected to those two topics would be of interest to him.</p> <p><b>Abolition</b>—banning of slavery</p>	<p>7. In the <i>Freedom: History of U.S.</i> text from Unit 1, you read the following about Douglass, “He saw the terrible things that happen when one person has complete control over another.” In what ways have slaves been controlled by slaveholders in this excerpt and in others? How do these examples of control serve Douglass’s purpose?</p>



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Text	Second Read Questions	Teacher Directions
Hearing the word in this connection very often, I set about learning what it meant. The dictionary <b>afforded</b> me little or no help. I found it was “the act of abolishing;” but then I did not know what was to be abolished.	<b>Afforded</b> — <i>provided</i>	

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Text	Second Read Questions	Teacher Directions
<p>Here I was perplexed. I did not dare to ask any one about its meaning, for I was satisfied that it was something they wanted me to know very little about. After a patient waiting, I got one of our city papers, containing an account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. From this time I understood the words <b>abolition</b> and abolitionist, and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves. The light broke in upon me by degrees.</p>		<p>8. After Douglass figures out what abolition means, he says, “The light broke in upon me by degrees.” What does this mean and what type of figurative language is this? How does it show the importance of this moment in Douglass’s life?</p> <p>a. personification b. vivid word choice <b>c. metaphor/simile</b> d. allusion</p>

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