



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 1: Lesson 10

Analyzing Douglass's Purpose in Excerpt 2



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

I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4)
 I can determine an author’s point of view or purpose in informational text. (RI.7.6)
 I can analyze how the author distinguishes his/her position from others’. (RI.7.6)

Supporting Learning Targets

- I can determine Frederick Douglass’s position in Excerpt 2 of *Narrative of the Life of Frederick Douglass*.
- I can determine the meaning of words and phrases in Excerpt 2 of *Narrative of the Life of Frederick Douglass*.
- I can identify what makes *Narrative of the Life of Frederick Douglass* a powerful story.

Ongoing Assessment

- Excerpt 2 Text and Questions
- Excerpt 2: Analysis note-catchers



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Powerful Stories (5 minutes) B. Adding to Powerful Stories Anchor Chart (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Third Read, Excerpt 2 (15 minutes) B. Excerpt 2 Analysis Note-catcher (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Previewing Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete found poem. B. Continue reading your independent reading book and bring it to class with you. | <ul style="list-style-type: none"> • In this lesson, students continue to build their stamina and ability to make meaning of the <i>Narrative</i> through the process of reading each excerpt several times. • Students consider what makes the <i>Narrative</i> a powerful story and add their thinking to the Powerful Stories anchor chart from Lesson 1. Students return to this anchor chart periodically and will draw on it extensively in Unit 3, when they write their own powerful stories. • In this lesson, students also reread Excerpt 2 to answer text-dependent questions and synthesize their understanding of how Douglass conveys his position in this excerpt. • This lesson introduces the Excerpt 2: Analysis note-catcher. Students will continue to use a similar note-catcher for each subsequent excerpt they read from the <i>Narrative</i>. In this lesson, students focus on the part of the note-catcher that asks them to analyze how a particular excerpt conveys Douglass’s position about slavery. • This note-catcher will be a crucial support for the Mid-Unit 2 and End-of-Unit 2 Assessments. Since students are new to this type of thinking, their work with the note-catcher in this lesson is more teacher-guided and gradually released from there. • As students complete the Excerpt 2: Analysis note-catcher, support them in noticing how Douglass directly responds to a common belief that slaves sing because they are happy. This was discussed in Lesson 9, but students are likely to need more time to understand how Douglass both names the position he is responding to and refutes it. • Review: <ul style="list-style-type: none"> – Excerpt 2: Close Reading Guide, Third Read (for teacher reference) – Excerpt 2: Analysis note-catcher (for teacher reference) • Post: Learning targets, entry task. |



| Lesson Vocabulary | Materials |
|-------------------|---|
| See lesson 9. | <ul style="list-style-type: none">• Entry Task: Powerful Stories (one to display)• Equity sticks• Powerful Stories anchor chart (begun in Lesson 1)• Excerpt 1 Text and Questions (from Lesson 7)• Excerpt 2 Text and Questions (from Lesson 9)• Excerpt 2: Close Reading Guide, Third Read (for teacher reference)• Excerpt 2: Analysis note-catcher (one per student and one to display)• Excerpt 2: Analysis note-catcher (for teacher reference)• Shining a Light anchor chart (from Lesson 6)• Found Poem (one per student) |



| Opening | Meeting Students’ Needs |
|--|-------------------------|
| <p>A. Entry Task: Powerful Stories (5 minutes)</p> <ul style="list-style-type: none"> • Display the Entry Task: Powerful Stories. Direct students to complete it individually. <ul style="list-style-type: none"> * Skim Excerpts 1 and 2 from the <i>Narrative</i>. Put a star next to a sentence that you found particularly powerful. • Then, turn and talk with a partner about the following: <ul style="list-style-type: none"> * “What makes this powerful? What it is about? The words? The theme it conveys?” | |
| <p>B. Adding to the Powerful Stories Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Focus students whole group. Use equity sticks to call on several students to share the sentence they found most powerful. • After a student reads his or her sentence out loud, ask the class: “Did anyone else choose this sentence? If so, please raise your hand.” • Then, hear from students about what made it powerful. Push them to consider whether it was the content, words/use of language or the theme, and then add their ideas to the appropriate part of the Powerful Stories anchor chart. Note that you will not fill in the column under images. • Use this opportunity to point out to students that the <i>Narrative</i> has compelling content – it is about an important topic, and addresses important themes. The powerful language that Douglass uses is in service of communicating this powerful content. | |



| Work Time | Meeting Students’ Needs |
|--|---|
| <p>A. Third Read, Excerpt 2 (15 minutes)</p> <ul style="list-style-type: none"> • Tell students they will revisit this excerpt—first, to answer some questions about Douglass’s purpose and his choices as an author, and then to synthesize their thinking about this excerpt: What is the overall story? How is Douglass telling that story in a powerful way? How does it convey his position? • Direct students to take out their Excerpt 2: Text and Questions, and use the Excerpt 2: Close Reading Guide, Third Read to guide students through these questions | |
| <p>B. Excerpt 2: Analysis Note-catcher (15 minutes)</p> <ul style="list-style-type: none"> • Distribute and display the Excerpt 2: Analysis note-catcher. • Tell students that this note-catcher will give them a place to practice the skill of analyzing author purpose and craft, and it will hold their insights about the text. These will be useful for both the Mid-Unit 2 and End of Unit 2 Assessments. • Give students a few minutes to look carefully over the Excerpt 2: Analysis note-catcher. Point out to them that the brief description of what the excerpt is about has been done for them; in later note-catchers, they will do this work themselves. For today, you are focusing on teaching them how to complete the main chart. • Then ask students to put their finger on the column where they will hold their thinking about how this excerpt connects to each of Douglass’ two positions on slavery they are tracking. Look for students to point to the first column. Point out that they began to do this thinking at the end of the Third Read Questions; they will clarify and expand on that thinking here. Ask students to put their finger on the column where they will gather quotes. Look for students to point to the second column. Finally, direct students’ attention the purpose of the third column, which is to hold their analysis of the quote(s) they select. • Use the Excerpt 2: Analysis note-catcher (for teacher reference) to think aloud about how to do the first entry. Post or write this down so students have a strong model to follow. In addition to the basic framework, consider including the following pointers in your model: <ul style="list-style-type: none"> – The description of how the excerpt connects to a position can be general and quite brief. – Make sure to include the excerpt and paragraph number for the quote, so if you use it in your essay, you will know where it came from. – There are usually many possible quotes for each position; do not try to include them all. Choose one or two that are particularly compelling and provide the best evidence of Douglass’ position. | <ul style="list-style-type: none"> • Collect the note-catchers and review them before the next lesson to determine what the class needs collectively and which individual students may need additional support. • Consider working with a small group of struggling readers during this time. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">– The analysis column is the most complicated. Show students how to use the Shining a Light anchor chart to identify the position of people who defend slavery and contrast it with Douglass' position. Make sure to point out that you are connecting the quote you have chosen to both Douglass' position (it supports his position) and to the position of people who support slavery (it counters that position).• Ask students to raise their hand when they have an answer to the following question:<ul style="list-style-type: none">* "What did we learn in Excerpt 2 about why slavery was terrible for slaves?"• When most hands are up, use the equity sticks to call on several students to share. Listen for them to say something like: "Slavery was terrible for slaves because they were badly beaten," "Slavery was terrible for slaves because their living conditions were awful," and "Slavery was so terrible for slaves that they sang just to release some of their anguish."• Next, invite students to reread Paragraph 4 from Excerpt 2 and find a quote that illustrates how terrible slavery was for slaves. When they find a quote, they should put their finger on it.• When most of the class members have their finger on a quote, call on several students to share out.• Finally, direct students to turn and work with a partner to record the quotes they found and their analysis of these quotes in columns 2 and 3 of their Excerpt 3: Analysis Note-catcher.• If they finish, they should work with their partner to find, add, and analyze another quote about why slavery was terrible for slaves to their Excerpt 2: Analysis note-catchers. Push stronger students to specifically address the issue of slaves singing.• Circulate during this time to support students, or consider working with a small group of struggling readers as they complete their note-catchers.• Finally, ask several students to share their work, calling on students whose work is strong. | |



| Closing and Assessment | Meeting Students’ Needs |
|---|-------------------------|
| <p>A. Previewing Homework (5 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Found Poem assignment. Briefly explain what a found poem is (a poem composed mostly of words and phrases taken from another text). Direct students’ attention to the model at the bottom of the page, and tell them that the underlined words and phrases are from Excerpt 1 of the <i>Narrative</i>. Read it out loud while students read silently. • Ask students to read the directions to themselves. Then check for understanding with a few yes/no questions, asking students to give you a thumbs up for yes and a thumbs down for no. Suggested questions: <ul style="list-style-type: none"> * “When you are writing your poem, will any of the words be yours?” * “When you are writing a poem, will you include whole sentences from the <i>Narrative</i>?” * “When you are writing your poem, will you choose powerful words and phrases?” * “When you are writing your poem, will the words and phrases be in the same order as they are in the <i>Narrative</i>?” • Remind students that in the next lesson, they will be checking in on independent reading. Remind them of what the expectation is (number of pages read? book chosen?) and that they need to bring their books to class with them. | |
| Homework | Meeting Students’ Needs |
| <ul style="list-style-type: none"> • Complete found poem. • Continue reading your independent reading book, and bring it to class with you. | |



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Supporting Materials



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Entry Task: Powerful Stories

Skim Excerpt 1 and Excerpt 2 from the *Narrative*.

Put a star next to a sentence that you found particularly powerful.



Excerpt 2: Close Reading Guide, Third Read

Narrative of the Life of Frederick Douglass: Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(For Teacher Reference)

Brief analysis of excerpt: In the first four paragraphs, Douglass describes how miserable the daily life of slaves is, using this story to convey his position that slavery was terrible. He gives several examples of the ways in which slaves suffered under slavery: They were not provided enough food, clothing or beds, and they were subjected to violence under slave drivers like Mr. Severe. In the last three paragraphs, Douglass contrasts his experience with slave spirituals to the misconception that his audience from the North may have, which is that spirituals show signs of contentment among slaves. Douglass argues the contrary: that slave spirituals were expressions of deep sorrow.

Directions for third read: the summary version

1. Think aloud about how to answer Question 1.
2. Students work in pairs on Questions 2–7.
3. Debrief questions, focusing on 3 and 5, then lead a discussion of the final purpose question.



Excerpt 2: Close Reading Guide, Third Read

Narrative of the Life of Frederick Douglass: Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(For Teacher Reference)

| Questions | Teacher Directions |
|--|--|
| <p>Par. 3</p> <p>1. Why does Douglass describe the clothing that slaves were given in such detail? What is he trying to show?</p> <p>Douglass is trying to show how slaves lives' are miserable to the point where they are not provided bare necessities, like proper clothing. The word "coarse" makes the little clothing they are given sound uncomfortable.</p> | <p>Remind students that questions on this worksheet ask them to synthesize and analyze. In the second read, they focused on word- and sentence-level meaning; in this read, they will focus more on the overall meaning of paragraphs and the section, and will analyze how Douglass tells his story. However, rereading will continue to be an important strategy.</p> <p>Do the first question with your class: You lead, and they contribute ideas. In your modeling, remind students of the importance of rereading and about thinking about the big picture (author purpose) and the small picture (word choice) to better understand an author's intentions in a particular passage.</p> <p>You might say something like: "This question is about Paragraph 3, and it is about the clothing and how Douglass describes it. I am going to begin by rereading the sentences that describe the clothes. Please find the sentences I should reread and put your finger on them."</p> <p>Call on a student to read the sentences out loud. Say: "I am noticing that he describes these in great detail. What details does he provide?"</p> <p>Listen for students to point out that Douglass lists exactly what each person gets, what the clothes are made out of, and how much they cost.</p> |



Excerpt 2: Close Reading Guide, Third Read

Narrative of the Life of Frederick Douglass: Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(For Teacher Reference)

| Questions | Teacher Directions |
|-----------|--|
| | <p>Say: “I am also noticing his word choice. I see he uses the word <i>coarse</i> twice to describe the cloth, and I remember that means rough or hard. Do you think that their two shirts are comfortable?”</p> <p>Continue: “The question asks me why Douglass describes the clothes in this way. I am going to look at my Shining a Light anchor chart and know that one of his purposes is to show how terrible slavery is. That helps me notice that this detailed description of how little clothing they get, and what it is like, is much more powerful than if he had just said, ‘The slaves don’t get many clothes to wear.’ When he uses such specific details, it makes it easier for his reader to understand exactly how terrible conditions were. So I am going to write down ...” (see answer).</p> <p>Write down this answer so students have a strong example.</p> |



Excerpt 2: Close Reading Guide, Third Read

Narrative of the Life of Frederick Douglass: Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(For Teacher Reference)

| Questions | Teacher Directions |
|---|--|
| <p>Par. 4</p> <p>2. Why didn't slaves get enough sleep?</p> <p>They had to work long hours on the plantation and then had to do their own chores and prepare for the next day.</p> <p>3. What emotions did Douglass say that the songs sung by slaves conveyed?</p> <p>The emotions Douglass feels are overwhelming sadness to the point where he cannot describe how sad he is.</p> <p>4. Why does Douglass explain that even thinking about the songs now makes him sad? How does that help convince his audience?</p> <p>Douglass mentions it because he wants the audience to understand that people are free from slavery, they can never forget what happened to them while being enslaved. The cruelty and horrors of slavery are so awful that even remembering them can make someone weep.</p> | <p>Tell students: "Practice this with the remaining questions. Remember to reread, think about word choice, and think about what Douglass is trying to prove overall."</p> <p>Circulate as students work to provide prompting and probing questions, as noted below.</p> <ol style="list-style-type: none"> 2. What do slaves do after their day of work in the field? Why does it take them a long time to do this? 3. Reread the third sentence of the paragraph. What do the words <i>woe</i>, <i>anguish</i>, and <i>complaint</i> suggest? Which is more sad: something that makes you sad only when it is happening, or something that makes you sad when it happens and then sad every time you think about it after that? <p>Reread the fourth sentence of Paragraph 11. What does it mean that "an aching heart is relieved by tears"?</p> |



Excerpt 2: Close Reading Guide, Third Read

Narrative of the Life of Frederick Douglass: Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(For Teacher Reference)

| Questions | Teacher Directions |
|--|--------------------|
| <p>5. What do many people in the North think that singing means for slaves?</p> <p>Many Northerners think singing is a sign of happiness and contentment.</p> <p>6. Why does Douglass say songs are like tears?</p> <p>The songs and tears both express sorrow, and both singing and crying are ways to relieve that sorrow a little by expressing it.</p> | |



Excerpt 2: Close Reading Guide, Third Read

Narrative of the Life of Frederick Douglass: Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(For Teacher Reference)

| Whole Excerpt | |
|--|--|
| <p>PURPOSE: How does this excerpt support the two positions Douglass held about slavery that are listed below?</p> <p>1. Slavery is terrible for slaves. Douglass describes how terrible it was to not have basic necessities, like food, sleep, clothing, and proper shelter. He also explains that even though slaves sing, it is not because they are happy. It is because they are so miserable.</p> <p>2. Slavery corrupts slaveholders. Douglass describes the cruelty of Mr. Severe, a man who has been hardened by power and commits acts of violence against slaves.</p> | <p>Point to the Shining a Light anchor chart. Tell students to turn and talk about which of these purposes the excerpt conveys.</p> <p>Call on several students to share; listen for them to say: “Slavery was terrible for slaves and slavery corrupts slaveholders.”</p> <p>Tell students that they will think about the “slavery was terrible for slaves” part first. Ask: “What position about how slavery affected slaves did many people who defended slavery hold?” Listen for a student to read (from the Shining a Light anchor chart): “Slavery isn’t that bad for slaves. In fact, they are mostly content with their lot.” Tell students: “There are several parts of this excerpt that respond to this belief. Which part responds to the idea that slaves were mostly content?”</p> <p>Help students notice that the part about singing is responding to a very specific idea. Point them to the first sentence of Paragraph 11, which states the position Douglass is responding to.</p> <p>Then ask: “What else about this excerpt supports the position that slavery is terrible for slaves?” Listen for students to notice that living conditions are terrible and slaves are beaten.</p> <p>Finally, write down the answer for this position and prompt students to add it to their own worksheets.</p> |



Excerpt 2: Close Reading Guide, Third Read

Narrative of the Life of Frederick Douglass: Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(For Teacher Reference)

| Whole Excerpt | |
|---------------|---|
| | <p>Ask students: “What in this excerpt supports the idea that slavery corrupts slaveholders?” Listen for them to explain the cruelty of both the slave master and the overseer. Probe: “What shows that Mr. Severe is bad besides the physical violence with which he treats slaves?” Listen for students to notice that he also curses constantly. Ask: “Why did Douglass include that? Why not just how he beat the slaves?” Listen for students to notice that many people in Douglass’s audience would strongly disapprove of both behaviors, and explaining that he was violent and swore would show him to be even worse of a person than if he just beat slaves. This helps Douglass convey his position that people were corrupted by slavery through and through, that they weren’t otherwise good people who just happened to treat slaves badly.</p> <p>Write down a strong answer and prompt students to complete their worksheets.</p> |



Excerpt 2: Analysis Note-catcher

Narrative of the Life of Frederick Douglass, Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(Answers, for Teacher Reference)

| | | |
|---|--|--|
| <p>What does Douglass say? <i>What is this excerpt about?</i></p> | <p>Living conditions for slaves are terrible, and overseers like Mr. Severe treat them very badly. Slaves express their sorrow by singing. People in the North think that the singing is showing slaves' contentment with their lot, but that is not true.</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 1 or 2 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>This excerpt shows that overseers were very cruel to the slaves, and that having such power over other humans made them barbaric.</p> | <p>Excerpt 2, Paragraph 4 Mr. Severe's "presence made it both the field of blood and of blasphemy . . . He seemed to take pleasure in manifesting his fiendish barbarity." (a description of Mr. Severe, the overseer)</p> | <p>People who defended slavery likely believed that slavery was good for slave owners. Douglass' description of Mr. Severe shows that inflicting violence on slaves made people like Mr. Severe begin to enjoy committing acts of violence on others, and therefore corrupted him. The words he chooses show this: fiendish barbarity suggests that Mr. Severe has lost any human decency.</p> |



Excerpt 2: Analysis Note-catcher

Narrative of the Life of Frederick Douglass, Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(Answers, for Teacher Reference)

| | | |
|--|--|---|
| <p>What does Douglass say? What is this excerpt about?</p> | <p>Living conditions for slaves are terrible, and overseers like Mr. Severe treat them very badly. Slaves express their sorrow by singing. People in the North think that the singing is showing slaves' contentment with their lot, but that is not true.</p> | |
| <p>Slavery was terrible for slaves</p> <p>This excerpt shows slavery was terrible for slaves because their living conditions were terrible and they were badly beaten. Slavery was so terrible for slaves that they sang just to release some of their anguish.</p> | <p>Excerpt 2, Paragraph 5 "I have seen him whip a woman, causing the blood to run half an hour at the time; and this, too, in the midst of her crying children, pleading for their mother's release" (describing how the overseer, Mr. Severe, would whip slaves).</p> <p>Excerpt 2, Paragraph 2 "The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them." (describing clothes provided for slave children)</p> | <p>People who defended slavery may have thought that slavery wasn't that bad for slaves. This quote shows that slaves were cruelly whipped, often in front of their children. The image of a bleeding woman, with her crying children around her, is vivid and would help the readers sympathize with the terrible plight of slaves.</p> <p>This quote counters that idea that slavery was not that bad. It shows that slaves had an extremely poor quality of life. Slaves led miserable lives, including children. The image of children without any clothes would help convince people that slavery was terrible for slaves.</p> |



Excerpt 2: Analysis Note-catcher

Narrative of the Life of Frederick Douglass, Chapter 2, Paragraphs 2–5, (7-8), and 10–11
(Answers, for Teacher Reference)

| | | |
|---|--|--|
| <p>What does Douglass say? <i>What is this excerpt about?</i></p> | <p>Living conditions for slaves are terrible, and overseers like Mr. Severe treat them very badly. Slaves express their sorrow by singing. People in the North think that the singing is showing slaves' contentment with their lot, but that is not true.</p> | |
| | <p>Excerpt 2, Paragraph 6 "They told a tale of woe that was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish" (Describing the songs slaves sang).</p> | <p>People who defended slavery may have thought slaves wasn't that bad for slaves. Many people thought that the fact that slaves sang showed that they were happy. This quote explains that songs were in fact an indication of how miserable slaves were. Douglass uses strong language, like bitterest anguish, to describe their unhappiness to convince people that the songs were not an indication that slaves were content.</p> |

Found Poem

Name:

Date:

1. Carefully reread Excerpt 2 and look for 10–20 words or phrases that stand out about living and working conditions for slaves on plantations. Highlight or underline details, words, and phrases that you find particularly powerful, moving, or interesting.
2. On a separate sheet of paper, make a list of the details, words, and phrases you underlined, keeping them in the order in which you found them.
3. Look back over your list and cut out everything that is dull or unnecessary or that just doesn't seem right for a poem about what life was like for slaves on plantations. Your whole poem should be fewer than 30 words.
4. When you're close to an edited version, if you absolutely need to add a word or two to make the poem flow more smoothly, to make sense, to make a point, *you may add up to two words of your own*. That's two and only two!
5. Arrange the words so that they make a rhythm you like. You can space words out so that they are all alone or allruntogether. You can also put key words on lines by themselves.
6. Choose a title.

Model (about Douglass's mother; from Excerpt 1)

Mother in the night

Mother

She journeyed to see me in the night

Lying beside me

Never by the light of day

Whipping—the penalty

But worse yet,

Even in death,

She was a stranger

to me.

