



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 2: Lesson 10

Analyzing Douglass's Purpose: An Escape Attempt



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

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 analyze how specific sections of *Narrative of the Life of Frederick Douglass* convey Douglass' position on slavery.
- I can identify the components of a narrative arc to summarize a story.

Ongoing Assessment

- Excerpt 5 Text and Questions: An Escape Attempt
- Excerpt 5 Analysis note-catcher

Agenda

1. Opening
 - A. Reviewing Excerpt 5 Third Read Questions (10 minutes)
2. Work Time
 - A. Excerpt 5 Analysis Note-catcher (30 minutes)
3. Closing and Assessment
 - A. Previewing Homework (5 minutes)
4. Homework
 - A. Complete Excerpt 5 constructed response.

Teaching Notes

- Students begin the lesson by reviewing answers to the Excerpt 5 third read questions. The third read questions and answers can be used as formative assessment data for the standards assessed on the Mid-Unit 2 Assessment Part 2.
- Students continue to work on RI.7.6 by completing the Excerpt 5 Analysis note-catcher in their standing groups.
- After this lesson, each group member should have taken on each of the three excerpt analysis roles. This work is critical in order to have the content and skills needed to complete the End of Unit 2 Assessment (the essay about Douglass' position in the *Narrative*)
- For homework, students complete a short constructed response on Excerpt 5. They review feedback from the Excerpt 4 short constructed response in the Closing and Assessment in preparation for their homework.
- In advance: Assess students' Excerpt 4 constructed response using the Short Constructed Response Rubric.
- Review: Excerpt 5 Analysis note-catcher (answers, for teacher reference).



Lesson Vocabulary	Materials
abolition	<ul style="list-style-type: none"> • Excerpt 5 Text and Questions: An Escape Attempt (from Lesson 9) • Excerpt 5 Close Reading Guide, Third Read (for teacher reference and one to display) • Excerpt 5 Analysis note-catcher (one per student and one to display) • Excerpt analysis role assignments (from Lesson 4; one to display) • Group Work anchor chart (begun in Lesson 4) • Excerpt analysis roles (from Lesson 4; one for display) • Excerpt 5 Analysis note-catcher (answers, for teacher reference) • Excerpt 4 constructed response (from Lesson 8; returned in this lesson with teacher feedback) • Short Constructed Response Rubric (from Unit 1, Lesson 8; one per student) • Excerpt 5 constructed response (one per student) • Excerpt 5 constructed response (answers, for teacher reference)

Opening	Meeting Students' Needs
<p>A. Reviewing Excerpt 5 Third Read Questions (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out Excerpt 5 text and questions: An Escape Attempt and check their answers against the displayed left column of the Excerpt 5 Close Reading Guide, Third Read. Tell them not to change their original answers, however, because those will be used as formative data. • Use the Excerpt 5 Third Read Close Reading Guide to debrief questions. Make sure to debrief the last question, about how the excerpt conveyed Douglass's positions. Notice that this excerpt has less to say about how slavery corrupted slavery owners. 	<ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.



Work Time	Meeting Students’ Needs
<p>A. Excerpt 5 Analysis Note-catcher (25 minutes)</p> <ul style="list-style-type: none"> • Distribute Excerpt 5 Analysis note-catcher. • Name several things students did well when completing their Excerpt 4 Analysis note-catchers. • Tell students that they will switch roles again today, and that after today they should have taken on each of the three roles. • Ask students to look at the displayed excerpt analysis role assignments. Then, ask them to join their small groups and listen for further directions. • Display the Group Work anchor chart. • Ask students to turn and talk: <ul style="list-style-type: none"> * “Decide with your group one thing on the Group Work anchor chart that you have been doing well and one thing you want to improve upon.” • Display the excerpt analysis roles and ask students to give you a thumbs-up when they know their role. • Scan the room for thumbs that are down and be sure to visit those groups first. • When circulating, ask each group what they are working on to improve their group work. You may find the Excerpt 5: Analysis note-catcher (answers, for teacher reference) helpful in guiding students. However, remember that there are many possible ways to complete this note-catcher; this material is only meant to model what one possibility would look like, not to include all possible answers. • When most groups have finished their independent roles, remind students that each one of them needs to share the work they did, provide and listen to feedback from their group members, and fill out the rest of the Excerpt 5 note-catcher. 	<ul style="list-style-type: none"> • Many students benefit from working in mixed-ability groupings. This allows students to work with peers who have different skill sets and different styles of working. • Giving students the opportunity to discuss answers to questions in small groups before asking them to share with the whole group can ensure that all students are able to contribute to the whole group debrief. • Graphic organizers like the Excerpt Analysis note-catcher provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning, and for engaging students more actively.



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (5 minutes)</p> <ul style="list-style-type: none"> • Return the Excerpt 4 constructed response and Short Constructed Response Rubric to each student. • Ask them to look at their feedback and note what they are doing well and what they need to work on. • If there are common errors, debrief them as needed with the class. • Preview the homework: Excerpt 5 constructed response. Tell students that this is their last opportunity to practice this type of writing before the End of Unit 2 Assessment. You will find Excerpt 5 constructed response (answers, for teacher reference) in the supporting materials. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete Excerpt 5 constructed response. 	



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Supporting Materials



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Excerpt 5 Close Reading Guide, Third Read
(For Teacher Reference)

“An Escape Attempt,” in *Narrative of the Life of Frederick Douglass*, Chapter 10, Paragraphs 26 - 31, 33–37, and 40

Background: In January 1834, Frederick Douglass leaves Covey and begins living on Mr. Freeland’s plantation. Freeland is a slaveholder who was less cruel and more tolerable than the previous. Douglass starts a Sabbath School where he teaches at least 40 fellow slaves how to read. Slaveholders shut the school down. Douglass begins the year 1835 with a burning desire to escape to freedom in the north.

Brief analysis: Douglass gets a small coalition of slaves to participate in planning an escape. The group spends a lot of time considering the risks and obstacles, and plotting out their escape route. Douglass creates fake documents (passes called protections) as a part of the plan. The plan is foiled when some constables, who were tipped off about the attempted escape, come to the plantation and arrest Douglass. Douglass and his friends destroy the passes before they are found, and deny they were planning an escape. Douglass is sent to live with his master’s brother in Baltimore. This excerpt includes a lot of action and Douglass builds suspense by gradually unfolding his story. The excerpt has less to say about the ways that slavery corrupted slave owners, since the slave owners only appear briefly. It speaks more to the position that slavery was terrible: Douglass’ description of the dilemma about whether or not an escape attempt was worth it shows how much slaves desired freedom, and the many obstacles that stood in their way. Douglass’ description of the loyalty and courage of the group of slaves that was planning an escape is also an implicit response to the position that slaves were not as intelligent or brave or thoughtful as their white masters.



Excerpt 5 Close Reading Guide, Third Read
(For Teacher Reference)

Directions: The summary version

- * Students complete these questions for homework.
- * Students correct answers for the entry task.
- * Review Questions 4, 13, and the final purpose question.

Questions	Teacher Guide
<p>Paragraph 1</p> <p>1. Given some of Douglass’s concerns about escaping to freedom, what do you think may have prevented other slaves in the 1800s from attempting to escape from slavery? Use examples from the text.</p> <p>Slaves were likely intimidated by not knowing where to go if they escaped. Douglass states: “We could see no spot, this side of the ocean, where we could be free. We knew nothing about Canada. Our knowledge of the north did not extend farther than New York.” There was likely fear of the unknown and fear of not having a safe place to escape to. Even if they escaped, they could always be captured and returned to slavery.</p>	<p>Prompting and probing questions: What are some concerns Douglass expressed while planning his escape route?</p>



Excerpt 5 Close Reading Guide, Third Read
(For Teacher Reference)

Questions	Teacher Guide
<p>2. What is Douglass describing when he writes, “its robes already crimsoned with the blood of millions, and even now feasting itself greedily upon our own flesh”?</p> <p>What type of figurative language is Douglass using here and how does it impact the tone of the paragraph?</p> <p>a. Simile b. Metaphor c. Allusion d. Personification</p> <p>The description of slavery as a being that wears bloodied robes and feasts upon the flesh of slaves is grotesque and makes the reader feel the pain and fear that slaves must endure.</p>	<p>Review this question by having a volunteer read the sentence from the text and the prompt.</p> <p>Remind students that the tone is the feeling or attitude created by the words.</p> <p>Ask students to share their answers and push them to explain how these words impact the tone of the paragraph.</p> <p>Listen for students to say: “The answer is D, personification. I know this because slavery is being compared to a monster that is feasting on slaves and wearing their blood. The tone is dark and disturbing.”</p> <p>Remind students that to figure out the impact on tone, often it is helpful to identify the overall tone or feeling first. Often the tone is overwhelmingly negative or positive.</p> <p>Ask: “What tone does Douglass mostly use in the narrative?”</p> <p>Listen for: “Mostly negative because he describes the difficulties slaves go through,” or “Sometimes positive when he describes moments where freedom seems attainable.”</p>



Excerpt 5 Close Reading Guide, Third Read
(For Teacher Reference)

Questions	Teacher Guide
<p>Paragraph 2</p> <p>3. Why does Douglass so clearly explain the dangers of trying to escape? How does it convey his position about slavery?</p> <p>By explaining the dangers of trying to escape, Douglass shows the bravery of slaves who were willing to risk their lives to be free. This shows how awful slavery was, because slaves would rather take the chance that they might die than continue to be slaves.</p>	<p>Prompting and probing questions: What words “pull” you from these sentences? What do you notice about those words? What does tone refer to?</p>
<p>Paragraph 7</p> <p>4. What details does Douglass give to convey Henry’s bravery? Why does he make sure his audience sees Henry as brave?</p> <p>Douglass describes how Henry spoke in a “firm tone” and had an attitude of “defiance,” even when facing armed constables. Finally, he physically attacked the constables, even though they had guns and he didn’t. This shows his bravery. By showing how brave Henry was, Douglass shows that slaves are worthy of respect and capable of making their own decisions.</p>	



Excerpt 5 Close Reading Guide, Third Read
(For Teacher Reference)

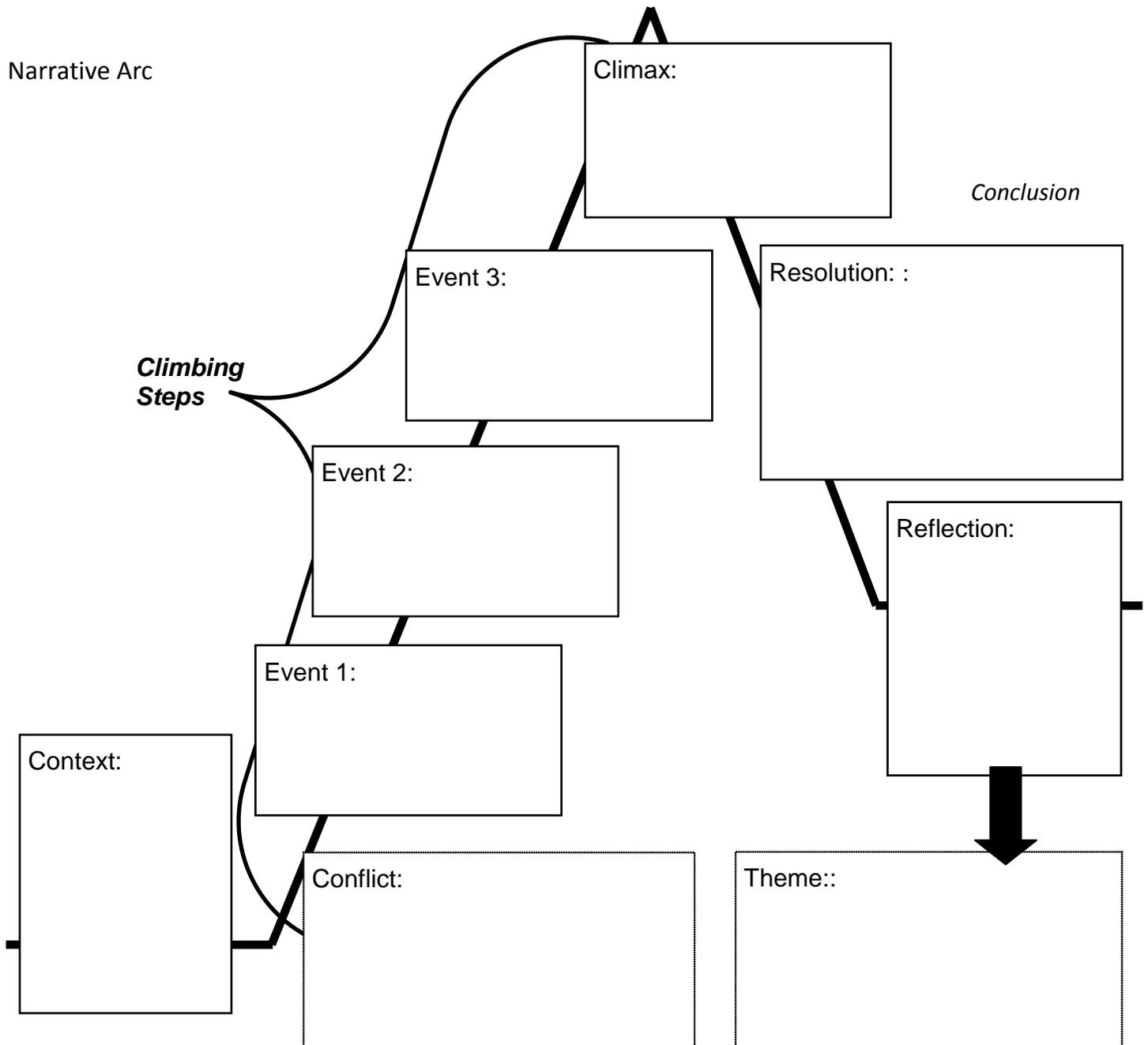
Questions	Teacher Guide
<p>Paragraph 10</p> <p>5. How does Douglass’s tone change from the beginning of the excerpt to the end? Provide several examples to support your idea.</p> <p>Douglass at first is inspired by his desire to teach others to read and later to help slaves escape. Both of these tasks put him at risk first and foremost, but he cares more about helping others get freedom. Douglass’s mood then turns sour when he realizes the escape plan is ruined. He is devastated and feels trapped once he is put in jail. The mood goes from inspired to hopeless.</p>	<p>Remind students that the tone is referring Douglass’s feelings.</p> <p>Ask for a volunteer to share his or her response. Listen for: “Inspiration to despair,” “hope to hopeless,” or “excited to withdrawn.”</p> <p>Encourage students to provide examples from the excerpt and point the class to the paragraph in which the evidence appears. Paragraphs 1, 2, 3, and 13 are most useful. The answer to Question 5 is also useful.</p>
<p>Whole Excerpt</p> <p>Purpose: How does this excerpt support the two positions Douglass held about slavery that are listed below?</p> <p>Slavery is terrible for slaves Slavery was so terrible that slave would risk death to be free. Slaves would be punished for trying to be free.</p> <p>Slavery corrupts slave holders Less relevant here.</p>	<p>Review the answers to the purpose question during Work Time A in preparation for the excerpt analysis students will do in this lesson.</p>



Excerpt 5 Analysis Note-catcher:
Narrative Arc

Name: _____
Date: _____

Narrative Arc





Excerpt 5 Analysis Note-catcher

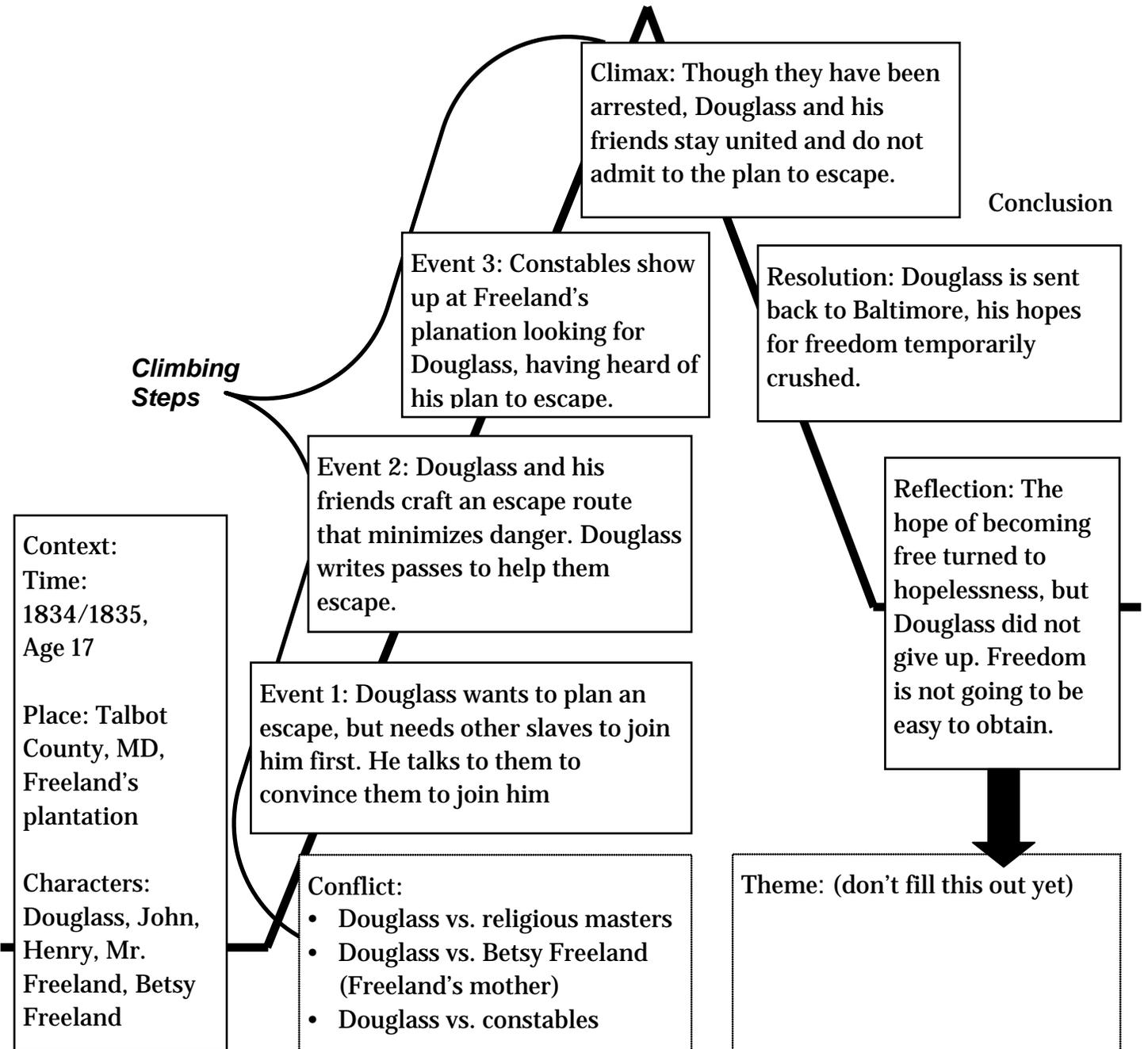
(Answers, for Teacher Reference)

“An Escape Attempt,” in *Narrative of the Life of Frederick Douglass*: Chapter 10, Paragraphs 26 –31, 33–37, and 40

<p>What does Douglass say? <i>What is this excerpt about?</i></p>	<p>(See narrative arc on the back)</p>	
<p>Position: Why does he say it? <i>Briefly explain the connection between this excerpt and each of the two positions listed below.</i></p>	<p>Evidence: What words, phrases and sentences show his position? <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i></p>	<p>Analysis: What is the position that Douglass is trying to disprove? How does this quote prove that this position is incorrect?</p>
<p>Slavery corrupts slave owners.</p> <p>This excerpt does not address this position.</p> <p>Slavery was terrible for slaves. Being enslaved was unbearable: even when Douglass’s physical conditions improved, he was willing to risk everything to be free.</p>	<p>“In coming to a fixed determination to run away, we did more than Patrick Henry, when he resolved upon liberty or death. With us it was a doubtful liberty at most, and almost certain death if we failed. For my part, I should prefer death to hopeless bondage.” (Excerpt 5, paragraph 2)</p>	<p>Many people who defended slavery thought that slavery was not that bad for slaves. This quote shows that even though an escape attempt was risky and might not result in freedom, Douglass and his friends were willing to risk death in order to escape slavery. This shows how awful it was to be a slave: Douglass says that he would rather die than remain a slave.</p>



Excerpt 5 Analysis Note-catcher:
Narrative Arc
(Answers, for Teacher Reference)





Excerpt 5 Constructed Response: “An Escape Attempt”
(Answers, for Teacher Reference)

Directions: Reread Excerpt 5 from *Narrative of the Life of Frederick Douglass*. Answer the questions: “How does Frederick Douglass show leadership in this excerpt? What motivates him to take on these leadership roles? What specific examples from the text support your thinking?”

- Reminders:**
- Recycle the prompt.
 - Give detailed examples from the text
 - Answer all parts of the question.
 - Write in complete sentences.

Douglass shows leadership by leading a group of slaves as they plan an escape to freedom. He himself very much wanted to be free, but he did not want to leave his fellow slaves behind in bondage. Douglass wrote: “But I was not willing to cherish this determination alone. My fellow-slaves were dear to me. I was anxious to have them participate with me in this, my life-giving determination.” He felt strongly about having other slaves participate in the plan to escape so they could also benefit from being free from the shackles of slavery. Douglass cared as much about the condition of other slaves as he did his own. He helped to create a plan and wrote the passes that were an essential part of that plan. The morning of the planned escape, he explains that he felt particularly nervous, since he was “by common consent, at the head of the whole affair. The responsibility of success or failure lay heavily upon me.” When they were betrayed, Douglass created the plan of having them destroy their passes and not admit to anything, and this led to them being released from jail (and back into slavery). Douglass showed courage and leadership in this excerpt. He was a selfless man, who would takes great risks to better the lives of fellow slaves.

