



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3A: Unit 1: Lesson 9

## Close Reading Excerpt 2: Plantation Life



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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 use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)  
 I can read above grade level informational texts with scaffolding and support. (RI.7.10)

**Supporting Learning Targets**

- I can determine the meaning of words and phrases in an excerpt of *Narrative of the Life of Frederick Douglass*.
- I can use common roots, prefixes, and suffixes as clues to the meaning of words in *Narrative of the Life of Frederick Douglass*.
- I can reread a complex text to better understand it.

**Ongoing Assessment**

- Excerpt 1: Constructed Response (from homework)
- Excerpt 2 Text and Questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Previewing Excerpt 2 (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. First Read, Excerpt 2 (10 minutes)</li> <li>B. Second Read, Excerpt 2 (15 minutes)</li> <li>C. Matching Game, Excerpt 2 (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Discussing Purpose (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Independent Reading</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Excerpt 2, which students read in this lesson, is from Chapter 2 and includes a description of living conditions on plantations. Douglass goes on to describe the sorrow slaves express through their singing. He uses this to counter the position, widely held at this time by Northerners, that slave spirituals were a sign of contentment with their lot.</li> <li>• After the first and second read of Excerpt 2, students play a game, where they match sentences from the text with paraphrases of those sentences. When reading a complex text, paraphrasing challenging sentences is a way for readers to construct meaning, and this game provides students with many strong models of paraphrasing.</li> <li>• Collect Excerpt 1: Constructed Response. Assess it using the rubric you normally use to assess short constructed responses. (Consider using the NY State Short Response Holistic 2-Point Rubric, found on page 12 of the Grade 7 Common Core English Language Arts Test Guide on EngageNY.org.) This assessment should be for formative data only, as students will be completing a number of similar responses in this module. Notice patterns of strength and weakness and use the opportunities in Unit 2 to address these.</li> <li>• Review: Excerpt 2: Close Reading Guide, Second Read.</li> <li>• Post: Learning targets.</li> <li>• In advance: Copy and cut up Excerpt 2 Sentence/Paraphrase Cards. You will need one card per student.</li> </ul>



Lesson Vocabulary	Materials
<p>seat of government, allowance, bushel, coarse, privation, want, facilities, consumed, summoned, driver, post, woe betides them, summons, quarter, fiendish barbarity, profane, commenced, profanity, blasphemy, merciful providence, wore the appearance, reverberate, incoherent, woe, anguish, ineffable, afflicted, conception, dehumanizing, brethren, quicken, obdurate, astonished, conceive, desolate, prompted</p>	<ul style="list-style-type: none"> <li>• Excerpt 1: Constructed Response (from Lesson 8; one per student)</li> <li>• Equity sticks</li> <li>• Excerpt 2 Text and Questions (one per student and one to display)</li> <li>• Document camera</li> <li>• Excerpt 2: Close Reading Guide, Second Read (for teacher reference)</li> <li>• Excerpt 2: Sentence/Paraphrase cards (one card per student; students work with this material in pairs)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Previewing Excerpt 2 (5minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to take out their <b>Excerpt 1: Constructed Response</b>. Ask them to turn and talk with a partner about what they wrote.</li> <li>• Use <b>equity sticks</b> to call on several students to explain what Frederick Douglass was deprived of as a child (knowledge of when his birthday was; a relationship with his mother).</li> <li>• Ask students:             <ul style="list-style-type: none"> <li>* “What happened to Douglass’s mother when he was 7?”</li> </ul> </li> <li>• Use equity sticks to call on one or two students. Listen for them to remember that she died. Tell them that today they will pick up the <i>Narrative</i> where they left off and will learn more about Frederick Douglass’s childhood.</li> <li>• Collect Excerpt 1: Constructed Response to assess (see Teaching Notes for more information).</li> <li>• Distribute <b>Excerpt 2 Text and Questions</b> to students and display one copy using a <b>document camera</b>.</li> </ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to do two things: silently read the first paragraph, circling words they do not know (that are not already underlined); and see if they can determine the gist of the first paragraph.</li><li>• Give students 2 minutes to read. Then ask:<ul style="list-style-type: none"><li>* “If you circled a word that you don’t know and that wasn’t already underlined, please raise your hand.”</li></ul></li><li>• Most students should raise their hands. Congratulate them on noticing these words and remind them that strong readers don’t know every word; rather, they notice the words that are unfamiliar to them and try to make sense of them.</li><li>• Challenge students, as they work with Excerpt 2 today, to find at least two more words that aren’t already underlined that are new to them. Invite them to circle these words and try to use context to figure out what they mean.</li><li>• Ask students to predict what this chapter will be about based on their reading of the first paragraph. (It is still about the plantation on which Douglass spent his childhood.)</li><li>• Use equity sticks to call on one or two students.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. First Read, Excerpt 2 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to read Excerpt 2 silently while you read it aloud. Remind them to circle new vocabulary words.</li> <li>• Read the entire excerpt aloud fluently and with expression. When you are done, ask students:           <ul style="list-style-type: none"> <li>* “What is this excerpt mostly about? How accurate was your prediction?”</li> </ul> </li> <li>• Listen for students to notice that the excerpt is about the plantation on which Douglass lived as a child and about why slaves sing.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider working with a small group of struggling readers during the second read. Also, consider offering selected, shorter passages to specific groups based on the readiness and needs of the group. This allows students to read a complex text within the grade level span, but differentiates the length of the text, not the complexity.</li> </ul>
<p><b>B. Second Read, Excerpt 2 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Use the <b>Excerpt 2: Close Reading Guide, Second Read</b> to guide students through a close rereading of the text.</li> <li>• Notice that this excerpt includes many related vocabulary words (summons, summoned; profane, profanity; conception, conceive). Consider helping students to notice the relationships between those words.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 discussion.</li> </ul>
<p><b>C. Matching Game, Excerpt 2 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they are going to participate in a movement activity to help them think about the work they have been doing with paraphrasing some of Douglass’s complex sentences.</li> <li>• Distribute the <b>Excerpt 2: Sentence/Paraphrase cards</b> so each pair of students has one card, and so that both parts of a set of cards are distributed. You will distribute several of each card. You may need to give some cards to a single student instead of to a pair of students. It is better to give the paraphrase card to a single student.</li> <li>• Give students the following directions:           <ol style="list-style-type: none"> <li>1. Carefully read your card, which is either a sentence or a paraphrase of a sentence from Excerpt 2.</li> <li>2. At my signal, stand up and move around the room to try to find your “match.” Every sentence card has a paraphrase match.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• The game acts as a physical and mental release for students after the demanding work of a close read. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p>3. When you find your match, sit down together and discuss the posted questions:</p> <ul style="list-style-type: none"> <li>* "Which card has more sentences on it? Why?"</li> <li>* "Which card has more words that you know? Why?"</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debriefing Game (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Quickly debrief the game, helping students notice that paraphrasing a complex sentence from a text written more than 150 years ago is like translating: taking the meaning and expressing it in words and sentences that are more easily understood today.</li> </ul>	
<p><b>B. Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they need to be reading their independent reading book each night for homework. Remind them of the expectations you set (number of pages read? book chosen?) and that they will need to bring their books to class with them for Lesson 11.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Independent reading.</li> </ul>	



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## Supporting Materials



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Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

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

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

**Chapter 2, Paragraphs 2–5 (7–8), 10–11**

Text	Second Read Questions	Third Read Questions
<p><b>1.</b> Colonel Lloyd kept from three to four hundred slaves on his home plantation [called Great House Farm], and owned a large number more on the neighboring farms belonging to him. This [Great House Farm] was the great business place. It was the <b>seat of government</b> for the whole twenty farms....</p>	<p>seat of government—</p>	

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



Excerpt 2 Text and Questions

*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>2. Here, too, the slaves of all the other farms received their monthly <b>allowance</b> of food, and their yearly clothing. The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one <b>bushel</b> of corn meal. Their yearly clothing consisted of two <b>coarse</b> linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them.</p>	<p><b>allowance</b>—a set amount provided to someone, often of food</p> <p><b>bushel</b>—a measure of about 8 gallons</p> <p><b>coarse</b>—rough, not soft</p> <p>1. How many pairs of pants did adult slaves have?</p>	<p>1. Why does Douglass describe the clothing that slaves were given in such detail? What is he trying to show?</p>



Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.</p>	<p>2. Why were many children naked?</p>	
<p>3. There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great <b>privation</b>. They find less difficulty from the <b>want</b> of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending,</p>	<p><b>privation</b>—a lack of something necessary for survival</p> <p><b>want</b>—</p>	<p>2. Why didn't slaves get enough sleep?</p>

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Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>and cooking to do, and having few or none of the ordinary <b>facilities</b> for doing either of these, very many of their sleeping hours are <b>consumed</b> in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed, —the cold, damp floor,—each covering himself or herself with their miserable blankets; and here they sleep till they are <b>summoned</b> to the field by the <b>driver’s</b> horn. At the sound of this, all must rise, and be off to the field.</p>	<p><b>facilities</b>—spaces, equipment</p> <p><b>consumed</b>—</p> <p>3. Where do slaves sleep?</p> <p><b>summoned</b>—</p> <p><b>driver</b>—a person who supervised slaves as they worked; often, a plantation would have an overseer and then several drivers who reported to the overseers</p>	

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Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>There must be no halting; every one must be at his or her <b>post</b>; and <b>woe betides them</b> who hear not this morning <b>summons</b> to the field; for if they are not awakened by the sense of hearing, they are by the sense of feeling: no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the <b>quarter</b>, armed with a large hickory stick and heavy cowskin, ready to whip any one who was so unfortunate as not to hear, or, from any other cause, was prevented from being ready to start for the field at the sound of the horn.</p>	<p><b>post</b>—the place where you do your job</p> <p><b>woe betides them</b>—</p> <p><b>summons</b>—</p> <p><b>quarter</b>—the place where slaves lived</p> <p>4. What happened to slaves who did not get to the field on time?</p>	

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Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>4. Mr. Severe was rightly named: he was a cruel man. 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. He seemed to take pleasure in manifesting his <b>fiendish barbarity</b>. Added to his cruelty, he was a <b>profane</b> swearer. It was enough to chill the blood and stiffen the hair of an ordinary man to hear him talk. Scarce a sentence escaped him but that was <b>commenced</b> or concluded by some horrid oath. The field was the place to witness his cruelty and <b>profanity</b>. His presence made it both the field of blood and of <b>blasphemy</b>.</p>	<p><b>privation</b>—a lack of something necessary for fiendish barbarity—unpleasant cruelties</p> <p><b>profane</b>—</p> <p><b>commenced</b>—</p> <p><b>profanity</b>—</p> <p><b>blasphemy</b>—something you say or do that is insulting to God or people's religious beliefs</p> <p>5. Paraphrase the sentence “His presence made it both the field of blood and of blasphemy.”</p>	



Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>From the rising till the going down of the sun, he was cursing, raving, cutting, and slashing among the slaves of the field, in the most frightful manner. His career was short. He died very soon after I went to Colonel Lloyd’s; and he died as he lived, uttering, with his dying groans, bitter curses and horrid oaths. His death was regarded by the slaves as the result of a merciful providence.</p>	<p>6. What was Mr. Severe like?</p> <p><b>merciful providence</b>—a force that is meant to protect us</p>	

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Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>5. The home plantation of Colonel Lloyd <b>wore the appearance</b> of a country village.... It was called by the slaves the <i>Great House Farm</i>. The slaves selected to go to the Great House Farm, for the monthly allowance for themselves and their fellow-slaves, were peculiarly enthusiastic. While on their way, they would make the dense old woods, for miles around, <b>reverberate</b> with their wild songs, revealing at once the highest joy and the deepest sadness. They would compose and sing as they went along, consulting neither time nor tune....</p>	<p><b>wore the appearance of—</b></p> <p><b>reverberate—echo</b></p> <p>7. What do the slaves do as they walk to the Great House Farm?</p>	

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Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p><b>6.</b> I did not, when a slave, understand the deep meaning of those rude and apparently <b>incoherent</b> songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of <b>woe</b> which 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 <b>anguish</b>. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with <b>ineffable</b> sadness. I have frequently found myself in tears while hearing them. The mere recurrence to those songs, even now, <b>afflicts</b> me;</p>	<p><b>incoherent</b>—</p> <p>8. To what does “they” in the third sentence refer?</p> <p><b>woe</b>—sorrow</p> <p><b>anguish</b>—</p> <p>9. How did Douglass feel when he heard the slaves singing?</p> <p><b>ineffable</b>—too great to be described in words</p> <p><b>afflicts</b>—</p>	<p>3. What emotions did Douglass say that the songs sung by slaves conveyed?</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>



Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>and while I am writing these lines, an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering <b>conception</b> of the <b>dehumanizing</b> character of slavery. I can never get rid of that conception. Those songs still follow me, to deepen my hatred of slavery, and <b>quicken</b> my sympathies for my <b>brethren</b> in bonds. If any one wishes to be impressed with the soul-killing effects of slavery, let him go to Colonel Lloyd’s plantation, and, on allowance-day, place himself in the deep pine woods, and there let him, in silence, analyze the sounds that shall pass through the chambers of his soul,—and if he is not thus impressed, it will only be because “there is no flesh in his <b>obdurate</b> heart.”</p>	<p><b>conception</b>—</p> <p><b>dehumanizing</b>—to treat people so badly that they lose their good human qualities</p> <p><b>quicken</b>—to make grow</p> <p><b>brethren</b>—member of a group</p> <p><b>obdurate</b>—stubborn, hard</p> <p>10. If someone listens to the songs and is not moved by them, what does Douglass suggest that person is missing?</p>	

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Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>7. I have often been utterly <b>astonished</b>, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to <b>conceive</b> of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery. The singing of a man cast away upon a <b>desolate</b> island might be as appropriately</p>	<p><b>astonished</b>—very surprised</p> <p><b>conceive</b>—</p> <p>11. What root and prefix is the word <i>desolate</i> made up of? Based on the meanings of those word roots, what do you think the word <i>desolate</i> means?</p> <p><b>prompted</b>—</p> <p>12. Does happiness or sorrow prompt slaves to sing?</p>	



Excerpt 2 Text and Questions  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>considered as evidence of contentment and happiness, as the singing of a slave; the songs of the one and of the other are <b>prompted</b> by the same emotion.</p>		

Whole Excerpt
<p><b>PURPOSE:</b> How does this excerpt support the two positions Douglass held about slavery that are listed below?</p> <ol style="list-style-type: none"> <li>1. Slavery is terrible for slaves.</li> <li>2. Slavery corrupts slave holders.</li> </ol>

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Excerpt 2: Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

**Chapter 2, Paragraphs 2–5 (7–8), 10–11**

**Teacher Directions: The summary version:**

- \* Students work in pairs on Paragraphs 2–3.
- \* Pause with Paragraph 4 to model and practice vocabulary in context.
- \* Students work in pairs on the remainder of the text. Notice that prompting and probing questions are very often just directing students to the particular sentence(s) they need to reread.
- \* Debrief, focusing on Questions 5, 8, 11, and 12 and on the word *conceive*. Consider pointing out the related words: summons, summoned; profane, profanity; conception, conceive.

Text	Second Read Questions	Teacher Directions
<p><b>1.</b> Colonel Lloyd kept from three to four hundred slaves on his home plantation [called Great House Farm], and owned a large number more on the neighboring farms belonging to him. This [Great House Farm] was the great business place. It was the <b>seat of government</b> for the whole twenty farms....</p>	<p><b>seat of government</b>—place where rules and laws are made, usually referring to a capital city</p>	<p>Direct students to work with their seat partners to reread Paragraphs 2 and 3 of the excerpt and answer the questions.</p> <p>Circulate to support students and ask probing/prompting questions (listed in each row).</p>

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Excerpt 2: Close Reading Guide, Second Read  
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Text	Second Read Questions	Teacher Directions
<p>2. Here, too, the slaves of all the other farms received their monthly <b>allowance</b> of food, and their yearly clothing. The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one <b>bushel</b> of corn meal. Their yearly clothing consisted of two <b>coarse</b> linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them.</p>	<p><b>allowance</b>—a set amount provided to someone, often of food</p> <p><b>bushel</b>—a measure of about 8 gallons</p> <p><b>coarse</b>—rough, not soft</p> <p><b>1. How many pairs of pants did adult slaves have?</b></p> <p>They had two pairs of pants per year.</p>	<p>1. Why does Douglass describe the clothing that slaves were given in such detail? What is he trying to show?</p>



Excerpt 2: Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.</p>	<p>2. <b>Why were many children naked?</b></p> <p>They were naked because they were just given two shirts each year. When those shirts wore out, they had to wait until they were given another shirt.</p>	

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Excerpt 2: Close Reading Guide, Second Read  
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Text	Second Read Questions	Teacher Directions
<p><b>3.</b> There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great <b>privation</b>. They find less difficulty from the <b>want</b> of beds, than from the want of time to sleep; for when their day’s work in the field is done, the most of them having their washing, mending, and cooking to do, and having few or none of the ordinary <b>facilities</b> for doing either of these, very many of their sleeping hours are <b>consumed</b> in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed,</p>	<p><b>privation</b>—<i>a lack of something necessary for survival</i></p> <p><b>want</b>— lack</p> <p><b>facilities</b>—<i>spaces, equipment</i></p> <p><b>consumed</b>— used</p> <p><b>3. Where do slaves sleep?</b></p> <p>On the ground</p> <p><b>summoned</b>— order someone to come to a place</p>	<p>Model with <i>want</i>. You might say something like: “First I’m going to reread the sentence where that word was, just up until the semicolon, since a semicolon often separates a sentence into parts, and I’m guessing I mostly need to focus on the part where I see the word <i>want</i>. I know what it means to want something, but that’s a verb, and the meaning I know doesn’t make sense here—it can’t be that they have less trouble because they want to have beds. <i>Want</i> must mean something else.</p>



Excerpt 2: Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>—the cold, damp floor,—each covering himself or herself with their miserable blankets; and here they sleep till they are <b>summoned</b> to the field by the <b>driver’s</b> horn. At the sound of this, all must rise, and be off to the field. There must be no halting; every one must be at his or her <b>post</b>; and <b>woe betides them</b> who hear not this morning <b>summons</b> to the field; for if they are not awakened by the sense of hearing, they are by the sense of feeling: no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the <b>quarter</b>, armed with a large hickory stick and heavy cowskin, ready to whip any one who was so unfortunate as not to hear, or, from any other cause,</p>	<p><b>driver</b>—<i>a person who supervised slaves as they worked; often, a plantation would have an overseer and then several drivers who reported to the overseers</i></p> <p><b>post</b>—<i>the place where you do your job</i></p> <p><b>woe betides them</b>— <i>someone will be in trouble</i></p> <p><b>summons</b>— <i>to order someone to come to a place</i></p> <p><b>quarter</b>—<i>the place where slaves lived</i></p>	<p>I can see from the first sentence in this paragraph that they don’t have beds, so I think that maybe <i>want</i> in this text means not having something, like an absence of something. I’ll try that meaning out: They find less difficulty from not having beds than from not having time to sleep. That makes sense to me.”</p> <p>Then ask students to work on <i>consumed</i>. Prompt them to reread the sentence from <i>very many of their sleeping hours ... to coming day</i>. Ask: “What happens to the hours that they could be asleep?”</p>



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Text	Second Read Questions	Teacher Directions
<p>was prevented from being ready to start for the field at the sound of the horn.</p>	<p><b>4. What happened to slaves who did not get to the field on time?</b></p> <p>They would be whipped by Mr. Severe.</p>	<p>What are they doing? So which might <i>consumed</i> mean?" Listen for students to say: "used up." Encourage students to continue to use the strategies of rereading and testing possible meanings as they figure out new vocabulary words and answer questions for the remainder of the text. Also remind them that they should be defining two words that they circled that were not already underlined.</p> <p>Probing and prompting questions: <b>3. What is the <i>one common bed</i>?</b></p>

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Text 3	Text 3 Second Read Questions	Teacher Directions
		4. Reread <i>any one who was so unfortunate as not to hear ...</i>
<p>4. Mr. Severe was rightly named: he was a cruel man. 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. He seemed to take pleasure in manifesting his <b>fiendish barbarity</b>. Added to his cruelty, he was a <b>profane</b> swearer. It was enough to chill the blood and stiffen the hair of an ordinary man to hear him talk. Scarce a sentence escaped him but that was <b>commenced</b> or concluded by some horrid oath.</p>	<p><b>fiendish barbarity</b>— <i>unpleasant cruelties</i></p> <p><b>profane</b>— showing a lack of respect for God or holy things</p> <p><b>commenced</b>— to begin with</p> <p><b>profanity</b>— offensive words</p> <p><b>blasphemy</b>—<i>something you say or do that is insulting to God or people’s religious beliefs</i></p>	<p>Students continue to work in pairs to answer questions. Circulate to ask probing and prompting questions, as indicated. (Probing and prompting questions follow in each row.)</p> <p>5. To whom does <i>his</i> refer? To what does <i>it</i> refer? Read the next sentence. What does Mr. Severe do? How might that create blood and blasphemy?</p>



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Text	Second Read Questions	Teacher Directions
<p>The field was the place to witness his cruelty and <b>profanity</b>.</p> <p>His presence made it both the field of blood and of <b>blasphemy</b>.</p> <p>From the rising till the going down of the sun, he was cursing, raving, cutting, and slashing among the slaves of the field, in the most frightful manner. His career was short. He died very soon after I went to Colonel Lloyd’s; and he died as he lived, uttering, with his dying groans, bitter curses and horrid oaths. His death was regarded by the slaves as the result of a merciful providence.</p>	<p><b>5. Paraphrase the sentence “His presence made it both the field of blood and of blasphemy.”</b></p> <p>Mr. Severe made the plantation violent and ungodly.</p> <p><b>6. What was Mr. Severe like?</b></p> <p>A cruel and violent man who enjoyed hurting others.</p> <p><b>merciful providence</b>—<i>a force that is meant to protect us</i></p>	<p>6. What specific examples have you read about what Mr. Severe did? How would you sum up those ideas? Which adjectives would you use?</p>

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Text	Second Read Questions	Teacher Directions
<p>5. The home plantation of Colonel Lloyd <b>wore the appearance</b> of a country village.... It was called by the slaves the <i>Great House Farm</i>. The slaves selected to go to the Great House Farm, for the monthly <b>allowance</b> for themselves and their fellow-slaves, were peculiarly enthusiastic. While on their way, they would make the dense old woods, for miles around, <b>reverberate</b> with their wild songs, revealing at once the highest joy and the deepest sadness. They would compose and sing as they went along, consulting neither time nor tune....</p>	<p><b>wore the appearance of—</b> <b>allowance</b>—<i>given amount of food or other supplies</i> <b>reverberate</b>—<i>echo</i></p> <p>7. <b>What do the slaves do as they walk to the Great House Farm?</b> They sing songs.</p>	

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<p><b>6.</b> I did not, when a slave, understand the deep meaning of those rude and apparently <b>incoherent</b> songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of <b>woe</b> which 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 <b>anguish</b>. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with <b>ineffable</b> sadness. I have frequently found myself in tears while hearing them.</p>	<p><b>incoherent</b>— hard to understand</p> <p><b>8. To what does “they” in the third sentence refer?</b></p> <p>Songs</p> <p><b>woe</b>—<i>sorrow</i></p> <p><b>anguish</b>— suffering caused by pain</p> <p><b>9. How did Douglass feel when he heard the slaves singing?</b></p> <p>Sorrowful.</p> <p><b>ineffable</b>—<i>too great to be described in words</i></p>	<p>8. Reread the first sentence. What is the topic of this paragraph?</p> <p>9. Reread sentences starting with The hearing of those wild notes. Overall, how would you describe Douglass’s feelings?</p> <p>10. What does the word impressed mean in this sentence? What would it mean to have a heart with no flesh?</p>



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Text	Second Read Questions	Teacher Directions
<p>The mere recurrence to those songs, even now, <b>afflicts</b> me; and while I am writing these lines, an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering <b>conception</b> of the <b>dehumanizing</b> character of slavery. I can never get rid of that conception. Those songs still follow me, to deepen my hatred of slavery, and <b>quicken</b> my sympathies for my <b>brethren</b> in bonds.</p>	<p><b>afflicts</b>— to affect in an unpleasant way</p> <p><b>conception</b>— an idea of what something is about</p> <p><b>dehumanizing</b>—<i>to treat people so badly that they lose their good human qualities</i></p> <p><b>quicken</b>—<i>to make grow</i></p> <p><b>brethren</b>—<i>member of a group</i></p> <p><b>obdurate</b>—<i>stubborn, hard</i></p>	



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Text	Second Read Questions	Teacher Directions
<p>If any one wishes to be impressed with the soul-killing effects of slavery, let him go to Colonel Lloyd’s plantation, and, on allowance-day, place himself in the deep pine woods, and there let him, in silence, analyze the sounds that shall pass through the chambers of his soul,—and if he is not thus impressed, it will only be because “there is no flesh in his <b>obdurate</b> heart.”</p>	<p><b>10. If someone listens to the songs and is not moved by them, what does Douglass suggest that person is missing?</b></p> <p>A heart</p>	

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<p>7. I have often been utterly <b>astonished</b>, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to <b>conceive</b> of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery.</p>	<p><b>astonished</b>—<i>very surprised</i></p> <p><b>conceive</b>— imagine something in a particular way</p> <p><b>11. What root and prefix is the word <i>desolate</i> made up of? Based on the meanings of those word roots, what do you think the word <i>desolate</i> means?</b></p> <p>De – away from, without Sol – one, only Desolate: lonely, without other people</p> <p><b>prompted</b>— to make someone do something</p>	<p>11. Reread the sentence: Slaves sing most when they are most unhappy.</p> <p>When students are done, use equity sticks to lead a quick debrief, just sharing answers for most words and questions, but stopping to explore the thinking about: Questions 5, 8, 11, and 12, and the word conceive (make the link to concept, conception). Remind students that they will continue to work with their word roots reference sheet.</p>



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Text	Second Read Questions	Teacher Directions
<p>The singing of a man cast away upon a <b>desolate</b> island might be as appropriately considered as evidence of contentment and happiness, as the singing of a slave; the songs of the one and of the other are <b>prompted</b> by the same emotion.</p>	<p><b>12. Does happiness or sorrow prompt slaves to sing?</b> Sorrow.</p>	

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Excerpt 2: Sentence/Paraphrase Cards

**Teacher Directions: Cut these cards out. You will need one card per student.**

<p><b>SENTENCE</b> Their yearly clothing consisted of two <u>coarse</u> linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars.</p>	<p><b>PARAPHRASE</b> Every year, a slave was given two rough linen shirts, one pair of pants, one jacket, one pair of winter pants, one pair of socks, and one pair of shoes. All of these together cost less than seven dollars.</p>
<p><b>SENTENCE</b> The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year.</p>	<p><b>PARAPHRASE</b> Children who were not old enough to work in the fields did not get shoes, socks, jacket, or pants. They got only two shirts per year.</p>
<p><b>SENTENCE</b> They find less difficulty from the <u>want</u> of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending, and cooking to do, and having few or none of the ordinary <u>facilities</u> for doing either of these, very many of their sleeping hours are <u>consumed</u> in preparing for the field the coming day.</p>	<p><b>PARAPHRASE</b> The biggest difficulty for slaves is not that they don't have beds, but that they don't have time to sleep. When they are done working in the field, they have to do the regular household chores like washing and mending, but they don't have good equipment to do them. As a result, they have to spend a lot of the night getting their chores done to be ready to work in the field again the next day.</p>



Excerpt 2: Sentence/Paraphrase Cards

<p><b>SENTENCE</b> Mr. Severe, the overseer, used to stand by the door of the <u>quarter</u>, armed with a large hickory stick and heavy cowskin, ready to whip any one who was so unfortunate as not to hear, or, from any other cause, was prevented from being ready to start for the field at the sound of the horn.</p>	<p><b>PARAPHRASE</b> Mr. Severe, the overseer, held a whip and a stick, and stood near where the slaves lived. He was ready to whip anyone who did not hear the horn or who for any reason was not ready to start walking to the field on time.</p>
<p><b>SENTENCE</b> The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines, an expression of feeling has already found its way down my cheek.</p>	<p><b>PARAPHRASE</b> Even thinking of these songs makes me sad. While I am writing, a tear has rolled down my cheek.</p>
<p><b>SENTENCE</b> The singing of a man cast away upon a desolate island might be as appropriately considered as evidence of contentment and happiness, as the singing of a slave; the song of the one and of the other are prompted by the same emotion.</p>	<p><b>PARAPHRASE</b> It is inappropriate to think that a man who is stranded on a desert island and is singing is happy. It is just as inappropriate to think that a slave who is singing is happy. They are both singing to express the same emotion.</p>