



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 3A: Unit 2: Lesson 9**

## **Understanding Douglass's Words: An Escape Attempt**



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

- 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 analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)
- I can read above-grade-level texts with scaffolding and support. (RI.7.10)

Supporting Learning Targets

- I can determine the meaning of words and phrases in an excerpt of *Narrative of the Life of Frederick Douglass*.
- I can use common roots, prefixes, and suffixes as clues to the meaning of words in *Narrative of the Life of Frederick Douglass*.
- I can identify different types of figurative language in *Narrative of the Life of Frederick Douglass*.
- I can reread a complex text in order to make meaning of it.

Ongoing Assessment

- Excerpt 5 Text and Questions: An Escape Attempt
- Figurative Language cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Excerpt 5 First and Second Read (23 minutes)</li><li>B. Figurative Language Matching Game (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Adding to the Powerful Language Word Wall (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete Excerpt 5 third read questions.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students address RI.7.4 and L.7.5 by focusing on types of figurative language. They do this during the Figurative Language Matching Game and again when they create Figurative Language cards for the Powerful Language word wall. The matching game is similar to the Rhetorical Tools Matching Game played in Module 2A, Unit 2, Lesson 7.</li><li>• The Figurative Language cards serve as a formative assessment for RI.7.4. Only a few exemplars should be posted on the Powerful Language word wall.</li><li>• In this lesson, students read Excerpt 5, which focuses on Douglass's (failed) escape attempt. They use a similar process to the one used for Excerpts 3 and 4, but this reading arc is less scaffolded since students have already had extensive practice. In particular, students complete the third read questions for homework. This provides them with practice for the Mid-Unit 2 Assessment Part 2, which requires that they independently read and analyze a new excerpt from the <i>Narrative</i>. There are fewer third read questions than usual, as much of the discussion of Douglass's language is accomplished through the Figurative Language Matching Game and the Figurative Language cards.</li><li>• As explained in the Unit 2 Overview, if your class is struggling to understand the <i>Narrative</i> and needs more time to process Excerpt 4, consider using Lessons 9 and 10 differently. However, if you decide not to include Excerpt 5, make sure to do the work with figurative language in this lesson, as it can be applied to Excerpt 3 or 4.</li><li>• If you feel that students in your class will not be successful with all of Excerpt 5, consider using only one part and orally summarizing the remaining section(s) for students.</li><li>• In advance: Create the Figurative Language cards for the matching game.</li><li>• Review: Excerpt 5 Second Read Close Reading Guide.</li><li>• Post: Poet's Toolbox anchor chart, Powerful Language word wall, and learning targets.</li><li>• In the next lesson: Third read questions that students complete for homework should be collected and used as formative assessment data.</li></ul>



Lesson Vocabulary	Materials
metaphor, simile, personification, allusion, cherish, imprudent, ascertain, imbue, feasible, recounted, disposed, sentinel, shunned, gaining the end, bondage, purpose, adrift, subjected to, liable, satisfaction, lash, defiance, propriety, utter, learn a trade	<ul style="list-style-type: none"><li>• Excerpt 5 Text and Questions: An Escape Attempt (one per student and one to display)</li><li>• Douglass's Homes Discussion Appointments (from Unit 1, Lesson 6; for teacher reference)</li><li>• Excerpt 5 Close Reading Guide, Second Read (for teacher reference)</li><li>• Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7; one per student)</li><li>• Poet's Toolbox anchor chart (begun in Unit 1, Lesson 11)</li><li>• Figurative Language Matching Game cards (one card per student)</li><li>• Figurative Language Matching Game directions (one to display)</li><li>• Document camera</li><li>• Figurative Language card directions (one to display)</li><li>• Figurative Language cards (one card per student; all one color: a different color than Vivid Word Choice cards in Lesson 3)</li><li>• Powerful Language Word Wall (begun in Lesson 3)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets. Tell students that you are looking forward to seeing them work more independently with this final excerpt from the <i>Narrative</i>. Explain that today they will focus on figurative language, which they began working with when they studied poetry in Unit 1.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Excerpt 5 First and Second Read (23 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Excerpt 5 Text and Questions: An Escape Attempt</b>. Remind students that this excerpt could also become the basis for the picture book they create in Unit 3.</li><li>• Quickly review the provided definitions (e.g., direct students to find the word <i>imprudent</i> in Paragraph 2, and then read the definition out loud). It is important for students to hear you read the words, 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 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>• Listen for: “The excerpt is about a planned escape to freedom that ultimately fails.”</li><li>• Direct students to sit with one of their partners from the <b>Douglass's Homes Discussion Appointments</b> (you decide which one) and to complete the second read questions. Remind them that you have modeled all of these types of questions before, and this is their chance to practice before the Mid-Unit 2 Assessment Part 2. Use the <b>Excerpt 5 Close Reading Guide, Second Read</b> to guide students as they work in pairs. Remind students to use their <b>Reference Sheet: Roots, Prefixes, and Suffixes</b> as needed.</li><li>• Debrief answers, focusing on Questions 6, 7, 9, and 12.</li></ul>	<ul style="list-style-type: none"><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 follow along silently 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><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>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Figurative Language Matching Game (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their careful work to determine what Douglass said, and tell them that now they will pause to think about this question:<ul style="list-style-type: none"><li>* “What figurative language from the Poet’s Toolbox does Douglass use to strengthen his purpose?”</li></ul></li><li>• Encourage students to reference the <b>Poet’s Toolbox anchor chart</b> if they struggle.</li><li>• Distribute the <b>Figurative Language Matching Game cards</b> by giving half the class tool notecards and the other half sentence strips.</li><li>• Display and explain the <b>Figurative Language Matching Game directions</b>.<ol style="list-style-type: none"><li>1. Read the cards and clarify any vocabulary.</li><li>2. Walk around and find a match: a tool card needs to be matched with a sentence strip, which has an example of that tool from the <i>Narrative</i>.</li><li>3. Sit down together once a match is made.</li><li>4. Discuss the example and the tool. Talk about why Douglass used that particular tool.</li></ol></li><li>• Model Direction 4 by saying:<ul style="list-style-type: none"><li>* “When you get to the last step, make sure to reference the figurative language type and the words Douglass used. You may say something like: ‘Douglass used the metaphor “horrible pit” to describe slavery because it created an image of slavery as inescapable. This painted a picture in the minds of the audience about the evils of the institution.’”</li></ul></li><li>• Give students a minute to complete Step 1, and pause to answer clarifying questions. Then, instruct them to move on.</li><li>• Circulate to ensure students are finding their matches.</li><li>• When most students have partnered up and had a chance to discuss, ask several groups to share their thinking.</li><li>• Provide positive feedback for careful thinking about why Douglass is using particular strategies and how they might be convincing to his audience.</li></ul>	<ul style="list-style-type: none"><li>• The Figurative Language Matching Game acts as a physical release. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Adding to the Powerful Language Word Wall (10 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students of the work they did in Lesson 3 when they added word choice cards to the Powerful Language Word Wall.</li><li>Direct students' attention to the <b>document camera</b>. Post the <b>Figurative Language card directions</b> and distribute the <b>Figurative Language cards</b> to students.</li><li>Ask students to turn and talk:<ul style="list-style-type: none"><li>* "How is this similar to and different from the Word Choice cards you completed in Lesson 3?"</li></ul></li><li>Listen for students to say: "This focuses on Excerpt 5, not Excerpt 3," "identifies a place that 'pulls' at you," and "analyzes how Douglass uses language to convey meaning."</li><li>Ask students to find an example of figurative language in Excerpt 4 or Excerpt 5. When they have found one, prompt them to complete a Figurative Language card for it.</li><li>Remind students that you will look at all of the cards to see how they are doing with this skill—which will be assessed on the Mid-Unit 2 Assessment—and you will post the strongest examples to the <b>Powerful Language Word Wall</b>.</li></ul>	<ul style="list-style-type: none"><li>Providing models of expected work supports all learners, but especially supports challenged learners.</li><li>Encourage students, especially struggling readers, to make their cards about the example they used in the game.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Complete Excerpt 5 third read questions.</li></ul>	



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# Grade 7: Module 3A: Unit 2: Lesson 9

## Supporting Materials



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**Excerpt 5 Text and Questions: An Escape Attempt**  
*Narrative of the Life of Frederick Douglass*

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**Name:**

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**Date:**

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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. Mr. Freeland is a slaveholder who is less cruel and more tolerable than the previous one. 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.

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>1 At the close of the year 1834, Mr. Freeland again hired me of my master, for the year 1835. But, by this time, I began to want to live <i>upon free land</i> as well as <i>with Freeland</i>; and I was no longer content, therefore, to live with him or any other slaveholder.... I was fast approaching manhood, and year after year had passed, and I was still a slave. These thoughts roused me—I must do something. I therefore resolved that 1835 should not pass without witnessing an attempt, on my part, to secure my liberty. But I was not willing to <b>cherish</b> this determination alone. My fellow-slaves [many of whom he had taught in Sabbath school] were dear to me. I was anxious to</p>	<p>1. What does Douglass decide he will do in 1834?</p> <p><b>Cherish</b>—to keep or take care of something or someone you hold dear</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>

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>have them participate with me in this, my life-giving determination. I therefore, though with great <b>prudence</b>, commenced early to <b>ascertain</b> their views and feelings in regard to their condition, and to <b>imbue</b> their minds with thoughts of freedom.... I went first to Henry, next to John, then to the others. I found, in them all, warm hearts and noble spirits. They were ready to hear, and ready to act when a <b>feasible</b> plan should be proposed. This was what I wanted. We met often, and consulted frequently, and told our hopes and fears, <b>recounted</b> the difficulties, real and imagined, which we should be called on to meet. At times we were almost <b>disposed</b> to give up, and try to content ourselves with our wretched lot; at others, we were firm and unbending in our determination to go.</p>	<p><b>Prudence</b>—caution</p> <p><b>Ascertain</b>—figure out</p> <p><b>Imbue</b>—</p> <p><b>2. Feasible</b> is from the root <i>fais</i>, which means do or make. The suffix is <i>able</i>. Given that, what do you think feasible means?</p> <p><b>3. Recounted</b> has the prefix <i>re</i>, which means again. What does Douglass do again in this paragraph?</p> <p><b>Disposed</b>—</p>	

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>Whenever we suggested any plan, there was shrinking—the odds were fearful. Our path was beset with the greatest obstacles; and if we succeeded in <b>gaining the end</b> of it, our right to be free was yet questionable—we were yet liable to be returned to <b>bondage</b>. We could see no spot, this side of the ocean, where we could be free.</p>	<p><b>Gaining the end—</b> reaching the goal</p> <p><b>Bondage—</b></p>	

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>We knew nothing about Canada. Our knowledge of the north did not extend farther than New York; and to go there, and be forever harassed with the frightful liability of being returned to slavery—with the certainty of being treated tenfold worse than before—the thought was truly a horrible one, and one which it was not easy to overcome. The case sometimes stood thus: At every gate through which we were to pass, we saw a watchman—at every ferry a guard—on every bridge a <b>sentinel</b>—and in every wood a patrol. We were <b>hemmed in</b> upon every side. Here were the difficulties, real or imagined—the good to be sought, and the evil to be <b>shunned</b>.</p>	<p>4. Underline two of Douglass’s concerns about trying to escape from slavery.</p> <p><b>Sentinel</b>—a soldier or guard whose job is to stand and keep watch</p> <p><b>Hemmed in</b>—</p> <p><b>Shunned</b>—deliberately avoided someone or something</p>	<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 in this quote?</p> <ul style="list-style-type: none"> <li>a. Simile</li> <li>b. Metaphor</li> <li>c. Allusion</li> <li>d. Personification</li> </ul> <p>How does this help him make his point?</p>

**Excerpt 5 Text and Questions: An Escape Attempt**  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>On the one hand, there stood slavery, a stern reality, glaring frightfully upon us,—its robes already crimsoned with the blood of millions, and even now feasting itself greedily upon our own flesh. On the other hand, away back in the dim distance, under the flickering light of the north star, behind some craggy hill or snow-covered mountain, stood a doubtful freedom—half frozen—beckoning us to come and share its hospitality.</p>		

**Excerpt 5 Text and Questions: An Escape Attempt**  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>2. 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.</p>	<p>5. Patrick Henry, a delegate from Virginia who was trying to get his state to join the Revolutionary War, wrote a speech where he said, “Give me liberty or give me death!”</p> <p>What type of figurative language does Douglass use when he mentions Patrick Henry and his own “doubtful liberty at most, and almost certain death”?</p> <p>a. Simile b. Juxtaposition c. Allusion d. Vivid word choice</p>	<p>3. Why does Douglass so clearly explain the dangers of trying to escape? How does it convey his position about slavery?</p>

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>3. The plan we finally concluded upon was, to get a large canoe belonging to Mr. Hamilton, and upon the Saturday night previous to Easter holidays, paddle directly up the Chesapeake Bay. On our arrival at the head of the bay, a distance of seventy or eighty miles from where we lived, it was our <b>purpose</b> to turn our canoe <b>adrift</b>, and follow the guidance of the north star till we got beyond the limits of Maryland. Our reason for taking the water route was, that we were less <b>liable</b> to be suspected as runaways; we hoped to be regarded as fishermen; whereas, if we should take the land route, we should be <b>subjected to</b> interruptions of almost every kind. Any one having a white face, and being so disposed, could stop us, and subject us to examination.</p>	<p><b>Purpose—</b></p> <p><b>Adrift—</b>not fastened to anything; a boat that is adrift will float away</p> <p><b>Liable—</b></p> <p><b>Subjected to—</b></p> <p>6. What was the escape plan?</p>	



Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>4. The week before our intended start, I wrote several <b>protections</b>, one for each of us. As well as I can remember, they were in the following words, to wit:—</p> <p>“This is to certify that I, the undersigned, have given the bearer, my servant, full liberty to go to Baltimore, and spend the Easter holidays. Written with mine own hand, &amp;c., 1835.</p> <p>WILLIAM HAMILTON</p> <p>Near St. Michael’s, in Talbot county, Maryland.”</p> <p>We were not going to Baltimore; but, in going up the bay, we went toward Baltimore, and these protections were only intended to protect us while on the bay.</p>	<p>7. What is a <b>protection</b>? How would it help Douglass and the other escaping slaves?</p>	

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>5. After a painful waiting, the Saturday morning, whose night was to witness our departure, came. I hailed it with joy, bring what of sadness it might. Friday night was a sleepless one for me. I probably felt more anxious than the rest, because I was, by common consent, at the head of the whole affair. The responsibility of success or failure lay heavily upon me. The glory of the one, and the confusion of the other, were alike mine. The first two hours of that morning were such as I never experienced before, and hope never to again. Early in the morning, we went, as usual, to the field.</p>	<p>8. What does Douglass mean when he says, “We are betrayed?” What has happened to their plan to escape?</p>	

**Excerpt 5 Text and Questions: An Escape Attempt**  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was near by, and said, “We are betrayed!” “Well,” said he, “that thought has this moment struck me.” We said no more. I was never more certain of any thing.</p>		

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>6. The horn was blown as usual, and we went up from the field to the house for breakfast. I went for the form, more than for want of any thing to eat that morning. Just as I got to the house, in looking out at the lane gate, I saw four white men, with two colored men. Mr. Freeland put his head in at the door, and called me by name, saying, there were some gentlemen at the door who wished to see me. I stepped to the door, and inquired what they wanted. They at once seized me, and, without giving me any <b>satisfaction</b>, tied me—<b>lashing</b> my hands closely together. I insisted upon knowing what the matter was. They at length said, that they had learned I had been in a “scrape,” and that I was to be examined before my master; and if their information proved false, I should not be hurt.</p>	<p><b>Satisfaction</b>—reason</p> <p>9. What set of context clues helps you figure out what <b>lash</b> means?</p> <p>a. seize, tied, hands closely together b. satisfaction, inquired, hands c. at once, tied, without d. tied, insisted, scrape</p>	

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>7. In a few moments, they succeeded in tying John. They then turned to Henry, who had by this time returned, and commanded him to cross his hands. “I won’t!” said Henry, in a firm tone, indicating his readiness to meet the consequences of his refusal. “Won’t you?” said Tom Graham, the constable. “No, I won’t!” said Henry, in a still stronger tone. With this, two of the constables pulled out their shining pistols, and swore, by their Creator, that they would make him cross his hands or kill him. Each cocked his pistol, and, with fingers on the trigger, walked up to Henry, saying, at the same time, if he did not cross his hands, they would blow his damned heart out. “Shoot me, shoot me!” said Henry; “you can’t kill me but once. Shoot, shoot—and be damned! <i>I won’t be tied!</i>”</p>	<p>10. What does Henry refuse to do? Why?</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>

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>This he said in a tone of loud <b>defiance</b>; and at the same time, with a motion as quick as lightning, he with one single stroke dashed the pistols from the hand of each constable. As he did this, all hands fell upon him, and, after beating him some time, they finally overpowered him, and got him tied.</p>	<p>11. “This he said in a tone of loud defiance; and at the same time, with a motion as quick as lightning, he with one single stroke dashed the pistols from the hand of each constable.”</p> <p>What does “defiance” mean in this sentence?</p> <ul style="list-style-type: none"> <li>a. behavior that shows you are unhappy with someone</li> <li>b. behavior that shows you are angry with someone</li> <li>c. behavior that shows you refuse to do what someone tells you to do, especially because you do not respect them</li> <li>d. behavior that shows you are moving quickly</li> </ul>	

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>8. During the scuffle, I managed, I know not how, to get my pass out, and, without being discovered, put it into the fire. We were all now tied.... Just a moment previous to the scuffle with Henry, Mr. Hamilton suggested the <b>propriety</b> of making a search for the protections which he had understood Frederick had written for himself and the rest. But, just at the moment he was about carrying his proposal into effect, his aid was needed in helping to tie Henry; and the excitement attending the scuffle caused them either to forget, or to deem it unsafe, under the circumstances, to search. So we were not yet convicted of the intention to run away.</p>	<p><b>Propriety</b>—recommended action or behavior</p> <p>12. Why were Douglass and his friends “not yet convicted on the intention to run away”?</p>	

Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>9. When we got about half way to St. Michael's, while the constables having us in charge were looking ahead, Henry inquired of me what he should do with his pass. I told him to eat it with his biscuit, and <b>own nothing</b>; and we passed the word around, "Own nothing;" and "Own nothing!" said we all. Our confidence in each other was unshaken.</p>	<p>13. What does Douglass mean by "own nothing" and why do Douglass, Henry, and John repeat those words?</p>	



Excerpt 5 Text and Questions: An Escape Attempt  
*Narrative of the Life of Frederick Douglass*

Text	Second Read Questions	Third Read Questions
<p>10. I was now left to my fate. I was all alone, and within the walls of a stone prison. But a few days before, and I was full of hope. I expected to have been safe in a land of freedom; but now I was covered with gloom, sunk down to the utmost despair. I thought the possibility of freedom was gone. I was kept in this way about one week, at the end of which, Captain Auld, my master, to my surprise and <b>utter</b> astonishment, came up, and took me out, with the intention of sending me, with a gentleman of his acquaintance, into Alabama. But, from some cause or other, he did not send me to Alabama, but concluded to send me back to Baltimore, to live again with his brother Hugh, and to <b>learn a trade</b>.</p>	<p>14. Where do the constables take Douglass?</p> <p><b>Utter—</b></p> <p><b>Learn a trade—</b>to learn to do a particular craft, such as making clocks or boats, or weaving cloth</p>	<p>5. How does Douglass's mood change from the beginning of the excerpt to the end? Provide several examples to support your idea.</p>

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

**Excerpt 5 Text and Questions: An Escape Attempt**  
*Narrative of the Life of Frederick 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 5 Close Reading Guide, Second Read**  
*Narrative of the Life of Frederick Douglass*  
(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. Mr. Freeland is a slaveholder who is less cruel and more tolerable than the previous one. 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.

**Directions for second read: The Summary Version**

- \* Students work in pairs.
- \* For the debrief, focus on 6, 7, 9, and 12.

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>1. At the close of the year 1834, Mr. Freeland again hired me of my master, for the year 1835. But, by this time, I began to want to live upon free land as well as with Freeland; and I was no longer content, therefore, to live with him or any other slaveholder.... I was fast approaching manhood, and year after year had passed, and I was still a slave. These thoughts roused me—I must do something. I therefore resolved that 1835 should not pass without witnessing an attempt, on my part, to secure my liberty. But I was not willing to <b>cherish</b> this determination alone. My fellow-slaves [many of whom he had taught in Sabbath school] were dear to me. I was anxious to have them participate with me in this, my life-giving determination.</p>	<p><b>1. What does Douglass decide he will do in 1834?</b> Douglass wants desperately to find freedom. He cannot live under the control of a master any longer.</p> <p><b>Cherish</b>—<i>to keep or take care of something or someone you hold dear</i></p> <p><b>Prudence</b>—<i>caution</i></p> <p><b>Ascertain</b>—<i>figure out</i></p> <p><b>Imbue</b>—<b>to make someone have a particular quality or emotion</b></p>	<p>Before students begin, prompt them to use the various strategies they have mastered throughout their reading of the <i>Narrative</i>.</p> <p>Students should work in pairs. Circulate to ask prompting and probing questions as necessary.</p> <p>Consider working with a small group of students who may need additional support.</p> <p><b>Prompting and probing questions:</b></p> <p>1. What does it mean to resolve something? Reread the sentence, “I therefore resolved that ...”</p>

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>I therefore, though with great <b>prudence</b>, commenced early to <b>ascertain</b> their views and feelings in regard to their condition, and to <b>imbue</b> their minds with thoughts of freedom. I went first to Henry, next to John, then to the others. I found, in them all, warm hearts and noble spirits. They were ready to hear, and ready to act when a <b>feasible</b> plan should be proposed. This was what I wanted. We met often, and consulted frequently, and told our hopes and fears, <b>recounted</b> the difficulties, real and imagined, which we should be called on to meet.</p>	<p><b>2. <i>Feasible</i> is from the root <i>fais</i>, which means do or make. The suffix is <i>able</i>. Given that, what do you think feasible means?</b> Able to be done, possible</p> <p><b>3. <i>Recounted</i> has the prefix <i>re</i>, which means again. What does Douglass do again in this paragraph?</b> Douglass thinks about the challenges he will face again and again when planning his escape.</p>	

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>At times we were almost <b>disposed</b> to give up, and try to content ourselves with our wretched lot; at others, we were firm and unbending in our determination to go. Whenever we suggested any plan, there was shrinking—the odds were fearful. Our path was beset with the greatest obstacles; and if we succeeded in <b>gaining the end</b> of it, our right to be free was yet questionable—we were yet liable to be returned to <b>bondage</b>. We could see no spot, this side of the ocean, where we could be free. We knew nothing about Canada.</p>	<p><b>Disposed—inclined</b></p> <p><b>Gaining the end</b>—<i>reaching the goal</i></p> <p><b>Bondage</b>—slavery</p> <p>4. <b>Underline two of Douglass’s concerns about trying to escape from slavery.</b></p> <p>Possible answers include phrases from anywhere in this section that begins: “Our path was beset with the greatest obstacles . . .” and concludes “. . . the thought was truly a horrible one, and one which it was not easy to overcome.”</p>	<p>4. An obstacle is something that stands in the way. Reread the few sentences after the phrase, “Our path was beset with the greatest obstacles...”</p>

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>Our knowledge of the north did not extend farther than New York; and to go there, and be forever harassed with the frightful liability of being returned to slavery—with the certainty of being treated tenfold worse than before—the thought was truly a horrible one, and one which it was not easy to overcome. The case sometimes stood thus: At every gate through which we were to pass, we saw a watchman—at every ferry a guard—on every bridge a <b>sentinel</b>—and in every wood a patrol. We were <b>hemmed in</b> upon every side. Here were the difficulties, real or imagined—the good to be sought, and the evil to be <b>shunned</b>.</p>	<p><b>Sentinel</b>—<i>a soldier or guard whose job is to stand and keep watch</i></p> <p><b>Hemmed in</b>—contained, trapped within an area</p> <p><b>Shunned</b>—<i>deliberately avoided someone or something</i></p>	

**Excerpt 5 Close Reading Guide, Second Read**  
*Narrative of the Life of Frederick Douglass*  
 (For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>On the one hand, there stood slavery, a stern reality, glaring frightfully upon us,—its robes already crimsoned with the blood of millions, and even now feasting itself greedily upon our own flesh. On the other hand, away back in the dim distance, under the flickering light of the north star, behind some craggy hill or snow-covered mountain, stood a doubtful freedom—half frozen—beckoning us to come and share its hospitality.</p>		



Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>2. 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.</p>	<p>5. <b>Patrick Henry, a delegate from Virginia who was trying to get his state to join the Revolutionary War, wrote a speech where he said, “Give me liberty or give me death!”</b></p> <p><b>What type of figurative language does Douglass use when he mentions Patrick Henry and his own “doubtful liberty at most, and almost certain death”?</b></p> <p>a. Simile b. Juxtaposition <b>c. Allusion</b> d. Vivid word choice</p>	

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>3. The plan we finally concluded upon was, to get a large canoe belonging to Mr. Hamilton, and upon the Saturday night previous to Easter holidays, paddle directly up the Chesapeake Bay. On our arrival at the head of the bay, a distance of seventy or eighty miles from where we lived, it was our <b>purpose</b> to turn our canoe <b>adrift</b>, and follow the guidance of the north star till we got beyond the limits of Maryland. Our reason for taking the water route was, that we were less <b>liable</b> to be suspected as runaways; we hoped to be regarded as fishermen; whereas, if we should take the land route, we should be <b>subjected to</b> interruptions of almost every kind. Any one having a white face, and being so disposed, could stop us, and subject us to examination. a</p>	<p><b>Purpose</b>—plan</p> <p><b>Adrift</b>—<i>not fastened to anything; a boat that isadrift will float away</i></p> <p><b>Liable</b>—likely, able to be blamed</p> <p><b>Subjected to</b>—forced to allow</p> <p><b>6.What was the escape plan?</b> They planned to take a canoe north through the Chesapeake Bay, where they could pretend to be fisherman. Then they planned to turn the canoe loose and walk to the northern border of Maryland.</p>	<p>6. Highlight the key phrases for students to summarize: “get a large canoe,” “paddle up the Chesapeake Bay,” and “follow the guidance of the north star.”</p>

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>4. The week before our intended start, I wrote several <b>protections</b>, one for each of us. As well as I can remember, they were in the following words, to wit:— “This is to certify that I, the undersigned, have given the bearer, my servant, full liberty to go to Baltimore, and spend the Easter holidays. Written with mine own hand, &amp;c., 1835.</p> <p>WILLIAM HAMILTON</p> <p>Near St. Michael’s, in Talbot county, Maryland.”</p> <p>We were not going to Baltimore; but, in going up the bay, we went toward Baltimore, and these protections were only intended to protect us while on the bay.</p>	<p><b>7. What is a protection? How would it help Douglass and the other escaping slaves?</b></p> <p>A protection is a written pass allowing a slave to be away from his or her plantation. It would allow Douglass and his friends to not seem like escaping slaves when they encountered whites.</p>	<p>7. What do you know about whether or not slaves were allowed to leave their plantations? Why did Douglass sign the passes with someone else’s name?</p>

Excerpt 5 Second Read Close Reading Guide  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>5. After a painful waiting, the Saturday morning, whose night was to witness our departure, came. I hailed it with joy, bring what of sadness it might. Friday night was a sleepless one for me. I probably felt more anxious than the rest, because I was, by common consent, at the head of the whole affair. The responsibility of success or failure lay heavily upon me. The glory of the one, and the confusion of the other, were alike mine. The first two hours of that morning were such as I never experienced before, and hope never to again. Early in the morning, we went, as usual, to the field. We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was near by, and said, “We are betrayed!”</p>	<p><b>8. What does Douglass mean when he says, “We are betrayed”? What has happened to their plan to escape?</b></p> <p>Douglass gets the feeling that their plan to escape has been ruined because someone had betrayed them by sharing their plan with the enemy.</p>	<p>8. What does it mean to betray someone?</p>

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>“Well,” said he, “that thought has this moment struck me.” We said no more. I was never more certain of any thing.</p>		
<p>6. The horn was blown as usual, and we went up from the field to the house for breakfast. I went for the form, more than for want of any thing to eat that morning. Just as I got to the house, in looking out at the lane gate, I saw four white men, with two colored men. Mr. Freeland put his head in at the door, and called me by name, saying, there were some gentlemen at the door who wished to see me. I stepped to the door, and inquired what they wanted. They at once seized me, and, without giving me any <b>satisfaction</b>, tied me—lashing my hands closely together. I insisted upon knowing what the matter was.</p>	<p><b>Satisfaction—reason</b></p> <p>9. <b>What set of context clues helps you figure out what lash means?</b></p> <p><b>a. seize, tied, hands closely together</b> b. satisfaction, inquired, hands c. at once, tied, without d. tied, insisted, scrape</p>	<p>9. Are there answers you can eliminate?</p>

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
They at length said, that they had learned I had been in a “scrape,” and that I was to be examined before my master; and if their information proved false, I should not be hurt.		
7. In a few moments, they succeeded in tying John. They then turned to Henry, who had by this time returned, and commanded him to cross his hands. “I won’t!” said Henry, in a firm tone, indicating his readiness to meet the consequences of his refusal. “Won’t you?” said Tom Graham, the constable. “No, I won’t!” said Henry, in a still stronger tone. With this, two of the constables pulled out their shining pistols, and swore, by their Creator, that they would make him cross his hands or kill him.	10. <b>What does Henry refuse to do? Why?</b> Henry does not want to get tied up. He would rather get shot.	10. What did the constables ask Henry to do right before he said, “I won’t!”?  11. Which of these phrases best describes Henry in this paragraph?

**Excerpt 5 Close Reading Guide, Second Read**  
*Narrative of the Life of Frederick Douglass*  
 (For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>Each cocked his pistol, and, with fingers on the trigger, walked up to Henry, saying, at the same time, if he did not cross his hands, they would blow his damned heart out. “Shoot me, shoot me!” said Henry; “you can't kill me but once. Shoot, shoot—and be damned! I won't be tied!”</p>		

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>This he said in a tone of loud <b>defiance</b>; and at the same time, with a motion as quick as lightning, he with one single stroke dashed the pistols from the hand of each constable.</p> <p>As he did this, all hands fell upon him, and, after beating him some time, they finally overpowered him, and got him tied.</p>	<p>11. <b>“This he said in a tone of loud defiance; and at the same time, with a motion as quick as lightning, he with one single stroke dashed the pistols from the hand of each constable.”</b></p> <p><b>What does “defiance” mean in this sentence?</b></p> <ul style="list-style-type: none"> <li>a. behavior that shows you are unhappy with someone</li> <li>b. behavior that shows you are angry with someone</li> <li>c. <b>behavior that shows you refuse to do what someone tells you to do, especially because you do not respect them</b></li> <li>d. behavior that shows you are moving quickly</li> </ul>	<p>10. What did the constables ask Henry to do right before he said, “I won’t!”?</p> <p>11. Which of these phrases best describes Henry in this paragraph?</p>



Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>8. During the scuffle, I managed, I know not how, to get my pass out, and, without being discovered, put it into the fire. We were all now tied.... Just a moment previous to the scuffle with Henry, Mr. Hamilton suggested the <b>propriety</b> of making a search for the protections which he had understood Frederick had written for himself and the rest. But, just at the moment he was about carrying his proposal into effect, his aid was needed in helping to tie Henry; and the excitement attending the scuffle caused them either to forget, or to deem it unsafe, under the circumstances, to search. So we were not yet convicted of the intention to run away.</p>	<p><b>Propriety</b>—<i>recommended action or behavior</i></p> <p><b>12. Why were Douglass and his friends “not yet convicted on the intention to run away”?</b></p> <p>No one had found their forged passes, so they didn’t know they were planning to escape.</p>	<p>12. Why did Douglass burn his pass?</p>

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>9. When we got about half way to St. Michael's, while the constables having us in charge were looking ahead, Henry inquired of me what he should do with his pass. I told him to eat it with his biscuit, and <u>own nothing</u>; and we passed the word around, "Own nothing;" and "Own nothing!" said we all. Our confidence in each other was unshaken.</p>	<p><b>13. What does Douglass mean by "own nothing" and why do Douglass, Henry, and John repeat those words?</b></p> <p>Douglass is telling the slaves not to admit to any of their escape plan. They need to protect each other. They repeat it to show that they are all in agreement.</p>	<p>13. What would happen if one slave confessed to the plan?</p>

Excerpt 5 Close Reading Guide, Second Read  
*Narrative of the Life of Frederick Douglass*  
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>10. I was now left to my fate. I was all alone, and within the walls of a stone prison. But a few days before, and I was full of hope. I expected to have been safe in a land of freedom; but now I was covered with gloom, sunk down to the utmost despair. I thought the possibility of freedom was gone. I was kept in this way about one week, at the end of which, Captain Auld, my master, to my surprise and <b>utter</b> astonishment, came up, and took me out, with the intention of sending me, with a gentleman of his acquaintance, into Alabama. But, from some cause or other, he did not send me to Alabama, but concluded to send me back to Baltimore, to live again with his brother Hugh, and to <b>learn a trade</b>.</p>	<p><b>14. Where do the constables take Douglass?</b></p> <p>To jail</p> <p><b>Utter</b>—complete</p> <p><b>Learn a trade</b>—<i>to learn to do a particular craft, such as making clocks or boats or weaving cloth</i></p>	

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



## Figurative Language Matching Game Cards


### Teacher Directions:

- Depending on your class, please make several copies of the following page.
- Separate each sentence strip and each tool card.
- Distribute them to students so each student has either one sentence strip or one tool card. Mix them up before you distribute them so that students have to search to find their matches.

**Note:** This sheet, with the sentence strips and tool cards aligned in this way, can serve as an answer key. Be aware that some sentence strips could be both a specific device and vivid word choice.



## Figurative Language Matching Game Cards

Sentence Strips	Tool Cards
This he said in a tone of loud defiance; and at the same time, with a motion as quick as lightning, he with one single stroke dashed the pistols from the hand of each constable. (Excerpt 5, Par. 7)	<b>Simile</b>
... there stood slavery, a stern reality, glaring frightfully upon us (Excerpt 5, Par. 1)	<b>Personification</b>
... its robes already crimsoned with the blood of millions, and even now feasting itself greedily upon our own flesh (Excerpt 5, Par. 1)	<b>Personification</b>
... now I was covered with gloom, sunk down to the utmost despair. (Par. 10)	<b>Vivid Word Choice</b>
"I was seized with a violent aching of the head, attended with extreme dizziness; I trembled in every limb." (Excerpt 4, paragraph 7)	<b>Vivid Word Choice</b>
"The dark night of slavery closed in upon me; and behold a man transformed into a brute!: (Excerpt 4, paragraph 4)	<b>Metaphor</b>
Here were the difficulties, real or imagined—the good to be sought, and the evil to be shunned. (Excerpt 5, Par. 1)	<b>Juxtaposition</b>
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. (Excerpt 5, Par. 4)	<b>Allusion</b>
"The responsibility of success or failure lay heavily upon me. The glory of the one, and the confusion of the other, were alike mine." (Excerpt 5, Par. 5)	<b>Juxtaposition</b>
"It was a glorious resurrection, from the tomb of slavery, to the heaven of freedom." (Excerpt 4, paragraph 14) 	<b>Metaphor</b>



### Figurative Language Matching Game Directions

1. Read the cards and clarify any vocabulary.
2. Walk around and find a match: a tool card needs to be matched with a sentence strip, which has an example of that tool from the *Narrative*.
3. Sit down together once a match is made.
4. Discuss the example and tool. Talk about why Douglass used that particular tool.

## Figurative Language Card Directions

### Card Prompt

#### Figurative Language Card

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

Write the sentence or part of the sentence; underline the word(s) you are focusing on.

Type of figurative language:

Effect on meaning/tone:

### Card Example:

#### Figurative Language Card

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

Write the sentence or part of the sentence; underline the word(s) you are focusing on.

**“His comings were like a thief in the night” (Excerpt 4, par. 3)**

Type of figurative language: **Simile**

Effect on meaning/tone: **Douglass is describing how Covey always snuck up on slaves to make sure they were working. By comparing him to a thief, Douglass adds to the suggestion that Covey was an evil and immoral person.**

### Directions

Skim Excerpt 4 and Excerpt 5.

Choose an example of figurative language that you find effective.

Fill out a Vivid Word Choice card.



Figurative Language Cards

**Figurative Language Card**

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

Write the sentence or part of the sentence; underline the phrase you are focusing on.

Type of figurative language:

Effect on meaning/tone:

**Figurative Language Card**

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

Write the sentence or part of the sentence; underline the phrase you are focusing on.

Type of figurative language:

Effect on meaning/tone:

