



EXPEDITIONARY
LEARNING

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

Introducing the Process for Close Reading: Meeting Frederick Douglass



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

Supporting Learning Targets

- I can determine the meaning of words and phrases in an excerpt from *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

- Determining Position (from homework)
- Excerpt 1 Text and Questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Quote Cards (5 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read, Excerpt 1 (10 minutes) B. Second Read, Excerpt 1 (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Adding to the Historical Context Anchor Chart (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Independent reading: Remind students that every evening, they need to be reading the independent reading book they chose in Lesson 5. 	<ul style="list-style-type: none"> • In this lesson, students read the first excerpt from <i>Narrative of the Life of Frederick Douglass</i>. Throughout the module they will read five excerpts, which together constitute a substantive part, but not the whole, of the text. Since this is a complex text, students gain more from closely reading excerpts than from quickly reading the whole. • At the top of each excerpt is information about exactly which parts of the <i>Narrative</i> it includes. However, for ease of use, within each excerpt, the paragraphs are numbered sequentially (rather than based on the paragraph number within the full <i>Narrative</i>). • The purpose of this lesson is for students to begin to use tools and routines that will help them navigate the complex text. This includes using context and roots to figure out key vocabulary, determining literal meaning, paraphrasing difficult sentences, rereading, and analyzing purpose and author's craft. • The skill of using roots, suffixes, and prefixes to determine the meaning of vocabulary words was introduced in Module 1. In this module, students track the words that contain key roots, prefixes, and suffixes on a reference sheet. They should use this reference sheet to assist them as they read <i>Narrative of the Life of Frederick Douglass</i> throughout Units 1 and 2. • Students encounter each of the five excerpts from the text at least three different times. The multiple reads occur over the course of several lessons and are done by the teacher, in pairs, and independently. The first reading is when the teacher reads the text aloud as students read it silently. The second reading is focused on vocabulary and more literal comprehension questions. The third reading includes text-dependent questions that require students to analyze purpose and craft. • In this and the following lesson, students hold their thinking for the second and third readings on the Excerpt 1: Text and Questions handout. Periodic debriefs of the second and third reads focus on the most important words, sentences, and paragraphs. • In this lesson, the excerpt students read is from the very beginning of the <i>Narrative</i> and introduces Douglass to the reader. Students learn about Douglass being deprived of knowledge of his birth date and of his mother and father. These examples convey his position that slavery was terrible (not just mildly unpleasant) for slaves, and that slavery corrupted the slaveholders.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • This excerpt also includes a scene in which Douglass’s master whips his aunt brutally. The lesson prompts you to discuss with students both why Douglass might include such a scene so early in his <i>Narrative</i>, and how readers can respond to and process scenes of violence. Consider referring to the conversation you had about reading emotionally difficult text in Module 1 when students were reading <i>A Long Walk to Water</i>. • In advance: Tape four quote cards under students’ desks. • Review: Excerpt 1: Close Reading Guide, Second Read. • Post: Learning targets.

Lesson Vocabulary	Materials
<p>determine, excerpt, roots, prefixes, suffixes; ignorant, seldom, improper, impertinent, blunt, inevitable, tidings, imitation, ordained, cunning, sustains, cowskin, humane, barbarity, joist, deprived, inquiries, odiousness, gratification</p>	<ul style="list-style-type: none"> • Shining a Light anchor chart (from Lesson 6) • Document camera • Entry Task: Quote Cards (one set per class) • Shining a Light anchor chart, student version (from Lesson 6; one per student) • Douglass’ Homes Discussion Appointments handout (from Lesson 6) • Excerpt 1 Text and Questions (one to display and one per student) • Excerpt 1 Close Reading Guide, Second Read (for teacher reference) • Reference Sheet: Roots, Prefixes, and Suffixes (one per student and one to display) • Historical Context anchor chart, student version (from Lesson 4; one per student) • Historical Context anchor chart (begun in Lesson 2)



Opening	Meeting Students' Needs
<p>A. Entry Task: Quote Cards (5 minutes)</p> <ul style="list-style-type: none"> • Display a copy of the Shining a Light anchor chart using a document camera. • Ask students to take out their copies of Determining Position, which they were to complete for homework. Tell students that today they will review the positions in each quote in this opening activity, and they should use this opportunity to correct their homework. • Tell students to reach underneath their desks and see if there is one of the four Entry Task: Quote Cards taped there. Say: "I am going to read three of the four positions from your Shining a Light anchor chart, student version. If you have a quote under your desk that supports it, stand up and be prepared to read your quote and explain how it supports that position." • Point to the relevant part of the Shining a Light anchor chart and say, "If you have a quote that supports the position that slavery is terrible for slaves, stand up." • Call on students who are standing to read their quote and explain how they know it fits this position. • Listen for the following quotes and student explanations: <ul style="list-style-type: none"> – "The [slave] 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." – "The songs sung by slaves "told a tale of woe ... they breathed the prayer and complaint of souls boiling over with the bitterest anguish." – I know this is the position that slavery is terrible for slaves because "a tale of woe" means the songs were about stories of sadness. • Point to the relevant part of the Shining a Light anchor chart and say: "If you have a quote that supports the position that slavery corrupts slaveholders, stand up." • Call on students who are standing to read their quote and explain how they know it fits this position. 	<ul style="list-style-type: none"> • Reviewing homework ensures that all students have a basic understanding of key concepts covered in the task completed at home. • You may wish to encourage stronger readers to focus on how Douglass responds to the third position on the Shining a Light anchor chart; this is the issue that will be explored in the model essay, and may be accessible to strong readers. If you choose to do this, you will need to modify the excerpt analysis note-catcher for these students (introduced in Lesson 10).



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Listen for the following quote and student explanation: <ul style="list-style-type: none"> – “Singing, among slaves, [is] evidence of their contentment and happiness.” – “I know this is the position that slavery isn’t that bad for slaves because slaveholders said slaves sing because they are happy working on the field all day, when in reality they were singing about their misery. • Tell students that today they will start reading <i>Narrative of the Life of Frederick Douglass</i>. Over the course of the book they will see all these positions referenced,-- in fact, the very first paragraphs of the book directly address two of the Douglass’s positions: that slavery was terrible for slaves and that it corrupts slaveholders. Remind students that in their reading, they will focus on finding places where Douglass address these first two positions. 	
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud or invite a student to do so. <ul style="list-style-type: none"> * “I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.” * “I can use common roots, prefixes, and suffixes as clues to the meaning of words in <i>Narrative of the Life of Frederick Douglass</i>.” * “I can reread a complex text to better understand it.” * Tell the class that an <i>excerpt</i> is a short piece of a book and to <i>determine</i> means to find out about something. • Remind students that one tool they will use to make meaning of an excerpt is rereading. Rereading helps to deepen understanding of a complex text. • Explain that another tool they will use to read this complex text is to determine the meaning of words, using both context clues and <i>roots, prefixes, and suffixes</i>. A <i>root</i> is the base of a word, a <i>prefix</i> is added to the beginning of the word, and a <i>suffix</i> is added to the end of a word. Knowing roots, prefixes, and suffixes can help you figure out the meaning of an entire word. Tell students they will return to roots, prefixes, and suffixes later in the lesson. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time (continued)	Meeting Students' Needs
<p>A. First Read, Excerpt 1 (10 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Baltimore, MD Discussion Appointment partners (on the Douglass' Homes Discussion Appointments handout).• Distribute Excerpt 1: Text and Questions. Direct students' attention to the top of each column. Tell students to put their finger on the column where the text is. Next, ask them to put their finger on a definition that is provided for them. Look for students to point to the middle column• Quickly review the provided definitions. You might direct students to find the word <i>ignorant</i> in Paragraph 1 and then cold call on one student to read the definition aloud to the class. Assist students with pronunciation as necessary. Complete this process until you have reviewed all pulled-out vocabulary words and definitions.• Prompt students to follow along, reading silently in their heads, as you read the text aloud. Their goal for this reading should be to determine the gist of the text and circle any words they do not know.• Read the entire excerpt aloud fluently and with expression. When you are done, pause and ask students:<ul style="list-style-type: none">* "What was this excerpt about?"• Cold call on one or two students to share their ideas. Listen for them to notice that it is about where Douglass was born and his life as a young child.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.• 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.



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read, Excerpt 1 (25 minutes)</p> <ul style="list-style-type: none"> Remind students that when tackling a complex text such as this, strong readers reread it several times to make sure they understand the whole meaning. Direct students' attention to the middle column of Excerpt 1: Text and Questions. Tell them that the questions in this column are "second read" questions – they focus on what specific words and sentences mean. Ask students: <ul style="list-style-type: none"> * "Who sees a word in this column that is not defined?" Ask for a volunteer to name one such word and use context clues to figure out its meaning. Give students a few minutes to try to use context clues to determine the meaning of the rest of the words they circled. Use the Excerpt 1: Close Reading Guide, Second Read to guide students through the questions in the middle column on Excerpt 1: Text and Questions. <p><i>Note: In the Excerpt 1: Close Reading Guide, Second Read, the Reference Sheet: Roots, Prefixes, Suffixes is distributed to each student and displayed.</i></p>	<ul style="list-style-type: none"> Consider offering selected, shorter or longer passages to specific groups based on the readiness and needs of the group. This provides an opportunity for students to read a complex text within the seventh-grade level span, but it differentiates the length of the text, not the complexity. Longer passages provide an opportunity for students reading above grade level to be challenged with a larger quantity of a complex text.



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Historical Context Anchor Chart (3 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Historical Context anchor chart, student version and add facts they have learned about Douglass's childhood to the Life of Frederick Douglass section on the chart. • Refocus students' attention whole group. Cold call on several students to share out. Add their ideas, when relevant, to the class Historical Context anchor chart. • Listen for responses like: <ul style="list-style-type: none"> – His master was probably his father. – He was separated from his mother, and she died when he was 7. • His master and the overseer were both very cruel. 	<ul style="list-style-type: none"> • Adding anchor charts can aid students in remembering or understanding key ideas that help them build background knowledge.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Independent reading: Remind students that every evening, they need to be reading the independent reading book they chose in Lesson 5. 	



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

Supporting Materials



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Entry Task: Quote Cards

Teacher Directions: Cut out the quotes below and tape each one under a desk.

“The [slave] 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.”

“Singing, among slaves, [is] evidence of their contentment and happiness.”

“He was a cruel man, hardened by a long life of slave-holding.”

The songs sung by slaves “told a tale of woe ... they breathed the prayer and complaint of souls boiling over with the bitterest anguish.”



Excerpt 1: Text and Questions

Narrative of the Life of Frederick Douglass

Name: _____

Date: _____

Chapter 1, Paragraphs 1–5 and 8

Text	Second Read Questions	Third Read Questions
<p>1. I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me</p>	<p>1. What do slaves not have knowledge about?</p> <p>2. Who prevents slaves from having this knowledge?</p> <p>Ignorant—not knowing facts you should know</p> <p>Seldom—not often</p>	<p>1. Frederick Douglass begins his story with an example of how slaves are mistreated. What example does he give?</p>



Excerpt 1: Text and Questions
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.</p>	<p>Deprived—</p> <p>Privilege—</p> <p>3. The root of inquiries is <i>quir-</i>, meaning seek/ask. Based on this, what does the word <i>inquiries</i> mean?</p> <p>Improper—wrong</p> <p>Impertinent—rude and disrespectful</p>	

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



Excerpt 1: Text and Questions

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>2. My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.</p>		
<p>3. My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some</p>	<p>4. Who was Frederick Douglass’s father?</p>	<p>2. This paragraph discusses Douglass’s parents. What does it show about how slavery affected children’s relationships with their parents?</p>

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Excerpt 1: Text and Questions

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.</p>	<p>5. Paraphrase this sentence into your own words: “He was admitted to be such by all I ever heard speak of my parentage.”</p> <p>Labor—</p> <p>Hinder—</p> <p>Blunt—worn down, less sharp</p> <p>Inevitable—certain to happen</p>	<p>3. What do these words mean: “to blunt and destroy the natural affection of the mother for the child”? How do they add to the overall point of the paragraph?</p>

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Excerpt 1: Text and Questions

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>4. I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night.</p>	<p>Duration— Penalty—punishment Seldom—not often</p>	<p>4. How does this information about Douglass's mother connect to what you learned in articles you read about Frederick Douglass in Lesson 5?</p>



Excerpt 1: Text and Questions
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it. Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.</p>	<p>Hardships— Tidings—news</p> <p>6. What was Frederick Douglass's relationship with his mother like?</p> <p>7. Paraphrase this sentence: "Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger."</p>	

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Excerpt 1: Text and Questions
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>5. Called thus suddenly away, she [my mother] left me without the slightest intimation of who my father was. The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father. . . .</p>	<p>Intimation—hint</p> <p>8. Who did people think Douglass’s father was?</p> <p>9. The suffix of <i>odiousness</i> is -<i>ness</i>. What does <i>ness</i> mean?</p> <p>Based on the meaning of the suffix -<i>ness</i>, what does <i>odiousness</i> mean?</p> <p>Ordained—ordered</p> <p>Condition—</p> <p>Administer to their own lusts—take care of their own (sexual) desires</p> <p>Cunning—clever</p> <p>Sustains—to make something continue to exist</p>	



Excerpt 1: Text and Questions

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
	<p>10. Are the children of slave mothers free or slaves?</p> <p>11. The root of gratification is <i>grat-</i>. What does <i>grat-</i> mean?</p> <p>Based on the root <i>grat-</i>, what does the word <i>gratification</i> mean?</p>	

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



Excerpt 1: Text and Questions

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>6. I have had two masters. My first master’s name was Anthony. I do not remember his first name. He was generally called Captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an overseer. The overseer’s name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel. I have known him to cut and slash the women’s heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself.</p>	<p>Cowskin—a whip made of leather</p>	<p>5. How does having power over their slaves seem to affect the overseer and the owner?</p>



Excerpt 1: Text and Questions

Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest.</p>	<p>Humane—treating people in a way that does not cause suffering</p> <p>Barbarity—cruelty</p> <p>Hardened—</p> <p>12. Who was cruel?</p> <p>13. Who is being whipped?</p> <p>Joist—beam that supports the roof (in a house)</p> <p>Gory—</p>	<p>6. What scene does Douglass vividly describe? Why do you think he describes it in such detail? How does this serve his purpose?</p>



Excerpt 1: Text and Questions
Narrative of the Life of Frederick Douglass

Text	Second Read Questions	Third Read Questions
<p>He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it.</p>	<p>14. Rewrite the following sentence in your own words: “No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose.”</p> <p>Spectacle—</p>	

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



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass:
(For Teacher Reference)

Chapter 1, Paragraphs 1–5 and 8

Brief analysis of excerpt: In these opening paragraphs, Douglass introduces himself: where he was born, who his parents were, and what his early childhood was like. As he will do throughout the *Narrative*, he uses this story to convey his position that slavery is both terrible for slaves and corrupts slaveholders. He gives several examples of the ways in which children suffered under slavery: They did not know their birthdays, they were separated from their mothers, and they often did not know their fathers. Douglass implicitly contrasts the facts of his childhood with childhood as his audience may have experienced it: celebrating birthdays, with their mothers, knowing who their fathers were. This excerpt also includes the first graphic description of the violence with which slaves are treated: Douglass clearly brings this in early to get his audience’s attention and support his position that slavery was terrible and that slaves suffered immensely.

Directions for second read: The summary version

- * Think aloud about second read words and questions in Paragraph 1; distribute Reference Sheet: Roots, Prefixes, and Suffixes
- * Students work in pairs to do the rest of the second read vocabulary and questions, except 5, 7, and 14
- * Debrief the answers and focus on: condition, hardened; Questions 9, 11
- * Model paraphrasing a sentence in Paragraph 3 (Question 5)
- * In pairs: Students paraphrase sentences in Paragraphs 4 and 8 (Questions 7 and 14)
- * Debrief the answers



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>1. I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood.</p>	<p>1. What do slaves not have knowledge about? Age/birthdays</p> <p>2. Who prevents slaves from having this knowledge? Slave masters</p> <p>Ignorant—<i>not knowing facts you should know</i></p> <p>Seldom—<i>not often</i></p> <p>Deprived—not having what is necessary</p> <p>Privilege—Special right that only some people can get</p>	<p>Using some of the questions for Paragraph 1, think aloud for students about how you would determine the meaning of words in context, determine the meaning of words using roots, and answer questions about what sentences mean.</p> <p>Assure students that they have many tools to help them in this work. Answering the questions and figuring out what words mean is something they have done a lot this year. This text is more complex, but they should keep using the same strategies they have been practicing.</p>



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.</p>	<p>3. The root of inquiries is <i>quir-</i>, meaning seek/ask. Based on this, what does the word <i>inquiries</i> mean?</p> <p>Search for knowledge, questions</p> <p>Improper—<i>wrong</i></p> <p>Impertinent—<i>rude and disrespectful</i></p>	<p>Remind students how context is used to determine the meaning of words by modeling with a word in the first paragraph. For example, you might say something like: “To figure out the first word, <i>deprived</i>, I can look for context clues. Remember, you did a lot of work around context clues when you read <i>Lyddie</i>. You can look for context clues by rereading the sentence that contains the word itself. You can also read forward and backward from the word.”</p>



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
		<p>Read aloud the sentence containing the word deprived: I could not tell why I ought to be deprived of the same privilege.” Say something like: “I am not sure from reading that sentence what deprived means, so I will read forward and backward. ‘The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it.’ I notice in the sentence before, Douglass mentions that white children know their age; and in the sentence after it, it seems he is not allowed to ask his master his age. I think the word deprived means not having what is necessary.”</p> <p>Write down your answer so students have a strong model.</p>



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
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Text	Second Read Questions	Teacher Directions
		<p>Remind students that determining the answer to questions about literal understanding of the text may also require rereading not just that sentence, but the ones right around it.</p> <p>Model this. You might say: “To answer the first question, ‘What does Frederick Douglass not have knowledge of?’, I will reread the paragraph again. I know from the second line, ‘I have no accurate knowledge of my age,’ that Douglass is not allowed to know his age. I also remember that the word deprived means not having something necessary, and in this case it is his age, so the answer is how old he is or his birthday.”</p> <p>Write down your answer so students have a strong model.</p>

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

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Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
		<p>Distribute the Reference Sheet: Roots, Prefixes, and Suffixes to each student and display one for the class. Remind them that another tool they will use to determine the meaning of words is roots, prefixes, and suffixes. Have students point to the first column that says Common Roots. This is where common roots, prefixes, and suffixes are listed. Have students point to the second column that says Meaning. This is where the meaning of each root, prefix, and suffix is listed. Have students point to the third column. This is where examples from <i>Narrative of the Life of Frederick Douglass</i> will be tracked, along with brief meanings of each word.</p>



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
		<p>Model using a root to determine meaning. You might say: “Point to the word <i>inquiries</i> in Paragraph 1. I know from the second read column and from my reference sheet that the root of <i>inquiries</i> is <i>quir</i>, which means seek or ask. Now I will reread the sentence that <i>inquiries</i> is in and try to figure out its meaning. The sentence says, ‘I was not allowed to make any <u>inquiries</u> of my master concerning it.’ I think that <i>inquiries</i> must mean questions, which people use to seek information. In this case, Douglass was not allowed to ask his master questions about his age.”</p> <p>Write down your answer so students have a strong model.</p>



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
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Text	Second Read Questions	Teacher Directions
		<p>Finally, show students how to record words on the reference sheet by writing <i>inquiries</i> in the third column on the reference sheet, next to the root <i>quir</i>. Write a brief definition of the word as well.</p> <p>(10 minutes)</p> <p>Direct students to work in pairs to reread the excerpt to figure out remaining vocabulary words and answer remaining questions. Tell them to skip the paraphrasing sentences prompts (5, 7, and 14).</p>



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
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Text	Second Read Questions	Teacher Directions
		<p>When most of the students have finished, review answers, particularly Questions 9 and 11 on roots. Remind students to track these words on their reference sheet along with brief definitions.</p>
<p>2. My mother was named Harriet Bailey.</p> <p>She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.</p>		

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Text	Second Read Questions	Teacher Directions
<p>3. My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age.</p>	<p>4. Who was Frederick Douglass’s father? His slave master</p> <p>5. Paraphrase this sentence into your own words: “He was admitted to be such by all I ever heard speak of my parentage.” Frederick Douglass heard from others that his slave master was his father.</p>	



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.</p>	<p>Labor— work</p> <p>Hinder— make difficult</p> <p>Blunt—<i>worn down, less sharp</i></p> <p>Inevitable—<i>certain to happen</i></p>	<p>After reviewing the vocabulary and sentence level questions, direct students' attention to Question 5. Transition students to this task by asking them what it means to paraphrase. Listen for students to explain that this means to put something in our own words. Point out that often when we read a complex text, we paraphrase it to make sure we understand what it says. The goal is not to summarize—to sum up what it says—but rather to translate it into sentences that make sense to you.</p> <p>Think aloud to model how to paraphrase the difficult sentence from Paragraph 3.</p>



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Text	Second Read Questions	Teacher Directions
		<p>For example, you might say something like: “The sentence says, ‘He was admitted to be such by all I ever heard speak of my parentage.’ I am not sure what that means or who the ‘he’ is, so I will reread the sentence before just like when we figure out a word using context clues. The sentence before says, ‘My father was a white man.’ I know the ‘he’ is Douglass’s father, and he was white, not a slave. ‘Admitted ... by all I ever heard’ seems like it refers to people talking about something related to Douglass. ‘Parentage’ sounds like parents, and I know from the sentence before that Douglass is talking about his father. My translation so far is Douglass heard people talk about his father being a white man. I want to check the sentence after, in case it gives more information.</p>



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Narrative of the Life of Frederick Douglass
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Text	Second Read Questions	Teacher Directions
		<p>It says, ‘The opinion was also whispered that my master was my father’; I know now the sentence means that Douglass heard people talk about his father being his master, not just a white man.”</p> <p>Write down your answer so students have a strong model.</p>
<p>4. I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot,</p>	<p>Duration— amount of time</p> <p>Penalty—<i>punishment</i></p> <p>Seldom—not often</p> <p>Hardships— Difficulties</p> <p>Tidings—<i>news</i></p>	

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Text	Second Read Questions	Teacher Directions
<p>after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master.</p>	<p>6. What was Frederick Douglass's relationship with his mother like?</p> <p>He did not know her at all. She was not allowed to visit him.</p>	



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it.</p>		<p>Instruct students to paraphrase the sentence in Paragraph 4. Point out that commas and semicolons often separate a sentence into chunks; it is often worth “translating” one chunk at a time. Assure them that it is fine to “translate” a complex sentence from Douglass, such as this one, by writing several sentences in their own words.</p> <p>As students work, circulate.</p> <p>Probing questions:</p> <ul style="list-style-type: none"> * Who is Douglass comparing to ‘a stranger’? * What was the news or ‘tidings’ Douglass received? <p>Debrief student responses.</p>



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.</p>	<p>7. Paraphrase this sentence into your own words: “Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.”</p> <p>Frederick Douglass never experienced the comfort and care of having his mother around. When his mother died, he felt little because she was a stranger to him.</p>	

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Excerpt 1: Close Reading Guide, Second Read
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(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>5. Called thus suddenly away, she [my mother] left me without the slightest intimation of who my father was. The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable;</p>	<p>Intimation—<i>hint</i></p> <p>8. Who did people think Douglass’s father was? His master</p> <p>9. The suffix of <i>odiousness</i> is <i>-ness</i>. What does <i>ness</i> mean? State of</p> <p>Based on the meaning of the suffix <i>-ness</i>, what does <i>odiousness</i> mean? Hateful</p> <p>Ordained—<i>ordered</i></p> <p>Condition— situation or position <i>continue to exist</i></p>	<p>As students work in partners, circulate to ask probing and scaffolding questions:</p> <ol style="list-style-type: none"> 1. What does “the whisper” refer to? 2. What does “the children of slave women shall in all cases follow the condition of their mothers” mean?



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father. . . .</p>	<p>10. Are the children of slave mothers free or slaves? Slaves</p> <p>11. The root of gratification is <i>grat-</i> What does <i>grat-</i> mean? Pleasing</p> <p>Based on the root <i>grat-</i>, what does the word <i>gratification</i> mean? Satisfying a need or wish</p>	

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(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>6. I have had two masters. My first master’s name was Anthony. I do not remember his first name. He was generally called Captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an overseer. The overseer’s name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel.</p>	<p>Cowskin—<i>a whip made of leather</i></p>	<p>Refocus whole class to debrief Question 14. Call on several students to read their paraphrases, selecting students who had strong work when you walked around. Since this is still early in the process of students learning how to paraphrase, it is important to expose them to strong models.</p> <p>Select one strong paraphrase and write it up so that all students have a model of strong work to refer to. Congratulate students on successfully reading a complex excerpt from <i>Narrative of the Life of Frederick Douglass</i>.</p>

Excerpt 1: Close Reading Guide, Second Read



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>I have known him to cut and slash the women’s heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself. Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally covered with blood.</p>	<p>Humane—<i>treating people in a way that does not cause suffering</i></p> <p>Barbarity—<i>cruelty</i></p> <p>Hardened— made less sympathetic or less kind</p> <p>12. Who was cruel? The overseer and the master</p> <p>13. Who is being whipped? Douglass’s aunt</p> <p>Joist—<i>beam that supports the roof (in a house)</i></p>	



Excerpt 1: Close Reading Guide, Second Read
Narrative of the Life of Frederick Douglass
(For Teacher Reference)

Text	Second Read Questions	Teacher Directions
<p>No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant.</p>	<p>Gory— bloody</p> <p>14. Rewrite the following sentence in your own words: “No words, no tears, no prayers, from his <u>gory</u> victim, seemed to move his iron heart from its bloody purpose.”</p> <p>Nothing his bloody victim said could make him change his mind about whipping her.</p>	



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Text	Second Read Questions	Teacher Directions
<p>It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it.</p>	<p>Spectacle— a scene that catches your attention</p>	

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Reference Sheet: Roots, Prefixes, and Suffixes

Name: _____

Date: _____

Words from *Narrative Life of Frederick Douglass* that contain common roots, prefixes, and suffixes are recorded below. Use this reference sheet to assist you in determining the meaning of words.

Common Roots (base)	Meaning	Example (excerpt number, if applicable)
Sol/sole	One, only, alone	Desolate
Pos	From positus- placed	Disposition (4)
Quir	Seek, ask	Inquiries, (1)
Grat	Pleasing	Gratification (1)

Common Prefixes (beginning)	Meaning	Example (excerpt number, if applicable)
De	Away from, without	Deprived (1), desolate, devoted
Re	Again or back	Reduced (3), revived (4), rekindle (4), recounted (5)
Dis	Take away	Discontentment (3), disposition (4)

Common Suffixes (end)	Meaning	Example (excerpt number, if applicable)
Able	Capable of	Miserable (1), unmanageable, valuable (3) liable (5)
Ness	State of	Odiousness (1)
Ful	Full of	Needful