



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 1: Lesson 5

Mid-Unit Assessment: Using Evidence to Support Analysis: “Frederick Douglass”



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

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)

Supporting Learning Targets

- I can draw conclusions about Frederick Douglass and support them with evidence from the text.
- I can select an independent reading book that is just right for me.

Ongoing Assessment

- Mid-Unit 1 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Adding to the Historical Context anchor chart (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit 1 Assessment: Using Evidence to Support Analysis “Frederick Douglass” (20 minutes) B. Launching Independent Reading (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket: Independent Reading (3 minutes) B. Preview Homework (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Read “Renaissance Man” and complete “Renaissance Man”: Text-Dependent Questions. 	<ul style="list-style-type: none"> • The Mid-Unit 1 Assessment: Using Evidence to Support Analysis: Frederick Douglass assesses RI.7.1: students’ ability to make meaning and draw conclusions from a text and use evidence to support their thinking. Students work with the final webisode text: “Frederick Douglass.” • There are two versions of the text for the assessment: the regular one and then a scaffolded text for students who need vocabulary support. Consider in advance which students should receive the scaffolded text. • If you have access to the PBS series <i>Freedom: A History of US</i>, and in particular to Episode 5: A Fatal Contradiction, consider showing the segment about Douglass (12:32 to 15:46) after the Mid Unit 1 Assessment. • After the Mid-Unit 1 Assessment, there is time dedicated to launching independent reading for this module. Since students are not reading an entire novel in class in this module, it is especially important that all students are reading a text outside of class to maintain a volume of reading. • See two separate stand-alone documents on EngageNY.org: <i>The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan</i>, which together provide the rationale and practical guidance for a robust independent reading program. • There is rich literature about this time in history, including both literary and informational texts. If possible, support students in selecting texts from a recommended list; it would be especially helpful to have pairs and trios of students reading the same book to facilitate their conversations about the text. If you have used literature circles in the past, consider adapting some of those structures for this module. • The time dedicated to independent reading in this lesson is meant to help students select possible books. Depending on your situation, you could bring in some of the books from the recommended list and do brief book talks, you could put the books out for students to browse through, or you could use a shorter list of books to limit the selection process. If you cannot get any physical books in your room, use this time to talk about some of the books on the suggested list and encourage students to get them from the library. By the end of this lesson, students should understand what the expectations are regarding their role in procuring an independent reading book, and have an idea of what they might choose to read.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In Lesson 11, students will receive instruction on formal goal setting and their reading log routine. They must have a book chosen by this time.• Consider what you will keep the same and what you will change from Module 2 regarding the routines and assessments used for independent reading. These routines will be introduced to students in Lesson 11. For the remainder of this module, about ½ class per week is devoted to checking in on independent reading. There is also a day in Unit 3 to complete the review process.• For homework, students read another text about Frederick Douglass and answer text-dependent questions. There is an optional version of the text that is scaffolded for struggling readers.• In advance:<ul style="list-style-type: none">– Take the Mid-Unit 1 Assessment: Using Evidence to Support Analysis: Frederick Douglass to get a deeper understanding of what students are being assessed on.– Based on your plans, craft an exit ticket that will give you the information you need about student book selection.– Gather materials needed to help students select books for independent reading.– Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Historical Context anchor chart, student version (from Lesson 4; one per student) • Historical Context anchor chart (begun in Lesson 2) • Historical Context anchor chart (for teacher reference) (From Lesson 4) • “Frederick Douglass” text from Freedom: A History of US, Webisode 5 (assessment text; one per student) • “Frederick Douglass” text from Freedom: A History of US, Webisode 5, scaffolded version (assessment text; optional; for students needing additional support) • Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass” (one per student) • Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass” (answers, for teacher reference) • Short Response (2-Point) Holistic rubric (for teacher reference; use to score question 4 on the assessment) • Exit Ticket: Independent Reading • “Renaissance Man” (one per student) • “Renaissance Man,” scaffolded version (optional, for students needing additional support) • “Renaissance Man”: Text-Dependent Questions (one per student) • “Renaissance Man”: Text-Dependent Questions (answers, for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Reviewing the Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to take out the Historical Context anchor chart, student version. They should have added ideas to the Debate over Slavery portion for homework. • Use equity sticks to call on several students to share. Add strong student answers to the class version of the Historical Context anchor chart. Use the Historical Context Anchor Chart (for teacher reference) to guide students as they share. Remind students to add the ideas to their own anchor charts. Make sure that students notice that abolitionists were both white and black. 	<ul style="list-style-type: none"> • Struggling students may benefit from a buddy to help them take notes, or from a complete version of this chart being provided to them for their reference after this lesson.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass” (20 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning targets and tell students they get to demonstrate their progress on these targets today. Read the learning target aloud to the class: <ul style="list-style-type: none"> * “I can draw conclusions about Frederick Douglass and support hem with evidence from the text.” • Let students know they will complete the Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass” and provide them with the following instructions: <ol style="list-style-type: none"> 1. Everyone must remain silent until every student has finished the assessment. This commitment shows your respect for your classmates and is non-negotiable. 2. Appropriate activities for you to engage in after you finish your assessment include adding to the Life of Frederick Douglass section on your Historical Context anchor chart, student edition; completing homework for another class; or sitting quietly. • Distribute “Frederick Douglass” text and Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass.” Answer any student questions if necessary. • Ask students to begin their assessment. • Collect students’ Mid-Unit 1 Assessments. Point out positive test-taking strategies you observed such as rereading the text, reading the questions several times, and crossing out answers they know are incorrect. 	<ul style="list-style-type: none"> • If students receive accommodations for assessments, communicate with the cooperating service providers regarding this assessment. • Notice that in this case the text is note part of the assessment because students will need to refer back to this text.
<p>B. Launching Independent Reading (15 minutes)</p> <ul style="list-style-type: none"> • Discuss your expectations for students’ independent reading during this module. The purpose of this time is to help students select books that relate to the unit of study. Refer to the Teaching Notes for this lesson to help you decide how best to use this time with your students. • By the end of class, students should be prepared to complete the Exit Ticket: Independent Reading that tells you what they plan to read (or a few things they are interested in) and how they will get it (if you are not providing it). 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Reading (3 minutes)</p> <ul style="list-style-type: none"> • Invite students to complete the Exit Ticket: Independent Reading. 	<ul style="list-style-type: none"> • The Exit Ticket: Independent Reading allows you to check on students’ book selections and see which students might need additional support to have an appropriate book to read by Lesson 11.
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> • Distribute “Renaissance Man” and “Renaissance Man”: Text-Dependent Questions. • Tell students that for homework, they will continue building background knowledge by reading more about Frederick Douglass and answering text-dependent questions. • Let students know that the text they are reading is called “Renaissance Man.” The phrase Renaissance man refers to a man or woman who can do many things well, such as writing and painting, and who knows a lot about many different subjects. In this case, Frederick Douglass is the Renaissance man. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Read “Renaissance Man” and complete “Renaissance Man”: Text-Dependent Questions. 	



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Grade 7: Module 3A: Unit 1: Lesson 5

Supporting Materials



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“Frederick Douglass” Text from *Freedom: A History of US*, Webisode 5

<http://www.pbs.org/wnet/historyofus/web05/segment4.html>

(Assessment Text)

1. In 1841, a runaway slave, a tall, handsome man named Frederick Douglass, speaks up at an abolitionist meeting on Nantucket Island, near Boston: “I felt strongly moved to speak. But the truth was, I felt myself a slave, and the idea of speaking to white people weighed me down.”
2. Yet he finds the courage to speak out. Frederick Douglass just tells his own story: how he has lived and what he had seen. That is enough to send chills down the backs of his listeners. “I never saw my mother more than four or five times in my life,” he says. “She made her journeys to see me in the night, traveling the whole distance on foot (twelve miles), 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. I do not recollect ever seeing my mother by the light of day.”
3. Young Frederick became determined to read and write. He traded bread with white boys for reading lessons. But when he was sent away to a cruel new master, he was beaten with a whip until he was bloody and scarred. He was not given enough to eat. He was sent into the fields to work long, long hours. He saw the terrible things that happen when one person has complete control over another. He says, “But for the hope of being free, I have no doubt that I should have killed myself.”
4. What happened next is all put down in a book he wrote called *Narrative of the Life of Frederick Douglass, American Slave*. But he didn’t tell how he escaped to freedom. If he had, the slave catchers would have known how to capture others who were using the same route. Frederick Douglass kept telling people this simple truth: “Justice to the Negro is safety to the nation.” And he said things like this: “People in general will say they like colored men as well as any other, but in their proper place. They assign us that place; they don’t let us do it ourselves nor will they allow us a voice in the decision. They will not allow that we have a head to think, and a heart to feel and a soul to aspire. You **degrade** us, and then ask why we are degraded—you shut our mouths and then ask why we don’t speak—you close your colleges and **seminaries** against us, and then ask why we don’t know more.”

Definitions:

Degrade: to treat someone without respect

Seminary: colleges for training priests and ministers

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“Frederick Douglass” Text from *Freedom: A History of US*, Webisode 5,
Scaffolded Version

<http://www.pbs.org/wnet/historyofus/web05/segment4.html>
(Assessment Text)

Directions: As you read, take gist notes and reference the vocabulary in order to make meaning of the text. Then answer the text-dependent questions.

Text	Gist and Vocabulary
<p>1. In 1841, a runaway slave, a tall, handsome man named Frederick Douglass, speaks up at an abolitionist meeting on Nantucket Island, near Boston: “I felt strongly moved to speak. But the truth was, I felt myself a slave, and the idea of speaking to white people weighed me down.”</p>	<p>Abolitionist—person who fights to end slavery</p>
<p>2. Yet he finds the courage to speak out. Frederick Douglass just tells his own story: how he has lived and what he had seen. That is enough to send chills down the backs of his listeners. “I never saw my mother more than four or five times in my life,” he says. “She made her journeys to see me in the night, traveling the whole distance on foot (twelve miles), 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. I do not recollect ever seeing my mother by the light of day.”</p>	



**“Frederick Douglass” Text from *Freedom: A History of US*, Webisode 5,
Scaffolded Version**

<http://www.pbs.org/wnet/historyofus/web05/segment4.html>
(Assessment Text)

Directions: As you read, take gist notes and reference the vocabulary in order to make meaning of the text. Then answer the text-dependent questions.

Text	Gist and Vocabulary
<p>3. Young Frederick became determined to read and write. He traded bread with white boys for reading lessons. But when he was sent away to a cruel new master, he was beaten with a whip until he was bloody and scarred. He was not given enough to eat. He was sent into the fields to work long, long hours. He saw the terrible things that happen when one person has complete control over another. He says, “But for the hope of being free, I have no doubt that I should have killed myself.”</p>	

“Frederick Douglass” Text from *Freedom: A History of US*, Webisode 5,
Scaffolded Version

<http://www.pbs.org/wnet/historyofus/web05/segment4.html>
(Assessment Text)

Directions: As you read, take gist notes and reference the vocabulary in order to make meaning of the text. Then answer the text-dependent questions.

Text	Gist and Vocabulary
<p>4. What happened next is all put down in a book he wrote called <i>Narrative of the Life of Frederick Douglass, American Slave</i> But he didn't tell how he escaped to freedom. If he had, the slave catchers would have known how to capture others who were using the same route. Frederick Douglass kept telling people this simple truth: “Justice to the Negro is safety to the nation.” And he said things like this: “People in general will say they like colored men as well as any other, but in their proper place. They assign us that place; they don't let us do it ourselves nor will they allow us a voice in the decision. They will not allow that we have a head to think, and a heart to feel and a soul to aspire. You degrade us, and then ask why we are degraded—you shut our mouths and then ask why we don't speak—you close your colleges and seminaries against us, and then ask why we don't know more.”</p>	<p>Capture—to catch a person and keep him or her as prisoner</p> <p>Aspire—to direct one's hopes toward achieving something</p> <p>Degrade—to treat people without respect and make them lose respect for themselves</p> <p>Seminaries—colleges for training priests or ministers</p>

Mid Unit 1 Assessment:
Using Evidence to Support Analysis: “Frederick Douglass”

Name:

Date:

Read the “Frederick Douglass” text and then answer the questions below.

1. How did slavery affect Douglass’ relationship with his mother? Support your answer with evidence from the text.

2. All of the following are evidence that Douglass’ master was cruel except
- a. He traded bread with white boys for reading lessons.
 - b. He was beaten with a whip until he was bloody and scarred.
 - c. He was not given enough to eat.
 - d. He was sent into the fields to work long, long hours.



Mid Unit 1 Assessment:
Using Evidence to Support Analysis: “Frederick Douglass”

3. What argument is Douglass making when he says, “You close your colleges and seminaries against us, and then ask why we don’t know more”? Support your answer with evidence from the text.

4. Which of the following conclusions about Douglass does the text provide strong evidence for?
- a. Douglass inspired many people to join the abolition movement.
 - b. Douglass never overcame his sense of inferiority because he had been a slave.
 - c. Douglass was very courageous.
 - d. Douglass hated the U.S. because it allowed slavery.

Explain your answer in a well-written paragraph that uses specific evidence from the text.

Mid Unit 1 Assessment:
Using Evidence to Support Analysis: “Frederick Douglass”
(Answers, for Teacher Reference)

Read the “Frederick Douglass” text and then answer the questions below.

1. How did slavery affect Douglass’ relationship with his mother? Support your answer with evidence from the text.

Answers will vary. Possible answer:

Because Douglass and his mother were both slaves, they were separated when he was very young. His mother lived on another plantation, she had to walk 12 miles to see him, and she was never allowed to not be at work in the morning. Douglass saw her only 4 or 5 times, and never “by the light of day.”

2. All of the following are evidence that Douglass’ master was cruel except
 - a. **He traded bread with white boys for reading lessons.**
 - b. He was beaten with a whip until he was bloody and scarred.
 - c. He was not given enough to eat.
 - d. He was sent into the fields to work long, long hours.
3. What argument is Douglass making when he says, “You close your colleges and seminaries against us, and then ask why we don’t know more”? Support your answer with evidence from the text.

Answers will vary. Possible answer:

Douglass argues that people have assigned African Americans to a particular place, without ever letting them decide what that place should be: “nor will they allows us a voice in the decision.” He says that people have limited what African Americans are allowed to do, and then blamed them for not doing more. This quote is an example: he is saying that people blame African Americans for not being educated, but they do not allow them to attend college.

Mid Unit 1 Assessment:
Using Evidence to Support Analysis: “Frederick Douglass”
(Answers, for Teacher Reference)

4. Which of the following conclusions about Douglass does the text provide strong evidence for?
- Douglass inspired many people to join the abolition movement.
 - Douglass never overcame his sense of inferiority because he had been a slave.
 - Douglass was very courageous.**
 - Douglass hated the U.S. because it allowed slavery.

Explain your answer in a well-written paragraph that uses specific evidence from the text.

Answers will vary. Possible answer:

The text provides strong evidence that Douglass was very courageous. The text refers to his courage in a number of situations. He was courageous as a child, when he learned to read and write by trading “bread with white boys for reading lessons.” He endured very difficult conditions when he was sent to a new master, where he was starved and beaten. He also had the courage to speak at an abolition meeting, even though it made him nervous. He said “the idea of speaking to white people weighed me down,” but he spoke anyway. Finally, he had the courage to speak out about slavery and injustice. He told people that they were treating African Americans unfairly. Douglass showed courage both as an enslaved child and teenager and as a free adult.



Short Response (2-Point) Holistic Rubric

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

¹From New York State Department of Education, October 6, 2012.

“Renaissance Man”
by Scott Kirkwood

Name:

Date:

Frederick Douglass’s home tells the story of a man who overcame enormous obstacles and paved the way for others to do the same.

1. Take the Green Line subway train to Anacostia, Washington, D.C. and you’ll find a house high on a hilltop. The man who lived in this house started a civil-rights movement long before MLK had landmarks named after him, long before the term “civil rights” even existed.
2. Walk into the visitor center at Frederick Douglass National Historic Site, and you’ll hear a park volunteer repeat the words highlighted in the park’s short film: “Agitate. Agitate. Agitate,” she says. Agitate means to moves things around, to stir the pot. That’s what Frederick Douglass did. And he encouraged others to follow his lead.
3. Frederick Bailey was born a slave on a farm outside Easton, Maryland, in 1818. (After escaping from slavery in 1838, he would change his name to Douglass, to avoid being recaptured.) When he was only 8 years old, his slave master’s wife taught him to read, using the Bible. When she was forced to stop, a young Douglass tricked other children into teaching him one letter of the alphabet at a time. “Words were the lever that Douglass used to change the world,” says Braden Paynter, an interpretive ranger at the park.
4. As visitors entered the home, they were taken into the sitting room, where Douglass would teach his grandchildren history lessons. Beyond the living room is the study, where he would spend time reading one of the thousands of books he owned or drafting speeches and letters to friends, including Susan B. Anthony, and Ida B. Wells.

“Renaissance Man”
by Scott Kirkwood

5. How did Douglass rise from a slave to one of Washington’s elite? When he was 20 years old, he borrowed papers from a free black sailor to escape from slavery, moving to New York, then New Bedford, Massachusetts. He soon helped William Lloyd Garrison and other key people in the abolitionist movement, who urged him to share his own experiences. Douglass’s speeches became a powerful tool in the battle against slavery. Douglass was such a skilled speaker that some people began to doubt he was a fugitive (runaway) slave. To prove them wrong, he wrote his first autobiography in 1845, *Narrative of the Life of Frederick Douglass*. The narrative made him more well known, and put his freedom at risk once again.
6. To avoid being recaptured, Douglass fled to England. There, supporters purchased his freedom from his owners for \$711. Douglass returned to the US a free man and settled in Rochester, New York, the center of the abolitionist movement. Soon Douglass began using tactics that would gain popularity in the civil rights movement. In the early 1840s, he staged a sit-in on a segregated train car in Massachusetts. Prior to the Civil War in 1857 the Supreme Court ruled that fugitive slaves could be captured in a free state, returned, and enslaved again. At this time Douglass thought about leaving the country for good.
7. But, eventually, he saw the Civil War as necessary to rid of slavery. Douglass even persuaded President Lincoln of the importance of ending slavery. After the Civil War ended and slavery was abolished, Douglass moved to Washington, D.C., where he would serve as the U.S. Marshal for the District of Columbia and the District’s Recorder of Deeds.
8. Douglass died on February 20, 1895, at the age of 77. But, his words live on as a testament to his work: “If there is no struggle, there is no progress. Those who favor freedom and yet deprecate [criticize] agitation, are men who want crops without plowing up the ground. They want the ocean without the awful roar of its many waters. Power concedes nothing without a demand. It never did and it never will.”

Kirkwood, Scott. "Renaissance Man." HomeNational Parks Conservation Association. National Parks Magazine, Spring 2013. Web.



“Renaissance Man” Scaffolded Version
by Scott Kirkwood

Name: _____

Date: _____

Frederick Douglass’s home tells the story of a man who overcame enormous obstacles and paved the way for others to do the same.

As you read, take gist notes and reference the vocabulary to make meaning of the text. Then answer the text-dependent questions.

Text	Gist and Vocabulary
<p>1. Take the Green Line subway train to Anacostia, Washington, D.C. and you’ll find a house high on a hilltop. The man who lived in this house started a civil-rights movement long before MLK had landmarks named after him, long before the term “civil rights” even existed.</p>	
<p>2. Walk into the visitor center at Frederick Douglass National Historic Site, and you’ll hear a park volunteer repeat the words highlighted in the park’s short film: “Agitate. Agitate. Agitate,” she says. Agitate means to moves things around, to stir the pot. That’s what Frederick Douglass did. And he encouraged others to follow his lead.</p>	<p>Agitate—to argue strongly in public for something you want, especially a political or social change</p>



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Text	Gist and Vocabulary
<p>3. Frederick Bailey was born a slave on a farm outside Easton, Maryland, in 1818. (After escaping from slavery in 1838, he would change his name to Douglass, to avoid being recaptured.) When he was only 8 years old, his slave master’s wife taught him to read, using the Bible. When she was forced to stop, a young Douglass tricked other children into teaching him one letter of the alphabet at a time. “Words were the lever that Douglass used to change the world,” says Braden Paynter, an interpretive ranger at the park.</p>	<p>Recaptured—to catch a prisoner or animal that has escaped</p>
<p>4. As visitors entered the home, they were taken into the sitting room, where Douglass would teach his grandchildren history lessons. Beyond the living room is the study, where he would spend time reading one of the thousands of books he owned or drafting speeches and letters to friends, including Susan B. Anthony, and Ida B. Wells.</p>	



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Frederick Douglass’s home tells the story of a man who overcame enormous obstacles and paved the way for others to do the same.

As you read, take gist notes and reference the vocabulary to make meaning of the text. Then answer the text-dependent questions.

Text	Gist and Vocabulary
<p>5. How did Douglass rise from a slave to one of Washington’s elite? When he was 20 years old, he borrowed papers from a free black sailor to escape from slavery, moving to New York, then New Bedford, Massachusetts. He soon helped William Lloyd Garrison and other key people in the abolitionist movement, who urged him to share his own experiences. Douglass’s speeches became a powerful tool in the battle against slavery. Douglass was such a skilled speaker that some people began to doubt he was a fugitive slave. To prove them wrong, he wrote his first autobiography in 1845, <i>Narrative of the Life of Frederick Douglass</i>. The narrative made him more well known, and put his freedom at risk once again..</p>	<p>Fugitive—runaway</p>



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by Scott Kirkwood

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As you read, take gist notes and reference the vocabulary to make meaning of the text. Then answer the text-dependent questions.

Text	Gist and Vocabulary
<p>6. To avoid being recaptured, Douglass fled to England. There, supporters purchased his freedom from his owners for \$711. Douglass returned to the US a free man and settled in Rochester, New York, the center of the abolitionist movement. Soon Douglass began using tactics that would gain popularity in the civil rights movement. In the early 1840s, he staged a sit-in on a segregated train car in Massachusetts. Prior to the Civil War in 1857 the Supreme Court ruled that fugitive slaves could be captured in a free state, returned, and enslaved again. At this time Douglass thought about leaving the country for good.</p>	<p>Tactics—Methods that you use to achieve something: Segregated—a segregated school or other institution can be attended only by members of one sex, race, religion etc.</p>
<p>7. But, eventually, he saw the Civil War as necessary to rid of slavery. Douglass even persuaded President Lincoln of the importance of ending slavery. After the Civil War ended and slavery was abolished, Douglass moved to Washington, D.C., where he would serve as the U.S. Marshal for the District of Columbia and the District’s Recorder of Deeds.</p>	



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As you read, take gist notes and reference the vocabulary to make meaning of the text. Then answer the text-dependent questions.

Text	Gist and Vocabulary
8. Douglass died on February 20, 1895, at the age of 77. But, his words live on as a testament to his work: “If there is no struggle, there is no progress. Those who favor freedom and yet deprecate [criticize] agitation, are men who want crops without plowing up the ground. They want the ocean without the awful roar of its many waters. Power concedes nothing without a demand. It never did and it never will.”	



“Renaissance Man”: Text-Dependent Questions

Name: _____

Date: _____

Questions	Answers
<p>Paragraph 2 What word is used to describe Frederick Douglass and why?</p>	
<p>Paragraphs 3–5 Why are words so important to Frederick Douglass? Give at least two specific examples.</p>	
<p>Paragraphs 5 and 6 What are two ways that Frederick Douglass gets his freedom?</p>	
<p>Paragraph 8 Frederick Douglass said, “If there is no struggle, there is no progress. Those who favor freedom and yet deprecate [criticize] agitation, are men who want crops without plowing up the ground. They want the ocean without the awful roar of its many waters. Power concedes nothing without a demand. It never did and it never will.” What does he mean by this quote, and how do you know?</p>	



““Renaissance Man”: Text-Dependent Questions
(Answers, for Teacher Reference)

Questions	Answers
<p>Paragraph 2 What word is used to describe Frederick Douglass and why?</p>	<p>The word used to describe Frederick Douglass is “agitator,” because he “stirred the pot” by not avoiding issues that some people did not want to deal with. He also got others to follow his lead.</p>
<p>Paragraphs 3–5 Why are words so important to Frederick Douglass? Give at least two specific examples.</p>	<p>Words are important to Frederick Douglass because he was not allowed to read as a slave, he wrote powerful abolitionist speeches, and he wrote an autobiography about his life to try and persuade people to ban slavery.</p>
<p>Paragraphs 5 and 6 What are two ways that Frederick Douglass gets his freedom?</p>	<p>Frederick Douglass gets his freedom by borrowing papers from a free black. He also gets his freedom bought for him by supporters in England.</p>
<p>Paragraph 8 Frederick Douglass said, “If there is no struggle, there is no progress. Those who favor freedom and yet deprecate [criticize] agitation, are men who want crops without plowing up the ground. They want the ocean without the awful roar of its many waters. Power concedes nothing without a demand. It never did and it never will.” What does he mean by this quote, and how do you know?</p>	<p>Frederick Douglass meant that you have to go through challenges in order to accomplish things in life. You have to work to get progress. For example, people cannot get crops without putting in the time to grow and harvest the crops. Sometimes progressing also means that you have to go against what others believe; you have to be an agitator.</p>