



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 2: Lesson 11

Mid-Unit Assessment, Part 2: Analyzing an Excerpt from the *Narrative*



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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 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 determine an author’s point of view or purpose in informational text. (RI.7.6)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4 a and b)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5 b and c)

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 analyze the impact of word choice and figurative language on meaning and tone in *Narrative of the Life of Frederick Douglass*.
- I can analyze how specific sections of *Narrative of the Life of Frederick Douglass* convey Douglass’s position on slavery.

Ongoing Assessment

- Mid-Unit 2 Assessment, Part 2



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Preparing for the Mid-Unit 2 Assessment (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit 2 Assessment, Part 2 (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Independent Reading Check-in: Adding to the Powerful Language Word Wall (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your independent reading book. 	<ul style="list-style-type: none"> • In this lesson, students take the Mid-Unit 2 Assessment Part 2. As indicated in the teaching notes for Lesson 7, the second part of this Mid-Unit 2 Assessment should weigh more heavily in a student’s grade. It focuses on the language and reading standards related to word analysis, as well as author’s purpose (RI.7.1, RI.7.4, RI.7.6, L.7.4a and b, and L.7.5b and c). • Note that the questions on RI.7.6 on the Mid-Unit 2 Assessment are formative. Consider using data from these questions about author purpose to identify students who may need additional support in writing the End of Unit 2 Assessment, which is an essay about Douglass’s purpose. • In the Closing, students transfer the skill of identifying powerful language to their independent reading book. Frequently practicing the same skill in different contexts helps students master and retain that particular skill. • In advance: Take the Mid-Unit 2 Assessment to get a deeper understanding of what students are being assessed on. • In advance: Create Word Choice and Figurative Language cards. • In advance: Post Poet’s Toolbox anchor chart, Powerful Language world wall, and learning targets.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7; one per student) • Poet’s Toolbox anchor chart (begun in Unit 1, Lesson 11) • Mid-Unit 2 Assessment, Part 2: Analyzing Author’s Craft: Analyzing Purpose and Craft in Douglass’s <i>Narrative</i> (one per student) • Mid-Unit 2 Assessment, Part 2: Analyzing Stories: Analyzing Purpose and Craft in Douglass’s <i>Narrative</i> (answers, for teacher reference) • Word Choice cards (from Lesson 3; one per student) • Figurative Language cards (from Lesson 3; one per student) • Powerful Language Word Wall (begun in Lesson 3)



Opening	Meeting Students' Needs
<p>A. Preparing for the Mid-Unit 2 Assessment (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets. Explain that the Mid-Unit 2 Assessment Part 2 today asks them to analyze an excerpt of the <i>Narrative</i> and addresses the following learning targets: <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 analyze the impact of word choice on meaning and tone in <i>Narrative of the Life of Frederick Douglass</i>." * "I can analyze figurative language, word relationships, and nuances in word meanings." * "I can analyze how specific sections of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass's position on slavery." • Ask students to turn and talk: <ul style="list-style-type: none"> * "What three things will you remember to do to successfully analyze Douglass's words and purpose on the Mid-Unit 2 Assessment?" • Listen for: "Take gist notes," "use my Reference Sheet: Roots, Prefixes, and Suffixes," "use context clues," "think about how words affect tone," "use the Poet's Toolbox anchor chart," and "reread." • Remind students that they have read and analyzed Douglass's narrative many times. They have been successful at determining the meaning of words and analyzing his purpose using the tools they just listed. Students are asked to do exactly the same type of work on the assessment, and there are no tricks involved. 	<ul style="list-style-type: none"> • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment Part 2 (30 minutes)</p> <ul style="list-style-type: none"> • Distribute the Mid-Unit 2 Assessment, Part 2: Analyzing Author's Craft: Analyzing Purpose and Craft in Douglass's Narrative. • Consider reminding students of the tools they can use to help them read this complex text as they take the assessment: rereading; Reference Sheet: Roots, Prefixes, and Suffixes; context clues; Poet's Toolbox anchor chart; gist notes; etc. • Read the text through aloud once as the students follow along silently. • Direct students to work on the assessment and read their independent reading books when they are done. 	<ul style="list-style-type: none"> • To further support ELL students, consider providing definitions of challenging vocabulary in students' home language, in addition to those already provided in the Mid-Unit Assessment. Resources such as Google Translate and bilingual translation dictionaries can assist you.



Closing and Assessment	Meeting Students' Needs
<p>A. Independent Reading Check-In: Adding to the Powerful Language Word Wall (10 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on working hard to complete the Mid-Unit 2 Assessment Part 2. • If they have not already, ask students to take out their independent reading books. • Invite students to find a sentence in their independent reading books that “pulls” them. They are looking for a sentence with vivid or figurative language, just like they have done in the <i>Narrative</i>. Once they have located their sentence, they should complete a Word Choice card or a Figurative Language card. • Distribute Word Choice cards and Figurative Language cards. • Circulate and choose a few strong examples that demonstrate a variety of powerful language. Consider adding these examples to the Powerful Language Word Wall. • As time permits, ask students with strong examples to share. • Collect cards before students leave. • Consider using the cards as a formative assessment. 	<ul style="list-style-type: none"> • Students who struggle with analyzing complex text can practice the same skills on a less complex text. They can then apply those skills to the complex text once they are more familiar with the process.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read your independent reading book. 	



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Grade 7: Module 3A: Unit 2: Lesson 11

Supporting Materials



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Mid-Unit 2 Assessment, Part 2: Analyzing Author’s Craft:
Analyzing Purpose and Craft in Douglass’s *Narrative*

Name: _____

Date: _____

Directions: Read the following selection from *Narrative of the Life of Fredrick Douglass* and answer the questions below. Feel free to take gist notes in the margin to help you understand what you read.

1	<p>Very soon after my return to Baltimore, my mistress, Lucretia, died, leaving her husband and one child, Amanda; and in a very short time after her death, Master Andrew died. Now all the property of my old master, slaves included, was in the hands of strangers,—strangers who had had nothing to do with accumulating it. Not a slave was left free. All remained slaves, from the youngest to the oldest. If any one thing in my experience, more than another, served to deepen my conviction of the infernal character of slavery, and to fill me with unutterable loathing of slaveholders, it was their base ingratitude to my poor old grandmother.</p>	<p>Infernal—evil</p> <p>Loathing—strong hatred</p> <p>Base—without moral principals</p>
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Mid-Unit 2 Assessment, Part 2: Analyzing Author’s Craft:
Analyzing Purpose and Craft in Douglass’s *Narrative*

Name: _____

Date: _____

Directions: Read the following selection from *Narrative of the Life of Fredrick Douglass* and answer the questions below. Feel free to take gist notes in the margin to help you understand what you read.

<p>2</p>	<p>She had served my old master faithfully from youth to old age. She had been the source of all his wealth; she had peopled his plantation with slaves; she had become a great-grandmother in his service. She had rocked him in infancy, attended him in childhood, served him through life, and at his death wiped from his icy brow the cold death sweat, and closed his eyes forever. She was nevertheless left a slave—a slave for life—a slave in the hands of strangers; and in their hands she saw her children, her grandchildren, and her great-grandchildren, divided, like so many sheep, without being gratified with the small privilege of a single word, as to their or her own destiny. And, to cap the climax of their base ingratitude and fiendish barbarity, my grandmother, who was now very old, having outlived my old master and all his children, having seen the beginning and end of all of them, and her present owners finding she was of but little value, her frame already racked with the pains of old age, and complete helplessness fast stealing over her once active limbs, they took her to the woods, built her a little</p>	<p>Fiendish barbarity—evil, cruel act</p>
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Mid-Unit 2 Assessment, Part 2: Analyzing Author’s Craft:
Analyzing Purpose and Craft in Douglass’s *Narrative*

	<p>hut, put up a little mud-chimney, and then made her welcome to the privilege of supporting herself there in perfect loneliness; thus virtually turning her out to die! If my poor old grandmother now lives, she lives to suffer in utter loneliness; she lives to remember and mourn over the loss of children, the loss of grandchildren, and the loss of great-grandchildren.</p>	
<p>3</p>	<p>They are, in the language of the slave’s poet, Whittier,—</p> <p>“Gone, gone, sold and gone To the rice swamp dank and lone, Where the slave-whip ceaseless swings, Where the noisome insect stings, Where the fever-demon strews Poison with the falling dews, Where the sickly sunbeams glare Through the hot and misty air:— Gone, gone, sold and gone To the rice swamp dank and lone, From Virginia hills and waters— Woe is me, my stolen daughters!”</p>	



Mid-Unit 2 Assessment, Part 2: Analyzing Author’s Craft:
Analyzing Purpose and Craft in Douglass’s *Narrative*

4	<p>The hearth is desolate. The children, the unconscious children, who once sang and danced in her presence, are gone. She gropes her way, in the darkness of age, for a drink of water. Instead of the voices of her children, she hears by day the moans of the dove, and by night the screams of the hideous owl. All is gloom. The grave is at the door. And now, when weighed down by the pains and aches of old age, when the head inclines to the feet, when the beginning and ending of human existence meet, and helpless infancy and painful old age combine together—at this time, this most needful time, the time for the exercise of that tenderness and affection which children only can exercise towards a declining parent—my poor old grandmother, the devoted mother of twelve children, is left all alone, in yonder little hut, before a few dim embers. She stands—she sits—she staggers—she falls—she groans—she dies—and there are none of her children or grandchildren present, to wipe from her wrinkled brow the cold sweat of death, or to place beneath the sod her fallen remains. Will not a righteous God visit for these things?</p>	<p>Hearth—the area by the fireplace; also used to mean the home in general</p> <p>Unconscious—unable to realize what is going on In this case the children don’t know how bad their grandmother’s life is because they aren’t there.</p>
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Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*

Name:

Date:

Questions

1. What happened to the grandmother of Frederick Douglass? (RI.7.2)

2. Douglass juxtaposes how his grandmother should be treated with how she is treated. Please fill out this chart with text-based evidence. (RI.7.1)

What should happen to her	What is happening to her
She should have children dancing in her presence	
Hearing the voice of her children	
Needs children to physically help her	



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*

3. Does Douglass believe that his grandmother deserved what happened to her? Why or why not? What are two pieces of evidence that he gives to support his claim? (RI.7.1)

4. In Paragraph 1 Fredrick Douglass hints at his purpose for recounting what happened to his grandmother. Choose one and support it with evidence. (RI.7.6)

- A. His purpose is to convince his audience that slavery is terrible for slaves.
- B. His purpose is to convince his audience that slavery corrupts white slave owners.

Position	Evidence	Analysis of evidence



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*

5. Reread Paragraph 3. Then circle five phrases that create a mood for the hut where his grandmother lives. Describe the mood that these phrases create. (RI.7.4, L.7.5b)

How does the mood of the hut reinforce what happened to his grandmother?

6. Read the following sentence from Paragraph 2. (L.7.5b)

“She was nevertheless left a slave—a slave for life—a slave in the hands of strangers; and in their hands she saw her children, her grandchildren, and her great-grandchildren, divided, like so many sheep, without being gratified with the small privilege of a single word, as to their or her own destiny.”

What figurative language does Douglass use to make a comparison in this sentence?

How does this comparison reinforce the slave owner's attitude toward the slaves?



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*

7. Reread this sentence from Paragraph 2. (L.7.5c)

“If my poor old grandmother now lives, she lives to suffer in utter loneliness; she lives to remember and **mourn** over the loss of children, the loss of grandchildren, and the loss of great-grandchildren.”

What does *mourn* mean in this sentence?

- A. to be angry
- B. to be sad
- C. to be confused
- D. to be heartbroken

8. Read the following sentence from the last paragraph.

“She stands—she sits—she staggers—she falls—she groans—she dies—and there are none of her children or grandchildren present, to wipe from her wrinkled brow the cold sweat of death, or to place beneath the **sod** her fallen remains.”

Choose a group of context clues that best helps you determine the meaning of the word *sod*. (L.7.4a)

- A. she dies, place beneath, cold sweat of death
- B. she stands, cold sweat, grandchildren
- C. she staggers, she falls, wrinkled brow
- D. she groans, none of her children present, to wipe

9. Why does the word stagger come before the word fall in the sentence? How does this help you determine the meaning of stagger? (L.7.5b)



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass’s *Narrative*

10. In Paragraph 3, Douglass uses the word *desolate*, which has the root *sole*, which means alone. What does Douglass mean when he describes his grandmother’s hearth (or home) as *desolate*? (L.7.4b)

11. Reread this selection from Paragraph 4. Pay particular attention to the underlined words. (L.7.5b, L.7.4a and b)

“And now, when weighed down by the pains and aches of old age, when the head inclines to the feet, when the beginning and ending of human existence meet, and helpless infancy and painful old age combine together—at this time, this most needful time, the time for the exercise of that tenderness and affection which children only can exercise towards a declining parent—my poor old grandmother, the devoted mother of twelve children, is left all alone, in yonder little hut, before a few dim embers.”

Frederick Douglass describes his grandmother’s condition by saying she has both the helplessness of infancy and the pain of old age. This seems like a contradiction. What does this pairing of antonyms add to the reader’s understanding of old age?

Why is old age a “needful” time?

Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass’s *Narrative*
(Answers, for Teacher Reference)

Questions

1. What happened to the grandmother of Frederick Douglass? (RI.7.2)

Douglass’s grandmother died alone without any of her family surrounding her to comfort her in her last days. She outlived her previous master, and her new master, who is a complete stranger, refused to set any slaves free. Because of her old age, she was forced to live alone in the woods away from her large family. There she died without any of her loved ones present.

2. Douglass juxtaposes how his grandmother should be treated with how she is treated. Fill out this chart with text-based evidence. (RI.7.1)

What should happen to her	What is happening to her
She should have children dancing in her presence	<i>“The children are gone”</i>
Hearing the voice of her children	<i>“she hears by day the moans of the dove, and by night the screams of the hideous owl”</i>
Needs children to physically help her	<i>“she sits—she staggers—she falls ... she dies” without the help of her children</i>

3. Does Douglass believe that his grandmother deserved what happened to her? Why or why not? Cite two pieces of evidence that he gives to support his claim. (RI.7.1)

Douglass does not believe his grandmother deserved what happened to her. She not only took care of her old master, but she “had rocked him in infancy, attended him in childhood, served him through life....” His grandmother took care of her old master as if he were her own child. Secondly, Douglass’s grandmother “had been the source of all his wealth; she had peopled his plantation with slaves....” His grandmother’s offspring created a lot of wealth for her old master by providing him with more hands to do labor. She was not repaid at all for the contributions she made.



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*
(Answers, for Teacher Reference)

4. In Paragraph 1 Fredrick Douglass hints at his purpose for recounting what happened to his grandmother. Choose one and support it with evidence. (RI.7.6)

- A. His purpose is to convince his audience that slavery is terrible for slaves.
- B. His purpose is to convince his audience that slavery corrupts white slave owners.

Position	Evidence	Analysis of evidence
A.	Douglass's grandmother died alone without any of her children or grandchildren to help her in her last days.	<i>This shows that slaves lived miserable lives and had miserable deaths. Douglass's grandmother had relatives on that same plantation, but her new master sent her off to the woods to die alone, despite having created a lot of wealth for her previous owner.</i>
B.	Though Douglass' grandmother served her master and his family well, they showed her no gratitude, but turned her out to die once she could no longer work.	<i>This shows that slave owners were so corrupted by owning slaves that they abandoned basic human virtue: they showed "base ingratitude" to Douglass' grandmother, who had worked hard all her life in their service. This also shows that even though respect for the elderly is a common and important value, slave owners did not share it.</i>

5. Reread Paragraph 3. Then circle five phrases that create a mood for the hut where his grandmother lives. Describe the mood that these phrases create. (RI.7.4, L.7.5b)

These phrases make the mood of the hut where Douglass's grandmother lived seem lonely and isolating. The hut is also dangerous for the grandmother; it is "poison" for her and it is where the "fever demon strews" because she is forced to be all alone in her fragile state.

How does the mood of the hut reinforce what happened to his grandmother?

The mood of the hut foreshadows for the reader just how dangerous the hut will be for the grandmother. The hut is where she ultimately perishes and the words used to describe the hut show how threatening the place is.



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*
(Answers, for Teacher Reference)

6. Read the following sentence from Paragraph 2. (L 7.5b)

“She was nevertheless left a slave—a slave for life—a slave in the hands of strangers; and in their hands she saw her children, her grandchildren, and her great-grandchildren, divided, like so many sheep, without being gratified with the small privilege of a single word, as to their or her own destiny.”

What figurative language does Douglass use to make a comparison in this sentence?

Douglass uses a simile that compares the grandmother's children, grandchildren and great-grandchildren to sheep.

How does this comparison reinforce the slave owner's attitude toward the slave?

The quote shows that the slave owner has no mercy for the grandmother. He treats her offspring like animals by keeping her away from them and by separating them from each other.

7. Reread this sentence from Paragraph 2. (L.7.5.c)

“If my poor old grandmother now lives, she lives to suffer in utter loneliness; she lives to remember and mourn over the loss of children, the loss of grandchildren, and the loss of great-grandchildren.”

What does mourn mean in this sentence?

- A. to be angry
- B. to be sad
- C. to be confused
- D. **to be heartbroken**

8. Read the following sentence from the last paragraph.

“She stands—she sits—she staggers—she falls—she groans—she dies—and there are none of her children or grandchildren present, to wipe from her wrinkled brow the cold sweat of death, or to place beneath the sod her fallen remains.”



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*
(Answers, for Teacher Reference)

Choose a group of context clues that best helps you determine the meaning of the word sod. (L.7.4a)

- A. *she dies, place beneath, cold sweat of death*
- B. she stands, cold sweat, grandchildren
- C. she staggers, she falls, wrinkled brow
- D. she groans, none of her children present, to wipe

9. Why does the word stagger come before the word fall in the sentence? How does this help you determine the meaning of stagger? (L.7.5b)

The word stagger comes before the word fall because staggering happens before a person falls. A person may begin to walk unsteadily or sort of lose their balance by staggering before they actually fall.

10. In Paragraph 3, Douglass uses the word desolate, which has the root sole, which means alone. What does Douglass mean when he describes his grandmother's hearth (or home) as desolate? (L.7.4b)

Her home is deserted. There is no one there with her. The grandmother's home is in a state of emptiness.

11. Reread this selection from Paragraph 4. Pay particular attention to the underlined words. (L.7.5b, L.7.4a and b)

“And now, when weighed down by the pains and aches of old age, when the head inclines to the feet, when the beginning and ending of human existence meet, and helpless infancy and painful old age combine together—at this time, this most needful time, the time for the exercise of that tenderness and affection which children only can exercise towards a declining parent—my poor old grandmother, the devoted mother of twelve children, is left all alone, in yonder little hut, before a few dim embers.”



Mid-Unit 2 Assessment, Part 2: Analyzing Stories:
Analyzing Purpose and Craft in Douglass's *Narrative*
(Answers, for Teacher Reference)

Frederick Douglass describes his grandmother's condition by saying she has both the helplessness of infancy and the pain of old age. This seems like a contradiction. What does this pairing of antonyms add to the reader's understanding of old age?

The pairing of antonyms like helplessness of infancy and the pain of old age show that as people age they both become more like a child because they need more assistance, but they also suffer from their bodies getting older.

Why is old age a "needful" time?

Old age is a time when adults need more assistance physically. It is also a time when older people need more affection from their own children after spending their lives devoted to raising them.