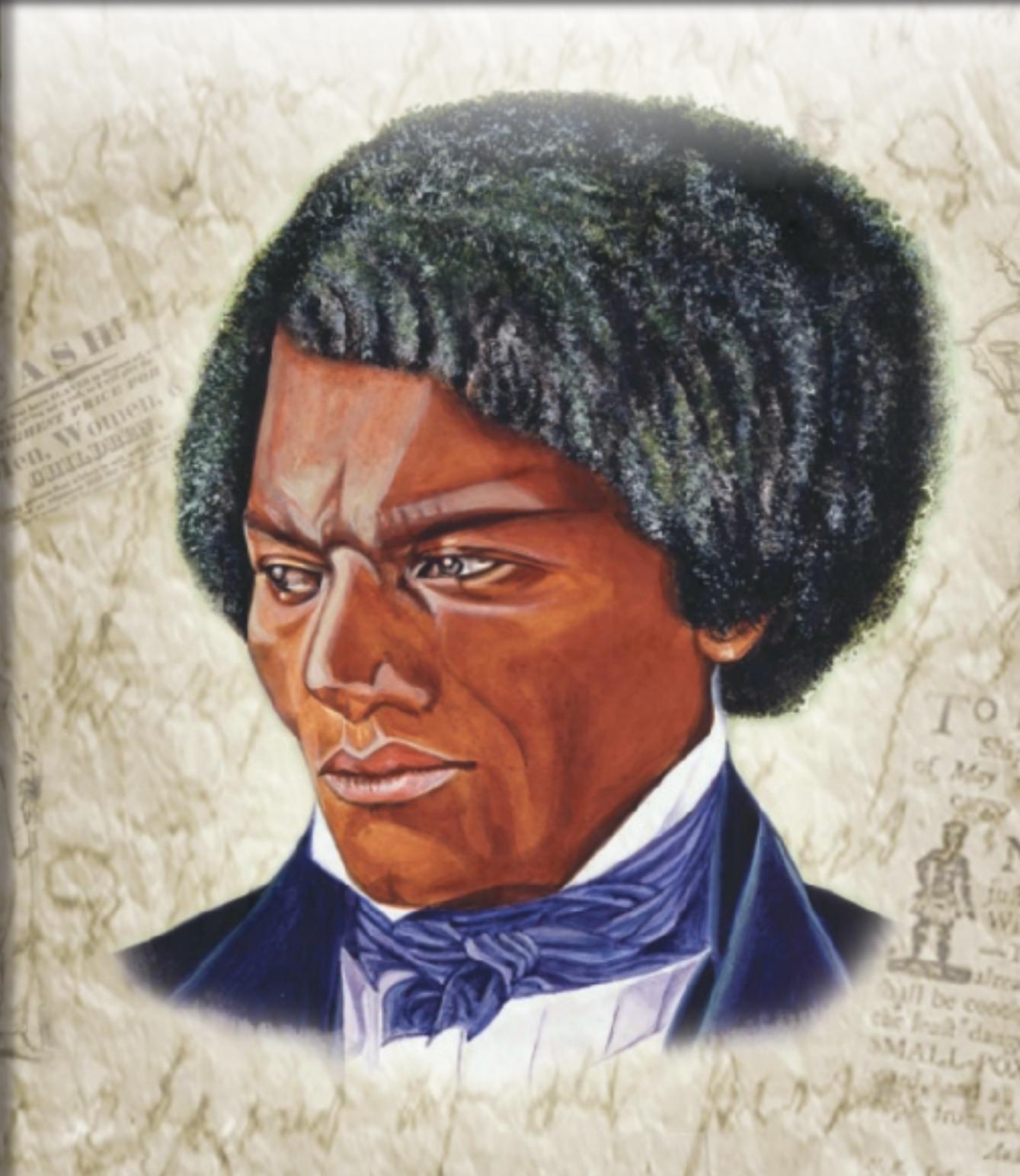
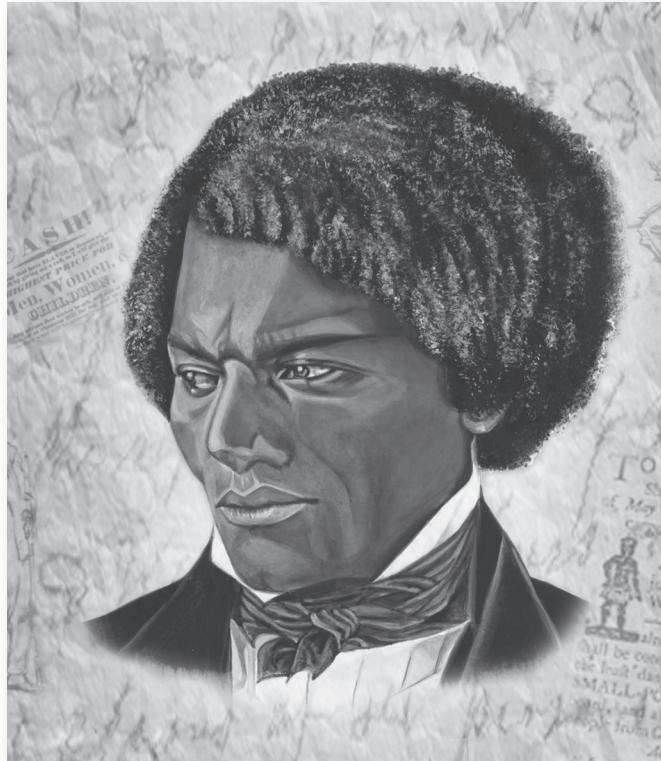


Unit 3

Narrative of the Life of Frederick Douglass, an American Slave

Activity Book





Unit 3

Narrative of the Life of Frederick Douglass, an American Slave

Activity Book

GRADE 8

Core Knowledge Language Arts®



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Unit 3

Narrative of the Life of Frederick Douglass, an American Slave

by Frederick Douglass

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 3 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2. The Activity Book is a student component, which means each student should have an Activity Book.

Letter to Family

Unit 3

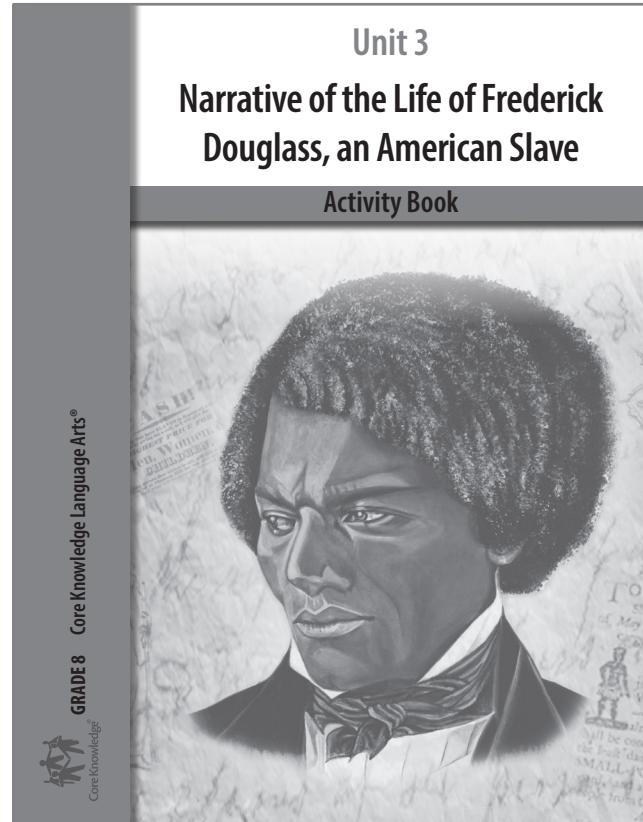
Our class will begin a unit in language arts/English class in which students will read *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass, a prolific writer. Douglass was born into enslavement in Maryland in the early 1800s. He became a well-known abolitionist, activist, and orator.

Written in 1845, *Narrative of the Life of Frederick Douglass, an American Slave* is the first of Douglass's three autobiographies. This autobiography covers much of Douglass's time as an enslaved person. He wrote it after he ran away from his enslaver and began giving speeches at antislavery events.

This unit will give us the opportunity to discuss the diverse cultural backgrounds represented in our classroom, our community, and our country. Through various oral and written activities, students will explore and share their own cultural heritage as well as learn about the heritage of their classmates. Students will have several homework assignments in which they may be asking you or other family members questions about their own ancestors and cultural heritage.

In addition, the topic of enslavement addressed in the book is a timely one, as anti-Black racism is frequently the topic of public discourse. Through this unit, students will also have an opportunity to explore the history of enslavement and racism in the United States. They will come to understand how the history of enslavement connects to the text as well as how the history of enslavement is relevant today.

If you have any questions or concerns, please do not hesitate to contact me.



NAME: _____

1.2

ACTIVITY PAGE

DATE: _____

What I Know and What I Would Like to Learn About Enslavement

Write two paragraphs. In the first paragraph, write what you already know about the history of enslavement in the United States. In the second paragraph, write three questions about what you would like to learn about enslavement in the United States.

Excerpts from The Fugitive Slave Act of 1793

Be it enacted, &c., That, whenever the Executive authority of any State in the Union, or of either of the Territories Northwest or South of the river Ohio, shall demand any person as a fugitive¹ from justice, of the Executive authority of any such State or Territory to which such person shall have fled, and shall moreover produce the copy of an indictment found, or an affidavit made before a magistrate of any State or Territory as aforesaid, charging the person so demanded with having committed treason, felony, or other crime, certified as authentic by the Governor or Chief Magistrate of the State or Territory from whence the person so charged fled, it shall be the duty of the executive authority of the State or Territory to which such person shall have fled, to cause him or her arrest to be given to the Executive authority making such demand, or to the agent² when he shall appear; but, if no such agent shall appear within six months from the time of the arrest, the prisoner may be discharged: and all costs or expenses incurred in the apprehending, securing, and transmitting such fugitive to the State or Territory making such demand, shall be paid by such State or Territory.

SEC. 2. And be it further enacted, That any agent appointed as aforesaid, who shall receive the fugitive into his custody, shall be empowered to transport him or her to the State or Territory from which he or she shall have fled. And if any person or persons shall, by force, set at liberty, or rescue the fugitive from such agent while transporting, as aforesaid, the person or persons so offending shall, on conviction, be fined not exceeding five hundred dollars, and be imprisoned not exceeding one year.

SEC. 3. And be it also enacted, That when a person held to labor in any of the United States, or in either of the Territories on the Northwest or South of the river Ohio³, under the laws thereof, shall escape into any other part of the said States or Territory⁴, the person to whom such labor or service may be due, his agent or attorney, is hereby empowered to seize or arrest such fugitive from labor, and to take him or her before any Judge of the Circuit or District Courts of the United States, residing or being within the State, or before any magistrate of a county, city, or town corporate, wherein such seizure or arrest shall be made, and upon proof to the satisfaction of such Judge or magistrate,

¹ someone fleeing or running away

² the person seeking a fugitive

³ This refers to areas where enslavement was legal.

⁴ This refers to areas where enslavement was not legal.

either by oral testimony or affidavit taken before and certified by a magistrate of any such State or Territory, that the person so seized or arrested, doth, under the laws of the State or Territory from which he or she fled, owe service or labor to the person claiming him or her, it shall be the duty of such Judge or magistrate to give a certificate thereof to such claimant, his agent, or attorney, **which shall be sufficient warrant for removing the said fugitive from labor to the State or Territory from which he or she fled.**

SEC. 4. And be it further enacted, That any person who shall knowingly and willingly obstruct or hinder such claimant, his agent, or attorney, in so seizing or arresting such fugitive from labor, or shall rescue such fugitive from such claimant, his agent or attorney, when so arrested pursuant to the authority herein given and declared; or shall harbor or conceal such person after notice that he or she was a fugitive from labor, as aforesaid, shall, for either of the said offences, forfeit and pay the sum of five hundred dollars. Which penalty may be recovered by and for the benefit of such claimant, by action of debt, in any Court proper to try the same, saving moreover to the person claiming such labor or service his right of action for or on account of the said injuries, or either of them.

Approved, February 12, 1793.

NAME: _____

1.4

ACTIVITY PAGE

DATE: _____

Vocabulary for Chapters 1 and 2

Chapter 1

1. **privilege, *n.*** a right or advantage granted only to a particular group of people (1)
2. **gratification, *n.*** satisfaction (4)
3. **cunning, *adj.*** clever (4)
4. **offence, *n.*** an illegal action (4)
5. **lash, *n.*** a whip (4)

Chapter 2

6. **providence, *n.*** a protective or caring higher power (15)

NAME: _____

1.5

ACTIVITY PAGE

DATE: _____

Writing Prompt: Authoritative Narrator

Write one paragraph in response to the following question. Pay attention to the number of sentences required for this paragraph.

What are three details in *Narrative of the Life of Frederick Douglass, an American Slave* that you have read so far that stood out to you? (Answer this question in at least three sentences.)

NAME: _____

2.1

ACTIVITY PAGE

DATE: _____

Vocabulary for Chapters 3 and 4

Chapter 3

1. **unjust**, *adj.* unfair; cruel (29)
2. **utter**, *v.* to say (**uttering**) (31)
3. **mutually**, *adv.* with mutual action; jointly (31)

Chapter 4

4. **reproving**, *adj.* disapproving (38)
5. **deliberation**, *n.* careful consideration (39)
6. **expire**, *v.* to die (**expired**) (41)
7. **scanty**, *adj.* insufficient or small (41)

Chapters 3 and 4

Answer the following questions as you read.

1. What two items on the plantation are most important to Colonel Lloyd?

2. Why was working in the garden and stables a source of trouble for those working there? What type of punishments were delivered?

3. Douglass says, “To describe the wealth of Colonel Lloyd would be almost equal to describing the riches of Job.” What does this mean?

4. Why did the enslaved person who was talking to Colonel Lloyd get in trouble?

5. How did Douglass talk about his enslavers after he left Maryland?

6. Why would some enslaved people lie about their conditions and pretend to be content?

7. To what does Douglass attribute Mr. Hopkins's short time at the Lloyd plantation?

8. Douglass says, “[Mr. Gore] was, of all the overseers, the most dreaded by the slaves.” Why is this?

9. What are some similarities and differences between the overseers Mr. Severe and Mr. Gore?

10. Why does Mr. Gore kill Demby?

NAME: _____

DATE: _____

2.2

CONTINUED

ACTIVITY PAGE

11. Mr. Gore said he had to kill Demby because he had become “unmanageable.” Why would it be important for Mr. Gore to find enslaved people manageable?

12. Douglass says killing any Black person in Talbot County, Maryland, is not a crime. How does this reinforce the conditions of enslavement?

13. Why is Mrs. Douglass’s cousin murdered?

NAME: _____

2.3

ACTIVITY PAGE

DATE: _____

Writing Prompt: Descriptions of Enslavement

Write one or two paragraphs in response to the following questions.

Choose one of the people Douglass describes in Chapters 3 and 4. How does Douglass describe them and their actions? How do these descriptions give insight into the experience of enslavement?

NAME: _____

2.4

ACTIVITY PAGE

DATE: _____

Vocabulary for Chapters 5 and 6

Chapter 5

1. **leisure**, *n.* free time for pleasure (46)
2. **compensate**, *v.* to reduce the effect of an opposite force; to make up for (48)
3. **rapture**, *n.* a feeling of great joy (49)
4. **subsequent**, *adj.* following (50)
5. **prosperity**, *n.* success (50)
6. **incur**, *v.* to bring a result on oneself (51)
7. **abhorrence**, *n.* a feeling of disgust; hatred (51)

Chapter 6

8. **servility**, *n.* excessive enthusiasm to serve (57)
9. **fatal**, *adj.* resulting in death (57)
10. **assurance**, *n.* confidence (60)
11. **contend**, *v.* to struggle (contending) (61)

NAME: _____

2.5

ACTIVITY PAGE

DATE: _____

Chapters 5 and 6

Answer the following questions as you read.

1. What were some of Douglass's duties on the plantation as a child?

2. Douglass said he had leisure time as a child. What does this mean?

3. How did Douglass's experience of enslavement as a child compare to the stories he told in previous chapters?

4. What was "mush"?

5. Why did Douglass clean himself before he went to Baltimore?

6. How did Douglass feel about leaving the plantation?

7. Douglass says, “The ties that ordinarily bind children to their homes were all suspended in my case.” This is similar to when he mentioned that unlike other children, he did not know his birthday. How does Douglass’s comparisons to children outside of enslavement impact your reading experience?

8. What was Douglass’s first impression of Sophia Auld?

9. Douglass says going to Baltimore was important in creating his opportunity to be free. This is an example of foreshadowing. How do you think Douglass’s time in Baltimore contributed to his journey to freedom?

NAME: _____

DATE: _____

2.5

CONTINUED

ACTIVITY PAGE

10. What role did hope and faith play in Douglass's perception of his life as an enslaved person?

11. How was Mrs. Auld different from other white women?

12. How did Mrs. Auld's treatment of Douglass change over time?

13. What did Mrs. Auld teach Douglass?

14. Why would learning how to read make Douglass "unmanageable"?

15. How did Douglass feel about learning?

16. How was Mrs. Hamilton's treatment of Henrietta and Mary unusual?

17. Why do you think Douglass decided to write about Henrietta and Mary?

NAME: _____

2.6

ACTIVITY PAGE

DATE: _____

Writing Prompt: Douglass's Desire for Education

Write one or two paragraphs in response to the following question:

Why does Douglass want to be educated? Why is he denied an education?

NAME: _____

3.1

ACTIVITY PAGE

DATE: _____

Vocabulary for Chapters 7 and 8

Chapter 7

1. **compel**, *v.* to bring about by force (**compelled**) (65)
2. **stratagems**, *n.* plans to beat an opponent; schemes (65)
3. **precepts**, *n.* rules that control behavior (66)
4. **abolition**, *n.* the act of destroying a system or institution (70)

Chapter 8

5. **valuation**, *n.* an opinion of something's worth (80)
6. **insensible**, *adj.* unaware (80)
7. **infernal**, *adj.* related to hell (82)

Chapters 7 and 8

Answer the following questions as you read.

1. What do you think Douglass means when he says Mrs. Auld (“his mistress”) had access to “irresponsible power”?

2. What does Douglass mean when he says, “Slavery proved as injurious to her as it did to me”?

3. What action most angered Mrs. Auld?

4. What was Douglass’s plan to learn how to read?

5. Why doesn’t Douglass name the boys who taught him how to read?

6. How did Douglass react to the realization that he was to be enslaved for life?

7. What book changed Douglass's life?

8. What did Douglass learn from his favorite book?

9. What did Douglass mean when he said, "I would at times feel that learning to read had been a curse rather than a blessing"?

10. Do you think reading is important? Why or why not?

11. What different sources informed Douglass's understanding of abolition?

12. Why did Douglass distrust the Irishman?

13. How did reading change Douglass's perspective of his enslavers?

NAME: _____

DATE: _____

3.2

CONTINUED

ACTIVITY PAGE

14. What did the “valuation of the property” for Captain Anthony’s estate mean for Douglass?

15. What did the valuation process reveal to Douglass about enslavement?

16. Why was Douglass more anxious than the other enslaved people?

17. What was the result of the valuation for Douglass?

18. What do the images on page 84 suggest about the conditions of enslavement?

19. Why did Douglass feel “all is gloom” for his grandmother?

20. Why did Thomas take Douglass?

21. Why did Douglass regret not running away when he lived in Baltimore?

22. What message(s) are readers supposed to take away from Douglass's description of his time in Baltimore?

NAME: _____

3.3

ACTIVITY PAGE

DATE: _____

Writing Prompt: Analyzing the Whittier Poem

Write one or two paragraphs in response to the prompt below.

How does the Whittier poem complement Douglass's message and ideas?

NAME: _____

3.4

ACTIVITY PAGE

DATE: _____

Vocabulary for Chapter 9

1. **disposition**, *n.* a person's main characteristics (91)
2. **subsist**, *v.* to support oneself at a minimal level; to survive (91)
3. **conspicuous**, *adj.* standing out; obvious (93)
4. **exhorter**, *n.* someone who urges strongly (95)
5. **benevolent**, *adj.* kind (96)

NAME: _____

3.5

ACTIVITY PAGE

DATE: _____

Chapter 9

Answer the following questions as you read.

1. How was Thomas different from Hugh as an enslaver?

2. Douglass says, “Of all men, adopted slaveholders are the worst.” Why is this?

3. What does *conspicuous* mean?

5. Why did Douglass like Mr. Cookman?

6. What was the purpose of Sabbath school?

7. What do you think about Captain Auld’s decision to “set [Henny] adrift to take care of herself”? Was this a benevolent action?

8. Why did Captain Auld lend Douglass to Mr. Covey?

9. How did Douglass feel about going to Mr. Covey?

NAME: _____

4.1

ACTIVITY PAGE

DATE: _____

Vocabulary for Chapter 10A

1. **endurance**, *n.* lasting through difficult circumstances (104)
2. **coiled**, *adj.* twisted up (105)
3. **verily**, *adv.* truly (106)
4. **brute**, *n.* someone who acts more like an animal than a human (107)
5. **epoch**, *n.* a period of time in a person's life (109)
6. **conduct**, *n.* behavior (114)

NAME: _____

4.2

ACTIVITY PAGE

DATE: _____

Chapter 10A

Answer the following questions as you read.

1. How did Douglass's awkwardness cause conflict with Mr. Covey?

2. How was Mr. Covey different from other enslavers?

3. Why did Mr. Covey sneak up on the enslaved people?

4. How did Covey's treatment of Caroline connect to Douglass's themes of the conditions of enslavement?

5. How did living with Mr. Covey change Douglass?

6. How would you describe Douglass's language in this paragraph?

7. What is the effect of Douglass's language on these pages?

8. What made Douglass decide to go to Captain Auld and ask for protection?

9. What did Sandy suggest Douglass do?

10. Based on Douglass's description of Sandy and the image on page 113, how do you think Douglass felt while talking to Sandy?

11. Why did Douglass fight Mr. Covey?

12. According to Douglass, why didn't Mr. Covey send Douglass to the public whipping post?

13. Earlier in the chapter, Douglass recounts his health issues, meeting with Sandy, and the fight with Mr. Covey all in one paragraph starting on page 110. What is the effect of such a long paragraph?

NAME: _____

4.3

ACTIVITY PAGE

DATE: _____

Writing Prompt: Douglass and Mr. Covey

In one or two paragraphs, write a response to the question below.

How does Douglass's encounter with Mr. Covey provide him with new incentive to achieve his freedom?

Infinitive and Gerund Verbs

Underline the infinitive or gerund verbal or verbal phrase in each sentence. If the verbal acts as a modifier, identify the word modified. If the verbal acts as a noun, identify it as a subject, direct object, indirect object, predicate noun, or object of a preposition.

1. Do you have a lot of homework to do?

2. Julia won an award for maintaining a high grade-point average.

3. I think you should give finding that lost library book your full attention.

4. Anita is anxious to get started.

5. Their solution is to ignore the problem altogether.

6. Her response to the insult was holding a grudge for the next ten years.

7. Riding a motorcycle through the Alps would be great fun.

8. Avi is at long last ready to begin work on his project.

9. To be entrusted with the care of a child is a great responsibility.

10. I detest standing in long lines.

11. Jake and I will compete to see who can run the fastest.

12. This is your big chance to go mountain climbing.

NAME: _____

4.5

ACTIVITY PAGE

DATE: _____

Plan: Discussion—Personal Narratives

Use the chart to take notes from the discussion on important aspects of a personal narrative.

Point of View	
Setting	
Details and Descriptions	
Sequence of Events	
Conclusion	
Other	

Brainstorm Ideas for a Personal Narrative

Use the prompts to begin brainstorming ideas for your personal narrative. Remember that your narrative should be about a proud moment or accomplishment from your own life. Brainstorm three ideas. Then choose the one you want to use.

Summarize Idea #1:		
Setting	People	Why was this meaningful or important?

Summarize Idea #2:		
Setting	People	Why was this meaningful or important?

Summarize Idea #3:		
Setting	People	Why was this meaningful or important?

Vocabulary for Chapter 10B

1. **desperation**, *n.* a state of despair without hope that may push a person to extreme behavior (124)
2. **dissipation**, *n.* the state of self-indulgent wastefulness (124)
3. **peculiar**, *adj.* odd or unusual (125)
4. **impudence**, *n.* the act of showing disrespect (127)
5. **reputable**, *adj.* having a good reputation (129)
6. **ascertain**, *v.* to make sure of (131)
7. **hazardous**, *adj.* dangerous (134)
8. **impropriety**, *n.* improper language or behavior (140)

NAME: _____

5.2

ACTIVITY PAGE

DATE: _____

Chapter 10B

Answer the following questions as you read.

1. How did enslaved people on Captain Auld's plantation spend the holidays?

2. How did the decreased workload during the holidays reinforce the institution of enslavement?

3. What does Douglass mean when he says the holidays are a “gross fraud”?

4. How did Douglass feel about Mr. Freeland?

5. Why did Mr. Weeden whip enslaved people regardless of how they behaved?

6. How might Douglass's description of the reasons Mr. Hopkins would whip an enslaved person further his argument for abolition?

7. What does *reputable* mean at the bottom of page 129?

8. Why does Douglass teach others how to read?

9. What do you think about the risk the enslaved people took to attend Sabbath school?

10. How did Douglass's time on Freeland's farm prompt him to want to run away?

11. How do the events on pages 132–144 illustrate dramatic irony?

NAME: _____

DATE: _____

12. What effect does Douglass's use of epigraphs have on the narrative?

13. What connotation does the word *hazardous* have in this section?

14. What leadership qualities does Douglass exhibit that can help him lead the group to freedom?

15. What is the effect of dialogue on pages 135 and 136?

16. Why was Douglass so afraid of being separated from the group?

17. Why was Douglass's new job in Baltimore "a very unfavorable place"?

18. Douglass refers to “Lynch law.” With this in mind, why was the fight at work a matter of life and death?

19. After getting into a fight at work, Douglass “went directly home, and told the story of [his] wrongs to Master Hugh.” How did Mr. and Mrs. Auld respond?

20. What legal options did Douglass have to protect himself? Find a quote to support your answer.

21. Douglass says, “Whenever my condition was improved, instead of its increasing my contentment, it only increased my desire to be free, and set me to thinking of plans to gain my freedom.” Why would Douglass desire freedom more when times are better?

NAME: _____

5.3

ACTIVITY PAGE

DATE: _____

Writing Prompt: Legal System

In one or two paragraphs, answer the question below. Include at least one quote to support your answer.

How do the descriptions of the legal system add to Douglass's descriptions of the injustice of enslavement?

Morphology: Greek/Latin Roots *pathos*, *possum*, *pugno*, and *punctum*

Use your knowledge of this lesson's word roots and context clues to identify the meaning of the underlined word on each sentence. Then write the meaning of the word in the blank space.

1. The diseased organ was removed and sent to a pathologist for evaluation.

2. That is potent medicine; it made me feel better almost instantly.

3. The pugilist put on his boxing gloves and stepped into the ring.

4. After listening to your speech, I still don't know what your point is.

5. The movie was so full of pathos that half of the audience was in tears.

6. The sheriff rounded up a posse of citizens, whom she empowered to help her.

7. Repugnant personality traits push other people away.

8. Question marks and periods are examples of punctuation.

9. I feel sympathy for those having to stand in line in the rain.

10. The police chief could do nothing to stop the crime spree, and this impotence frustrated him.

11. Due to your pugnacity, every little disagreement turns into a fight.

12. I got a puncture in my tire when I ran over that nail.

NAME: _____

5.5

ACTIVITY PAGE

DATE: _____

Narrative Map

Use this Narrative Map to plan your personal narrative.

Where and when did this take place?

What happened?

List the events in order.

What emotions did you experience?

What did you see, smell, hear, touch, or taste?

Why was this meaningful or significant?

NAME: _____

6.1

ACTIVITY PAGE

DATE: _____

Vocabulary for Chapter 11

1. **myriads**, *n.* great numbers (149)
2. **prey**, *n.* a target for a hunter (149)
3. **discontent**, *n.* unhappiness (150)
4. **steadily**, *adv.* in a way that is even and regular (153)
5. **appalling**, *adj.* disgusting (153)
6. **ardor**, *n.* passion (154)

Chapter 11

Answer the following questions as you read.

1. Why does Douglass refuse to give all the details of his escape?

2. What is Douglass's critique of the Underground Railroad?

3. Douglass says, "We owe something to the slave south of the line." Who is the "we" he is referring to here?

4. What reasons (or causes) did Douglass have for wanting to be free? Think of the different people and events that contributed to his desire for freedom.

5. Why was Douglass frustrated that Hugh gave him part of his wages?

6. Why was Hugh so upset Douglass left the city without permission?

7. Why did Douglass work steadily?

8. Douglass says, “It is my opinion that thousands would escape from slavery who now remain, but for the strong cords of affection that bind them to their friends.” How does this connect to the theme of community?

9. What do you think about Douglass’s decision not to give any details about his escape?

10. Douglass compares his newly freed self to an “unarmed mariner.” What does this metaphor mean?

11. What was Douglass afraid of, and how did these fears impact his experience?

12. How did Mr. Ruggles help Douglass?

13. Why was it dangerous for Douglass to stay in New York?

NAME: _____

DATE: _____

6.2

CONTINUED

ACTIVITY PAGE

14. Douglass received help from a number of different people. What does this suggest about abolition?

15. Who suggested Douglass take the last name *Douglass*?

16. How was New Bedford different from what Douglass expected?

17. How did the “colored man” betray the “fugitive slave”?

18. How did the community respond to this betrayal?

19. Why was *The Liberator* so important to Douglass?

NAME: _____

6.3

ACTIVITY PAGE

DATE: _____

Writing Prompt: Douglass and Mr. Covey

Write one or two paragraphs in response to the prompt below.

What have you learned about enslavement, abolition, and the impact of Frederick Douglass's perspective and experiences?

Infinitives and Gerunds

Underline the infinitive or infinitive phrase in each sentence. Then write the word the infinitive modifies, and identify the infinitive as an adjective or an adverb.

1. For years the Vikings struggled to win back their lost lands.

2. At last my composition is ready to be performed in public.

3. That question is to be decided at our next meeting.

4. The soon to graduate student already had a job lined up.

5. The hard to hear voice did not reach the back of the auditorium.

6. It is too early to tell if we will have a good pumpkin crop.

Underline the infinitive or gerund phrase in each sentence. Then identify it as a subject, predicate noun, direct object, indirect object, or object of a preposition.

7. Alice is fond of floating on her back in a swimming pool.

8. The only solution was to act quickly and expeditiously.

9. To lose everything you have worked for is a hard fate.

10. He did not give sacrificing his time for his family a second thought.

11. Above all, she did not want to encourage rude behavior.

12. I suggest you avoid waiting until the very last minute.

NAME: _____

6.5

ACTIVITY PAGE

DATE: _____

Draft: Personal Narrative

Use this page to begin drafting your personal narrative.

Use a first-person point of view, and tell the story from your own perspective.

Use sensory language and precise word choice to bring the story to life.

End with a conclusion that explains why the episode was meaningful or significant.

Morphology: Greek/Latin Roots *pathos*, *possum*, *pugno*, and *punctum*

For each sentence, match the underlined word or phrase with its equivalent from the list below.

fighting powerful compassionate power or ability repulsive

on time combative powerful ruler sadness and misfortune

poke or prick mark ability deeply to share the feelings of another

1. My team captain seemed lacking in empathy when I showed her my bruise.

2. Rest is a potent remedy for exhaustion.

3. Eating in a dirty kitchen was always repugnant to my mother.

4. The boy used a nail to punch holes in the lid of a jar.

5. Don't you have sympathetic feelings for the puppy out in the rain?

6. My brother Jamal has the potential to become an Olympic swimmer.

fighting	powerful	compassionate	power or ability	repulsive
on time	combative	powerful ruler	sadness and misfortune	
poke or prick	mark	ability deeply to share the feelings of another		

7. Having studied the pugilistic arts, she could easily defend herself.

8. It is always appropriate to punctuate an independent clause with a period.

9. The movie depended on nonstop pathos to keep viewers engaged.

10. The small country was ruled mercilessly by a cruel potentate.

11. My dog is so pugnacious that he attacks his food before eating it.

12. She insisted on beginning meetings punctually.

Developing a Strong Voice

For each example, strengthen the voice by writing it from your own perspective, choosing words, syntax, and tone that show your own personality.

Weak Voice	Strong Voice
I was surprised that the whole team had known about the party and no one had leaked the secret.	I was amazed that the whole team kept the party a secret.
I listened to the music and felt like it took me to a different place and time.	
Once we started the hike, I was fine. But before that I had been very worried.	
We needed to get up early to make the train. I set my alarm. It was not enough.	
I breathed in. The smell of the ocean filled my lungs.	
I pulled on the fishing pole. I wanted to show that I could catch a fish as well as anyone.	

Using a Strong Voice

Revisit each part of your personal narrative to make sure you used a strong voice.

Beginning <ul style="list-style-type: none">• A beginning establishes the writer's perspective.	
Middle <ul style="list-style-type: none">• Use word choice and images to show tone and evoke the senses.	
End <ul style="list-style-type: none">• Explain how and why the events matter. Be specific.	

Write a Personal Narrative Rubric

	Exemplary	Strong	Developing	Beginning
Point of View and Perspective	Excellent use of first-person point of view and narrative voice to narrate events and explain the writer's perspective on them.	Clear use of first-person point of view and narrative voice to narrate events and explain the writer's perspective on them.	Somewhat unclear use of first-person point of view to narrate events and explain the writer's perspective on them. Voice is not well developed.	Narrative does not use first-person or present events from the writer's perspective.
Setting and People	Exceptional use of sensory details to provide the reader with a sense of place and time.	Some use of sensory details to provide the reader with a sense of place and time.	Little use of sensory details to provide the reader with a sense of place and time.	The time and place of the narrative are not stated or described.
	Additional people in the narrative are relevant to the narrative, and their role is clearly explained.	Additional people in the narrative are relevant to the narrative, and their role is somewhat explained.	Additional people in the narrative are relevant to the narrative.	Additional people in the narrative are irrelevant.

	Exemplary	Strong	Developing	Beginning
Events and Conflict	Events are completely clear and logically sequenced.	Events are somewhat clear and logically sequenced.	Events are somewhat clear but not logically sequenced.	Events are not clear or logically sequenced.
	Conflict is clear and related to why the experience is meaningful or significant to the writer.	Conflict is somewhat clear and related to why the experience is meaningful or significant to the writer.	Conflict is somewhat unclear, and its relationship to why the experience is meaningful or significant to the writer is not well established.	Conflict is unclear and is not relevant to why the experience is meaningful or significant to the writer.
Conclusion	The personal narrative concludes with a clear and insightful explanation of why the episode was significant or meaningful.	The personal narrative concludes with a clear explanation of why the episode was significant or meaningful.	The personal narrative concludes with some explanation of why the episode was significant or meaningful.	The conclusion of the personal narrative is far too brief or missing.

	Exemplary	Strong	Developing	Beginning
Language	Transitional words, phrases, and clauses are used to make connections between events or ideas clear.	Some transitional words, phrases, and clauses are used to make connections between events or ideas.	Few transitional words, phrases, and clauses are used to connect events or ideas.	Very few or no transitional words, phrases, or clauses are used.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand what is happening.

You may correct capitalization, punctuation, and grammatical errors while you are revising. If you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

Write a Personal Narrative Peer Review Checklist

Complete this checklist as you read the draft of the personal narrative written by a classmate.

Author's Name: _____

Reviewer's Name: _____

- The narrative is written in first-person point of view and shows the writer's own perspective.
- The narrative contains a logical sequence of events that is clearly narrated.
- The narrative uses vivid descriptions including sensory language and precise word choice.
- The narrative has a strong narrative voice that reveals the writer's personality and perspective.
- The narrative uses transitional words, phrases, and clauses to make the connections between events and ideas clear.
- The narrative comes to a conclusion that explains why the experience was significant or meaningful.

Use the checklist above to help you complete the Peer Feedback on the back of this activity page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?

Feedback #1:

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?

Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?

Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

Feedback #2:

Write a Personal Narrative Editing Checklist

Write a Personal Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
<ul style="list-style-type: none"> • I have used precise words. • I have used descriptive words that appeal to the senses. 	
Format	
<ul style="list-style-type: none"> • I have inserted paragraph breaks at logical places in the narrative. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date. 	
Grammar	
<ul style="list-style-type: none"> • I have used complete, correctly formed sentences. • I have maintained a consistent overall verb tense. • I have used participles correctly. • I have used verbals, including gerunds and infinitives, correctly. • I have corrected misplaced and dangling modifiers. 	
Spelling	
<ul style="list-style-type: none"> • I have used resources to check my spellings. • I have spelled words with Greek and Latin roots and affixes correctly. • I have used commonly confused words correctly. 	

Write a Personal Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
<p>Punctuation</p> <ul style="list-style-type: none"> • I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in dialogue. • I have used hyphens, ellipses, and dashes correctly. 	

Unit Assessment—*Narrative of the Life of Frederick Douglass, an American Slave*

Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it.

Excerpt from “Incidents in the Life of a Slave Girl” by Harriet Jacobs

1. I was born a slave; but I never knew it till six years of happy childhood had passed away. My father was a carpenter, and considered so intelligent and skilful⁵ in his trade, that, when buildings out of the common line were to be erected, he was sent for from long distances, to be head workman. On condition of paying his mistress two hundred dollars a year, and supporting himself, he was allowed to work at his trade, and manage his own affairs. His strongest wish was to purchase his children; but, though he several times offered his hard earnings for that purpose, he never succeeded. In complexion my parents were a light shade of brownish yellow, and were termed mulattoes. They lived together in a comfortable home; and, though we were all slaves, I was so fondly shielded that I never dreamed I was a piece of merchandise, trusted to them for safe keeping, and liable to be demanded of them at any moment. I had one brother, William, who was two years younger than myself—a bright, affectionate child. . . .
2. Dr. Flint, a physician in the neighborhood, had married the sister of my mistress, and I was now the property of their little daughter. It was not without murmuring that I prepared for my new home; and what added to my unhappiness, was the fact that my brother William was purchased by the same family. My father, by his nature, as well as by the habit of transacting business as a skilful mechanic, had more of the feelings of a freeman than is common among slaves. My brother was a spirited boy; and being brought up under such influences, he early detested the name of master and mistress. One day, when his father and his mistress both happened to call him at the same

⁵This alternative spelling of *skillful* is common in non-American English and appears in the primary source text.

time, he hesitated between the two; being perplexed to know which had the strongest claim upon his obedience. He finally concluded to go to his mistress. When my father reproved him for it, he said, “You both called me, and I didn’t know which I ought to go to first.”

3. “You are my child,” replied our father, “and when I call you, you should come immediately, if you have to pass through fire and water.”
4. Poor Willie! He was now to learn his first lesson of obedience to a master.
5. . . . Mrs. Flint, like many southern women, was totally deficient in energy. She had not strength to superintend her household affairs; but her nerves were so strong, that she could sit in her easy chair and see a woman whipped, till the blood trickled from every stroke of the lash. She was a member of the church; but partaking of the Lord’s supper did not seem to put her in a Christian frame of mind. If dinner was not served at the exact time on that particular Sunday, she would station herself in the kitchen, and wait till it was dished, and then spit in all the kettles and pans that had been used for cooking. She did this to prevent the cook and her children from eking out their meagre fare with the remains of the gravy and other scrapings. The slaves could get nothing to eat except what she chose to give them. Provisions were weighed out by the pound and ounce, three times a day. I can assure you she gave them no chance to eat wheat bread from her flour barrel. She knew how many biscuits a quart of flour would make, and exactly what size they ought to be. . . .

Questions

1. How did Harriet feel about her childhood?
 - A. She felt her childhood was miserable.
 - B. She did not remember her childhood.
 - C. She felt her childhood was neither good nor bad.
 - D. She felt she had a happy childhood.

2. What was Harriet's father's greatest desire?

3. What does Harriet mean when she says, "I never dreamed I was a piece of merchandise"?

- A. Harriet's parents did not love her.
- B. As an enslaved person, she was considered property.
- C. Harriet's father bought her freedom.
- D. As an enslaved person, Harriet could do anything she wanted.

4. Harriet's brother William was bought by the same family. She writes:

Dr. Flint, a physician in the neighborhood, had married the sister of my mistress, and I was now the property of their little daughter. It was not without murmuring that I prepared for my new home; and what added to my unhappiness, was the fact that my brother William was purchased by the same family.

Why was Harriet upset about her brother?

5. Why did Mrs. Flint spit on the leftover food?

Excerpt from “The Interesting Narrative of the Life of Olaudah Equiano”

1. As the vessel drew nearer, we plainly saw the harbor and other ships of different kinds and sizes and we soon anchored amongst them off Bridgetown. Many merchants and planters came on board. . . They put us in separate parcels and examined us attentively. They also made us jump, and pointed to the land, signifying we were to go there. We thought by this we should be eaten by these ugly men, as they appeared to us. When soon after we were all put down under the deck again, there was much dread and trembling among us and nothing but bitter cries to be heard all the night from the apprehensions. At last the white people got some old slaves from the land to pacify us. They told us we were not to be eaten, but to work, and were soon to go on land, where we should see many of our country people. This report eased us much, and sure enough, soon after we landed, there came to us Africans of all languages.
2. We were conducted immediately to the merchant's yard, where we were all pent up together, like so many sheep in a fold, without regard to sex or age. As every object was new to me, everything I saw filled me with surprise. What struck me first was that the houses were built with bricks and stories, and in every respect different from those I had seen in Africa, but I was still more astonished to see people on horseback. I did not know what this could mean, and indeed I thought these people were full of nothing but magical arts. While I was in this astonishment, one of my fellow prisoners spoke to a countryman of his about the horses who said they were the same kind they had in their country. I understood them, though they were from a distant part of Africa and I thought it odd I had not seen any horses there; but afterwards when I came to converse with different Africans, I found they had many horses amongst them, and much larger than those I then saw.
3. We were not many days in the merchant's custody, before we were sold after their usual manner. . . . On a signal given, (as the beat of a drum), buyers rush at once into the yard where the slaves are confined, and make a choice of that parcel they like best. The noise and clamor with which this is attended, and the eagerness visible in the countenances of the buyers, serve not a little to increase the apprehension of terrified Africans. . . . In this manner, without scruple, are relations and friends separated, most of them never to see each other again. I remember in the vessel in which I was brought over. . . there were several brothers who, in the sale, were sold in different lots; and it was very moving on this occasion, to see and hear their cries in parting.

Questions

6. Which of the following describes one way Olaudah Equiano's autobiography is different from Frederick Douglass's?

- A. Equiano was not enslaved, and Douglass was.
- B. Douglass escaped while Equiano did not.
- C. Equiano was not born into enslavement while Douglass was.
- D. Douglass was never sold as Equiano was.

7. Equiano says, "At last the white people got some old slaves from the land to pacify us." What does *pacify* mean in this sentence?

8. When Equiano arrived on the shores of the United States, what was he afraid of?

- A. He was afraid of hard labor.
- B. He was afraid of drowning.
- C. He was afraid he would be separated from his family.
- D. He was afraid his captors would eat him.

9. What process does paragraph 3 describe?

NAME: _____

DATE: _____

10. What brought up strong feelings for Equiano in paragraph 3?

Reading Comprehension Score: _____ of 10 points.

Writing Prompt: Read both passages closely for the language Jacobs and Equiano use to describe their status as enslaved people. Write a short answer explaining the similarities and differences in the language they use.

Writing Prompt Score: _____ of 4 points.

Grammar

Underline the infinitive or gerund phrase in each sentence. Then, using the line under the sentence, write whether it functions as a noun, an adjective, or an adverb. If it functions as a noun, write whether it is a subject, a direct object, an indirect object, an object of a preposition, or a predicate noun. If it is an adjective or an adverb, write the word it modifies.

1. It is easy to promise more than you can do.

2. The plan to make chili has been cancelled.

3. Peeling onions can lead to tears.

4. The party began the singing of a song.

5. The birthday party is to end at 3 p.m.

6. We need to consider other solutions to the problem.

7. The city does not allow making noise before 7 a.m.

8. The reasons to continue the project are obvious.

9. Why don't you give treating her nicely another try?

10. The main reason you should ask questions is to learn.

11. To sleep under the stars is every cowpoke's dream.

12. My favorite holiday activity is making cookies.

Grammar Score: _____ of 12 points.

Morphology

Use the line under each sentence to write the meaning of or a synonym for the underlined word.

1. The doctor felt empathy for every one of her patients.

2. Winning the lottery is close to an impossibility.

3. The offer of a mud pie for lunch fills me with repugnance.

4. Her punctuality is one of her finer qualities.

5. The doctor decided to specialize in pathology.

6. Getting a good grade in this class is a real possibility.

7. My criticism was not meant to impugn you in any way.

8. Puncture wounds are said to pose a risk of tetanus infection.

9. His song was full of pathos and moved the audience to tears.

10. My grandfather once served on a posse for the sheriff of Kane County.

11. The pugnacity of the boxer made him good at his job.

12. The man who let us into the movie theater punched our tickets.

Morphology Score: _____ of 12 points.

Total Score for Unit Assessment: _____ of 38 points.

NAME: _____

9.2

FEEDBACK

DATE: _____

Unit Feedback Survey

Unit 2: *Narrative of the Life of Frederick Douglass, an American Slave*

Please use a scale of 1–5, with 1 being “not at all,” 3 being “OK,” and 5 being “very much.” Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the text *Narrative of the Life of Frederick Douglass, an American Slave*?

1

2

3

4

5

What, if anything, did you like about the book?

What, if anything, did you not like about the book?

Were you able to read and understand most of the book on your own, or did you have difficulty?

Would you recommend this book to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1

2

3

4

5

What kind of activities did you like best?

What kind of activities did you like least?

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

Famous Abolitionists

During the 1800s, several abolitionists argued against enslavement. Frederick Douglass was just one of these voices. For this activity, choose one of the abolitionists listed below, and research their life. Then write a one-paragraph biography of that person.

Choose one of the following abolitionists:

- *Sojourner Truth*
- *Angelina Grimké Weld*
- *William Lloyd Garrison*
- *John Brown*
- *Harriet Beecher Stowe*
- *Harriet Tubman*

Angelina Grimké Weld's Speech at Pennsylvania Hall

Angelina Grimké Weld was raised on a South Carolina plantation in a family of enslavers. She felt from a young age that enslavement was wrong. When she grew up, she became an ardent abolitionist and women's rights activist.

Read the speech below. It is an excerpt of Weld's speech at Pennsylvania Hall. Answer the writing prompt that follows the speech.

As a Southerner I feel that it is my duty to stand up here to-night and bear testimony against slavery. I have seen it—I have seen it. I know it has horrors that can never be described. I was brought up under its wing: I witnessed for many years its demoralizing influences, and its destructiveness to human happiness. It is admitted by some that the slave is not happy under the *worst* forms of slavery. But I have *never* seen a happy slave. I have seen him dance in his chains, it is true; but he was not happy. There is a wide difference between happiness and mirth. Man cannot enjoy the former while his manhood is destroyed, and that part of the being which is necessary to the making, and to the enjoyment of happiness, is completely blotted out. The slaves, however, may be, and sometimes are, mirthful. When hope is extinguished, they say, “let us eat and drink, for tomorrow we die.” [Just then stones were thrown at the windows, —a great noise without, and commotion within.] What is a mob? What would the breaking of every window be? What would the levelling of this Hall be? Any evidence that we are wrong, or that slavery is a good and wholesome institution? What if the mob should now burst in upon us, break up our meeting and commit violence upon our persons—would this be any thing compared with what the slaves endure? No, no: and we do not remember them “as bound with them,” if we shrink in the time of peril, or feel unwilling to sacrifice ourselves, if need be, for their sake. [Great noise.] I thank the Lord that there is yet life left enough to feel the truth, even though it rages at it—that conscience is not so completely seared as to be unmoved by the truth of the living God.

Many persons go to the South for a season, and are hospitably entertained in the parlor and at the table of the slave-holder. They never enter the huts of the slaves; they know nothing of the dark side of the picture, and they return home with praises on their lips of the generous character of those with whom they had tarried. Or if they have witnessed the cruelties of slavery, by remaining silent spectators they have naturally become callous—an insensibility has ensued which prepares them to apologize even for barbarity. Nothing but the corrupting influence of slavery on the hearts of the Northern people can induce them to apologize for it; and much will have been done for the destruction of Southern slavery

when we have so reformed the North that no one here will be willing to risk his reputation by advocating or even excusing the holding of men as property. The South know it, and acknowledge that as fast as our principles prevail, the hold of the master must be relaxed. [Another outbreak of mobocratic spirit, and some confusion in the house.]

How wonderfully constituted is the human mind! How it resists, as long as it can, all efforts made to reclaim from error! I feel that all this disturbance is but an evidence that our efforts are the best that could have been adopted, or else the friends of slavery would not care for what we say and do. The South know what we do. I am thankful that they are reached by our efforts. Many times have I wept in the land of my birth, over the system of slavery. I knew of none who sympathized in my feelings—I was unaware that any efforts were made to deliver the oppressed—no voice in the wilderness was heard calling on the people to repent and do works meet for repentance—and my heart sickened within me. Oh, how should I have rejoiced to know that such efforts as these were being made. I only wonder that I had such feelings. I wonder when I reflect under what influence I was brought up that my heart is not harder than the nether millstone. But in the midst of temptation I was preserved, and my sympathy grew warmer, and my hatred of slavery more inveterate, until at last I have exiled myself from my native land because I could no longer endure to hear the wailing of the slave. I fled to the land of Penn; for here, thought I, sympathy for the slave will surely be found. But I found it not. The people were kind and hospitable, but the slave had no place in their thoughts. Whenever questions were put to me as to his condition, I felt that they were dictated by an idle curiosity, rather than by that deep feeling which would lead to effort for his rescue. I therefore shut up my grief in my own heart. I remembered that I was a Carolinian, from a state which framed this iniquity by law. I knew that throughout her territory was continual suffering, on the one part, and continual brutality and sin on the other. Every Southern breeze wafted to me the discordant tones of weeping and wailing, shrieks and groans, mingled with prayers and blasphemous curses. I thought there was no hope; that the wicked would go on in his wickedness, until he had destroyed both himself and his country. My heart sunk within me at the abominations in the midst of which I had been born and educated. What will it avail, cried I in bitterness of spirit, to expose to the gaze of strangers the horrors and pollutions of slavery, when there is no ear to hear nor heart to feel and pray for the slave. The language of my soul was, “Oh tell it not in Gath, publish it not in the streets of Askelon.” But how different do I feel now! Animated with hope, nay, with an assurance of the triumph of liberty and good will to man, I will lift up my voice like a trumpet, and show this people their transgression, their sins of omission towards the slave, and what they can do towards affecting Southern mind, and overthrowing Southern oppression.

NAME: _____

DATE: _____

E.2 CONTINUED

ENRICHMENT

Answer the following question in one or two paragraphs: How is Angelina Grimké Weld's perspective on enslavement different from Frederick Douglass's? What contributes to these differences in perspective?

NAME: _____

E.3

ENRICHMENT

DATE: _____

Create a Talk or Podcast

Use the space provided to adapt your Personal Narrative into a script for a talk or a podcast about the same subject.

Grammar: Verbs

Verbs are verb forms that are used as other parts of speech.

- *The infinitive form of a verb (for example, to fly) can be used as a noun, an adjective, or an adverb.*
- *A gerund is a verb form ending in -ing (for example, flying) that acts as a noun.*

For each sentence below, underline the verbal, and write in the blank whether it is used as a noun, an adjective, or an adverb.

1. That song is easy to sing. _____
2. Do you have a lot of work to do? _____
3. We always enjoy having a snowball fight. _____
4. I have to bring in the groceries. _____
5. To win all the time is not possible. _____
6. Making a good first impression is important. _____
7. It is time to clean the mud off the wall. _____
8. Where is the wisdom in spending so much money? _____
9. She hurried to get to the meeting on time. _____
10. The children were happy to stay up an extra hour. _____
11. You should try making a schedule. _____
12. Try to be a little more patient with me. _____

Morphology: Greek/Latin Roots *pathos*, *possum*, *pugno*, and *punctum*

Review the list of word roots and their meanings. Then, circle the word in each sentence that contains the root.

pathos: *misfortune, feeling, condition*

possum: *to be able*

pugno: *fist*

punctum: *point, dot*

1. Always use correct punctuation .
2. The sheriff rounded up a posse.
3. I find his pugnacity offensive.
4. Punctuality is a good policy.
5. Some people find bad manners repugnant .
6. It is good to have sympathy for others.
7. That task is not possible .
8. Her ability to empathize with others was widely recognized.
9. It is important to be punctual .
10. How dare you impugn my good name.
11. That is a very potent medication.
12. The story was full of pathetic characters.

Student Resources

In this section you will find:

- SR.1—Glossary for *Narrative of the Life of Frederick Douglass, an American Slave*
- SR.2—The Writing Process
- SR.3—Write a Personal Narrative Rubric
- SR.4—Write a Personal Narrative Peer Review Checklist
- SR.5—Write a Personal Narrative Editing Checklist

Glossary for *Narrative of the Life of Frederick Douglass, an American Slave*

A

abhorrence, *n.* a feeling of disgust; hatred

abolition, *n.* the act of destroying a system or institution

appalling, *adj.* disgusting

ardor, *n.* passion

ascertain, *v.* to make sure of

assurance, *n.* confidence

discontent, *n.* unhappiness

disposition, *n.* a person's main characteristics

dissipation, *n.* the state of self-indulgent wastefulness

B

benevolent, *adj.* kind

brute, *n.* someone who acts more like an animal than a human

E

endurance, *n.* lasting through difficult circumstances

epoch, *n.* a period of time in a person's life

exhorter, *n.* someone who urges strongly

expire, *v.* to die (expired)

F

fatal, *adj.* resulting in death

G

gratification, *n.* satisfaction

H

hazardous, *adj.* dangerous

I

impropriety, *n.* improper language or behavior

impudence, *n.* the act of showing disrespect

incur, *v.* to bring a result on oneself

infernal, *adj.* related to hell

insensible, *adj.* unaware

D

deliberation, *n.* careful consideration

desperation, *n.* a state of despair without hope that may push a person to extreme behavior

L

lash, *n.* a whip

leisure, *n.* free time for pleasure

M

mutually, *adv.* with mutual action; jointly

myriads, *n.* great numbers

O

offence, *n.* an illegal action

P

peculiar, *adj.* odd or unusual

precepts, *n.* rules that control behavior

prey, *n.* a target for a hunter

privilege, *n.* a right or advantage granted only to a particular group of people

prosperity, *n.* success

providence, *n.* a protective or caring higher power

S

scanty, *adj.* insufficient or small

servility, *n.* excessive enthusiasm to serve

steadily, *adv.* in a way that is even and regular

stratagems, *n.* plans to beat an opponent; schemes

subsequent, *adj.* following

subsist, *v.* to support oneself at a minimal level; to survive

U

unjust, *adj.* unfair; cruel

utter, *v.* to say (uttering)

V

valuation, *n.* an opinion of something's worth

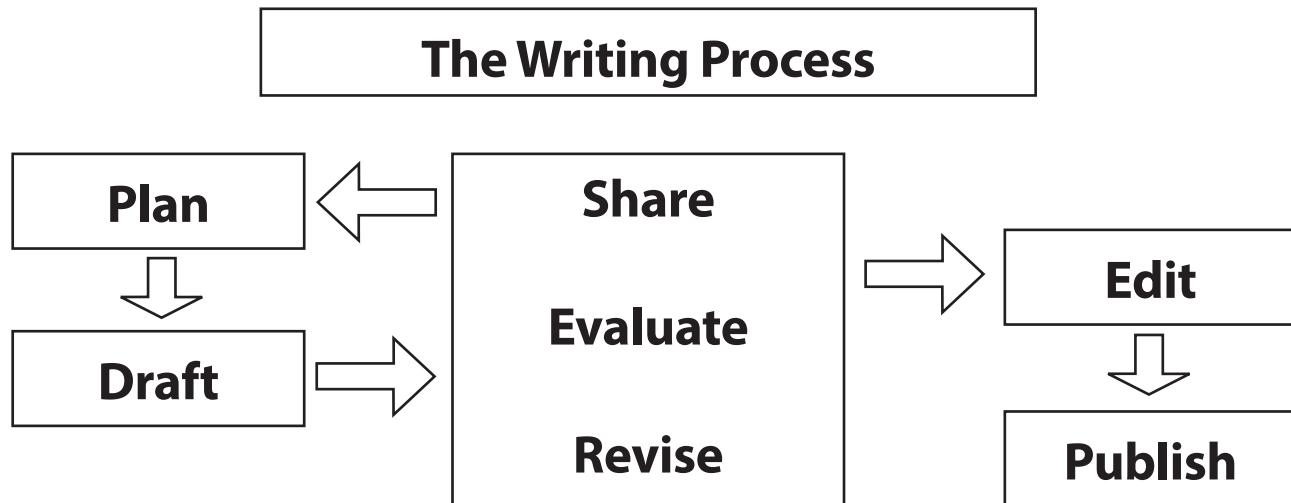
verily, *adv.* truly

R

rapture, *n.* a feeling of great joy

reproving, *adj.* disapproving

reputable, *adj.* having a good reputation



Write a Personal Narrative Rubric

	Exemplary	Strong	Developing	Beginning
Point of View and Perspective	Excellent use of first-person point of view and narrative voice to narrate events and explain the writer's perspective on them.	Clear use of first-person point of view and narrative voice to narrate events and explain the writer's perspective on them.	Somewhat unclear use of first-person point of view to narrate events and explain the writer's perspective on them. Voice is not well developed.	Narrative does not use first-person or present events from the writer's perspective.
Setting and People	Exceptional use of sensory details to provide the reader with a sense of place and time.	Some use of sensory details to provide the reader with a sense of place and time.	Little use of sensory details to provide the reader with a sense of place and time.	The time and place of the narrative are not stated or described.
	Additional people in the narrative are relevant to the narrative, and their role is clearly explained.	Additional people in the narrative are relevant to the narrative, and their role is somewhat explained.	Additional people in the narrative are relevant to the narrative.	Additional people in the narrative are irrelevant.

	Exemplary	Strong	Developing	Beginning
Events and Conflict	Events are completely clear and logically sequenced.	Events are somewhat clear and logically sequenced.	Events are somewhat clear but not logically sequenced.	Events are not clear or logically sequenced.
	Conflict is clear and related to why the experience is meaningful or significant to the writer.	Conflict is somewhat clear and related to why the experience is meaningful or significant to the writer.	Conflict is somewhat unclear, and its relationship to why the experience is meaningful or significant to the writer is not well established.	Conflict is unclear and is not relevant to why the experience is meaningful or significant to the writer.
Conclusion	The personal narrative concludes with a clear and insightful explanation of why the experience was significant or meaningful.	The personal narrative concludes with a clear explanation of why the experience was significant or meaningful.	The personal narrative concludes with some explanation of why the experience was significant or meaningful.	The conclusion of the personal narrative is far too brief or missing.

	Exemplary	Strong	Developing	Beginning
Language	Transitional words, phrases, and clauses are used to make connections between events or ideas clear.	Some transitional words, phrases, and clauses are used to make connections between events or ideas.	Few transitional words, phrases, and clauses are used to connect events or ideas.	Very few or no transitional words, phrases, or clauses are used.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand what is happening.

You may correct capitalization, punctuation, and grammatical errors while you are revising. If you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

Write a Personal Narrative Peer Review Checklist

Complete this checklist as you read the draft of the personal narrative written by a classmate.

Author's Name: _____

Reviewer's Name: _____

- The narrative is written in first-person point of view and shows the writer's own perspective.
- The narrative contains a logical sequence of events that is clearly narrated.
- The narrative uses vivid descriptions including sensory language and precise word choice.
- The narrative has a strong narrative voice that reveals the writer's personality and perspective.
- The narrative uses transitional words, phrases, and clauses to make the connections between events and ideas clear.
- The narrative comes to a conclusion that explains why the experience was significant or meaningful.

Use the checklist above to help you complete the Peer Feedback on the back of this activity page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?

Feedback #1:

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?

Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?

Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

Feedback #2:

Write a Personal Narrative Editing Checklist

Write a Personal Narrative Editing Checklist		After reviewing for each type of edit, place a check mark here.
Vocabulary		
<ul style="list-style-type: none"> • I have used precise words. • I have used descriptive words that appeal to the senses. 		
Format		
<ul style="list-style-type: none"> • I have inserted paragraph breaks at logical places in the narrative. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date. 		
Grammar		
<ul style="list-style-type: none"> • I have used complete, correctly formed sentences. • I have maintained a consistent overall verb tense. • I have used participles correctly. • I have used verbals, including gerunds and infinitives, correctly. • I have corrected misplaced and dangling modifiers. 		
Spelling		
<ul style="list-style-type: none"> • I have used resources to check my spellings. • I have spelled words with Greek and Latin roots and affixes correctly. • I have used commonly confused words correctly. 		

Write a Personal Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
<p>Punctuation</p> <ul style="list-style-type: none"> • I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in dialogue. • I have used hyphens, ellipses, and dashes correctly. 	



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Unit 3

Narrative of the Life of Frederick Douglass, an American Slave

Activity Book

GRADE 8



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