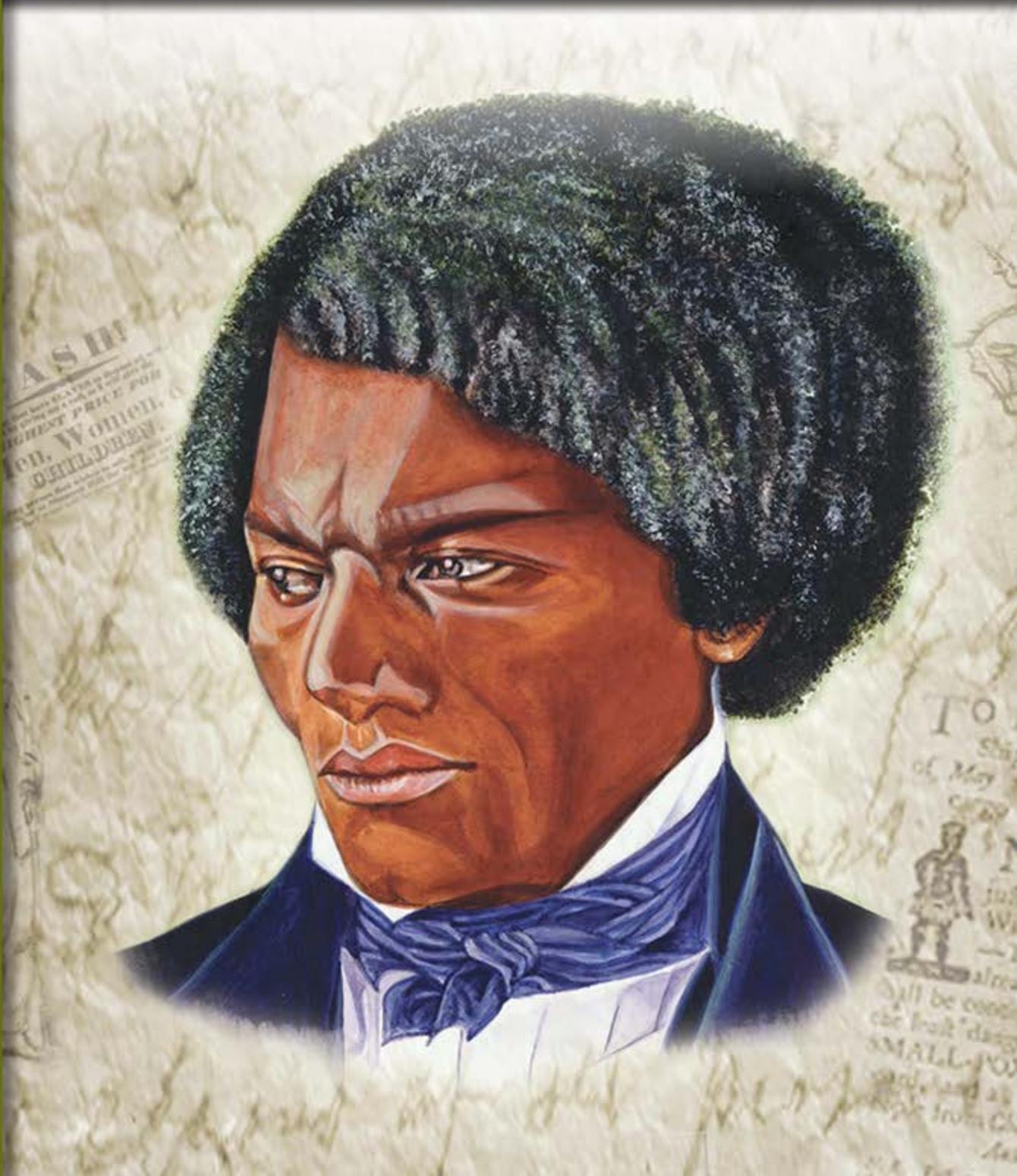
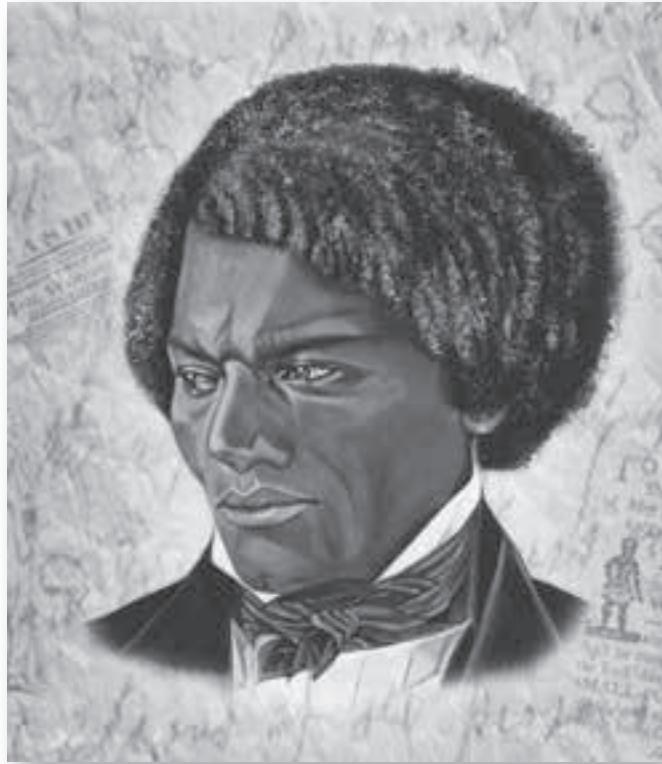


Unit 3

Narrative of the Life of Frederick Douglass

Teacher Guide





Unit 3

Narrative of the Life of Frederick Douglass, an American Slave

Teacher Guide

GRADE 8

Core Knowledge Language Arts®



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Alignment to the Common Core State Standards

The following chart indicates which lessons in the *Narrative of the Life of Frederick Douglass, an American Slave* unit address content from the Common Core State Standards (CCSS).

Unit 3: <i>Narrative of the Life of Frederick Douglass, an American Slave</i>		Lessons							
		1	2	3	4	5	6	7	8
Reading Standards for Literature									
Key Ideas and Details									
STD RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	
STD RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓	✓	
STD RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓	✓	✓	✓	✓	✓	
STD RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓	✓	✓	✓	✓	
STD RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.								
STD RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.								
STD RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.								
STD RL.8.8	(Not applicable to literature)								
STD RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.								
Range of Reading and Level of Text Complexity									
STD RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.								

Unit 3: <i>Narrative of the Life of Frederick Douglass, an American Slave</i>		Lessons							
		1	2	3	4	5	6	7	8
Reading Standards for Informational Text									
STD RI.8.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
STD RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.								
STD RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).								
STD RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.								
STD RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.								
STD RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.								
STD RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.								
STD RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.								
STD RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.								
STD RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.								
Writing Standards									
Text Types and Purposes: Argument									
STD W.8.1	Write arguments to support claims with clear reasons and relevant evidence.								
STD W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.								
STD W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.								

Unit 3: <i>Narrative of the Life of Frederick Douglass, an American Slave</i>		Lessons							
		1	2	3	4	5	6	7	8
STD W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.								
STD W.8.1.d	Establish and maintain a formal style.								
STD W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.								
Text Types and Purposes: Informative/Explanatory									
STD W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.								
STD W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.								
STD W.8.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.								
STD W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.								
STD W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.								
STD W.8.2.e	Establish and maintain a formal style.								
STD W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.								
Text Types and Purposes: Narrative									
STD W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				✓	✓	✓	✓	✓
STD W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.						✓	✓	
STD W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.						✓	✓	✓
STD W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.						✓	✓	✓

Unit 3: Narrative of the Life of Frederick Douglass, an American Slave		Lessons							
		1	2	3	4	5	6	7	8
STD W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.						✓	✓	✓
STD W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.						✓	✓	✓
STD W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)								
STD W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)						✓	✓	✓
STD W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.								
Research to Build and Present Knowledge									
STD W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.								
STD W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								
STD W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.								
STD W.8.9.a	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").								
STD W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").								

Unit 3: <i>Narrative of the Life of Frederick Douglass, an American Slave</i>		Lessons							
		1	2	3	4	5	6	7	8
Range of Writing									
STD W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.								
Speaking and Listening Standards									
Comprehension and Collaboration									
STD SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		✓	✓	✓	✓	✓	✓	✓
STD SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.								
STD SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.								
STD SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.								
STD SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.								
STD SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		✓	✓	✓	✓	✓	✓	✓
STD SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.								
STD SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.								
STD SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.								
STD SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)								

Unit 3: Narrative of the Life of Frederick Douglass, an American Slave		Lessons							
		1	2	3	4	5	6	7	8
Language Standards									
Conventions of Standard English									
STD L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				✓		✓		
STD L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.				✓		✓		
STD L.8.1.b	Form and use verbs in the active and passive voice.								
STD L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.								
STD L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.*								
STD L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
STD L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.								
STD L.8.2.b	Use an ellipsis to indicate an omission.								
STD L.8.2.c	Spell correctly.								
Knowledge of Language									
STD L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.								
STD L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).								
STD L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.								
STD L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.								
STD L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).					✓		✓	
STD L.8.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.								

Unit 3: <i>Narrative of the Life of Frederick Douglass, an American Slave</i>		Lessons							
		1	2	3	4	5	6	7	8
STD L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).								
STD L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								
STD L.8.5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.								
STD L.8.5.b	Use the relationship between particular words to better understand each of the words.								
STD L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).								
STD L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.								

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

STD RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	✓	✓	✓	✓	✓	✓		
STD RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓	✓	✓	✓	✓	✓		
STD RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).								

Craft and Structure

STD RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		✓	✓	✓	✓	✓		
STD RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).								
STD RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	✓	✓	✓	✓	✓	✓		
STD RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.								
STD RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.								

Unit 3: Narrative of the Life of Frederick Douglass, an American Slave		Lessons							
		1	2	3	4	5	6	7	8
STD RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.								
Range of Reading and Level of Text Complexity									
STD RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.								
Reading Standards for Literacy in Science and Technical Subjects									
STD RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.								
STD RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.								
STD RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.								
STD RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .								
STD RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.								
STD RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.								
Integration of Knowledge and Ideas									
STD RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).								
STD RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.								
STD RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.								
STD RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.								
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects									
STD WHST.6-8.1	Write arguments focused on discipline-specific content.								

Unit 3: <i>Narrative of the Life of Frederick Douglass, an American Slave</i>	Lessons							
	1	2	3	4	5	6	7	8
STD WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.							
STD WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.							
STD WHST.6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.							
STD WHST.6-8.1.d	Establish and maintain a formal style.							
STD WHST.6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.							
STD WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.							
STD WHST.6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.							
STD WHST.6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.							
STD WHST.6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.							
STD WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
STD WHST.6-8.2.e	Establish and maintain a formal style and objective tone.							
STD WHST.6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.							
STD WHST.6-8.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.							

Unit 3: <i>Narrative of the Life of Frederick Douglass, an American Slave</i>	Lessons							
	1	2	3	4	5	6	7	8
Production and Distribution of Writing								
STD WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.							
STD WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.							
STD WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.							
Research to Build and Present Knowledge								
STD WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.							
STD WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.							
STD WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.							
Range of Writing								
STD WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.							

Introduction

Unit 3: *Narrative of the Life of Frederick Douglass, an American Slave*

Welcome

This introduction includes the necessary background information to teach the unit about the *Narrative of the Life of Frederick Douglass, an American Slave*. **For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, differentiation of instruction, and resources available in Grade 8 CKLA, see the Introduction to CKLA on pages 10–20 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards—English Language Arts (CCSS—ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 8 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS—RH and CCSS—RST). Lesson 9 contains a Unit Assessment that assesses all of the skills taught in the unit. **Unit 3 contains eight daily lessons, each of which will require a total of ninety minutes, i.e., in schools in which forty-five minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.** The Unit Assessment at the end of the unit will require one forty-five minute session.

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on page 14. Following the completion of the *Narrative of the Life of Frederick Douglass, an American Slave* lessons, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than nineteen instructional days total on this unit. Please refer to the Pacing Guide on page 14 for guidance.

Why *Narrative of the Life of Frederick Douglass, an American Slave* Is Important

This unit examines the autobiography of a formerly enslaved person. In terms of literary skills, students will focus on understanding the autobiography genre, recognizing literary devices, and analyzing literature within historical context.

Students will read selections from the Core Knowledge Foundation publication *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass.

Narrative of the Life of Frederick Douglass, an American Slave was written by Frederick Douglass and published in 1845, fifteen years before Abraham Lincoln was elected president of the United States. Douglass was born into enslavement and became a world-renowned orator and abolitionist after running away from his enslavers. Douglass's autobiography tells the story of his life from his birth through his early years as a fugitive.

Douglass provides intimate details about enslavement. He shares not only his own stories but those about other people he heard or witnessed. Through these stories, Douglass presents a view of the institution of enslavement that demonstrates how it impacted every aspect of his life and supports arguments for abolition. *Narrative of the Life of Frederick Douglass, an American Slave* illustrates an important part of U.S. history helpful for understanding race relations today.

Teaching and Discussing Sensitive Topics

Narrative of the Life of Frederick Douglass, an American Slave includes the potentially sensitive topics of enslavement, racism, and violence. These topics are often emotionally charged and may be challenging to teach to middle school students. **We strongly encourage you to consult the following additional resources in advance and during your teaching of this unit.**

Sharing Experiences in the Classroom

Some students in the classroom who come from varying backgrounds or claim varying identities may enjoy the opportunities this unit provides to relate and share their own experiences with the class, but others may not. Teachers are encouraged to use their own judgment and may wish to speak ahead of time with students and parents to discover how students feel about sharing their own experiences in class.

Important Note on the Language of Race: Changes Across Time

Many of the texts used in this unit were written in the nineteenth or early twentieth centuries. In referring to racial identity, speakers and writers in these texts use terms that were accepted in their times but in many cases are no longer accepted today. In the primary sources used in the Reader, for the sake of historical accuracy, the terms used by writers and speakers to refer to race have not been changed. In the introductory texts that provide background information, the editors of the Reader have aimed to use terms to denote race and ethnicity that are generally accepted now.

Talking About Slavery

Discussing slavery with students of any age can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

Core Knowledge acknowledges the logic of both perspectives and sometimes refers to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

Online Resources

Use this link to download the CKLA Online Resources for this unit, where the specific links to the websites described below can be found:

<https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources>

Embrace Race This organization provides free resources, including video clips, blog posts, and “tip sheets” for talking with students about race, racism, and how to make changes. There are live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.

Facing History and Ourselves This organization provides several free resources, including teaching strategies, to support history education that helps students and educators to think and talk about historical injustices and the relationship between history and our lives.

Learning for Justice The mission of Learning for Justice is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school.

Museum of Contemporary African Diasporan Arts The Museum of Contemporary African Diasporan Arts has a helpful article about the shift from *slave* to *enslaved* that is relevant to this unit.

Inclusive Language Guidelines The American Psychological Association has created an extensive resource on inclusive language. While some of their suggestions are specific to the field of psychology, the “Race, ethnicity, and culture” section is particularly relevant to this unit. It outlines certain terms that appear in the Reader but are outdated and should be discouraged in classroom discussion.

Note to Teacher: For additional support, see “A Note to the Teacher” and “On the Title and Genre of This Work” on pages vii–viii of the Reader. These pages have suggestions on previewing and teaching the text. You may choose to omit some chapters if desired.

Pacing Guide

The following is an overview and pacing guide to teaching the lessons of this unit.

Lesson 1		Lesson 2		Lesson 3
Day 1	Day 2	Day 3	Day 4	Day 5
Core Connections 45 min Core Connections: Introduce <i>Narrative of the Life of Frederick Douglass, an American Slave</i>	Reading 45 min Read-Aloud: Chapters 1 and 2	Reading 45 min Whole Group: Chapters 3 and 4	Reading 45 min Small Group: Chapters 5 and 6	Reading 45 min Partners: Chapters 7 and 8

Lesson 3	Lesson 4		Lesson 5	
Day 6	Day 7	Day 8	Day 9	Day 10
Reading 45 min Independent: Chapter 9	Reading 45 min Close Reading: Chapter 10A	Language 15 min Grammar Introduce Verbals: Gerunds and Infinitives	Reading 45 min Close Reading: Chapter 10B	Language 15 min Morphology Introduce Greek and Latin Roots: <i>pathos</i> , <i>possum</i> , <i>pugno</i> , and <i>punctum</i>
		Writing 30 min Write a Personal Narrative: Plan		Writing 30 min Write a Personal Narrative: Plan

Lesson 6		Lesson 7		Lesson 8
Day 11	Day 12	Day 13	Day 14	Day 15
Reading 45 min Independent: Chapter 11	Language 15 min Grammar Practice Gerunds and Infinitives	Language 15 min Morphology Practice Greek and Latin Roots: <i>pathos</i> , <i>possum</i> , <i>pugno</i> , and <i>punctum</i>	Writing 45 min Write a Personal Narrative: Check Spelling and Share, Evaluate, Revise	Writing 45 min Write a Personal Narrative: Edit and Polish
	Writing 30 min Write a Personal Narrative: Draft	Writing 30 min Write a Personal Narrative: Developing Voice		

Lesson 8	Lesson 9
Day 16	Day 17
Writing 45 min Write a Personal Narrative: Publish	Unit Assessment 35 min Unit Feedback Survey 10 min

Pausing Points			
Day 18		Day 19	
Culminating Activity	45 min	Culminating Activity	45 min

Core Connections

The Core Connections section of Lesson 1 provides a broad overview of relevant background knowledge for *Narrative of the Life of Frederick Douglass, an American Slave*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades may have had exposure to this relevant background knowledge. For example, students who used Grade 6 CKLA may recall having read about the Jim Crow laws in *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. For those students, the Core Connections lesson will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit. The Core Connections lesson ensures that all students have adequate background knowledge for the unit.

During the Core Connections lesson for Unit 3, students will learn about some of the history of enslavement and relevant information about Frederick Douglass.

Reading

Narrative of the Life of Frederick Douglass, an American Slave

Unit 3 Reading lessons include comprehensive instruction in reading comprehension, and vocabulary. For detailed information about these components, including reading groupings and comprehension question types, see the Introduction to CKLA on pages 13–17 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 8 units. It uses a reader published by the Core Knowledge Foundation. It includes complex text and prepares students in Grade 8 for the increased vocabulary and syntax demands aligned texts will present in later grades. The book is based on the real-life experiences of the author, Frederick Douglass.

The CKLA Grade 8 materials are designed to address all CCSS ELA standards at this grade level.

Writing

In this unit, students write and publish a personal narrative.

For detailed information about the CKLA approach to Writing and the writing process, see pages 17–18 of Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will work on grammar skills involving gerunds and infinitives.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout Grade 8.

Morphology

In this unit, students will study Greek and Latin roots *pathos*, *possum*, *pugno*, and *punctum*.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 8.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to Speaking and Listening, see page 19 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 19–20 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Activity Book

The Unit 3 Activity Book provides additional practice for students in reading comprehension, writing, grammar, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also includes a Student Resources section, which includes a glossary of words in the Unit 3 reading selections and resources for the unit writing project.

For detailed information about resources in the Activity Book, see pages 12–13 of Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, information is included about the following:

- Glossary for *Narrative of the Life of Frederick Douglass, an American Slave*
- The Writing Process
- Write a Personal Narrative Rubric
- Write a Personal Narrative Peer Review Checklist
- Write a Personal Narrative Editing Checklist
- Proofreading Symbols
- Letter from Wendell Phillips
- Activity Book Answer Key

Online Resources

This unit provides links to free Online Resources to support and enrich teaching. You will see references to these resources at point of use throughout the unit. Use this link to download the CKLA Online Resources for this unit, where the specific links for each lesson may be found:

[https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/
OnlineResources](https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources)

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

- Coates, Ta-Nehisi. *The Water Dancer*. Penguin, 2020. ISBN 978-0241982518
- Coates, Ta-Nehisi. *Between the World and Me*. One World, 2015. ISBN 978-0812993547
- Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano*. Hodder and Stoughton, Ltd., 2022. ISBN 978-1529371864
- Gates, Henry Louis, Jr. *Stony the Road: Reconstruction, White Supremacy, and the Rise of Jim Crow*. Penguin Book, 2020. ISBN 978-0525559559
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. W.W. Norton & Co, 2018. ISBN 978-0393614565
- Perry, Imani. *South to America: A Journey Below the Mason-Dixon to Understand the Soul of a Nation*. HarperCollins, 2022
- Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. One World, 2015. ISBN 978-0812984965
- Truth, Sojourner. *Narrative of Sojourner Truth*. Penguin Classics, 1998. ISBN 978-0140436785

Related Resources for Culturally Responsive Teaching

The following organizations and resources have been identified to support culturally responsive, inclusive, and accurate teaching of the material in this unit. Use this link to download the CKLA Online Resources for this unit, where the specific links to the resources below may be found:

[https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/
OnlineResources/](https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources/)

Embrace Race is an extensive annotated list of children's books for students ranging in age from preschool and up that may be used as a starting point for discussions about race. You may want to include some of these books in your classroom library while you are teaching this unit.

Facing History and Ourselves is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry.

Learning for Justice provides free resources for social justice and antibias education to help teachers and schools supplement curriculum, inform teaching practices, and create inclusive school communities where all students are valued. Below are some of the specific resources provided on the Learning for Justice website.

- **Social Justice Standards** provide a road map for antibias education.
- **Let's Talk** facilitates discussions about race, racism, and other difficult topics with students to provide strategies and facilitate difficult conversations about race and racism that you can also use to build competency when discussing other types of discrimination, such as gender bias, ableism, and religious or anti-LGBT persecution.
- **Critical Practices** offers practical strategies for accomplishing academic and social-emotional goals side by side.
- **The 1619 Project and related resources through Pulitzer Center** explore the history of enslavement in depth and make connections to the present day.

Lesson 1

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Review Prior Knowledge	Maps of the United States/Maryland/ Mason-Dixon Line around 1845 Text of the Fugitive Slave Act of 1793 Copy of Letter from Wendell Phillips Activity Pages 1.2, 1.3
DAY 2: Reading	45 min	Read Aloud: Chapters 1 and 2	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> Activity Page 1.4
Take-Home Material	*	Reading	Activity Pages 1.1, 1.2, 1.3, 1.4, 1.5, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Students will learn about the life of Frederick Douglass and his support of the movement to abolish enslavement in the United States in the 1800s.

Reading

Identify connections to the history of enslavement and the early abolition movement in the United States. (RL.8.1, RL.8.2, RH.6-8.1, RH.6-8.2)

Examine the role of setting and historical context in establishing the narrator's authority. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6).

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons wherever they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **autobiography**, *n.* an account written by a person about their life
2. **narrative**, *n.* a written or oral story
3. **narrator**, *n.* a person who tells a story
4. **point of view**, *n.* the perspective from which a story is told
5. **theme**, *n.* the main idea of a text

Spanish Cognates for Academic Vocabulary in *Narrative of the Life of Frederick Douglass, an American Slave*

autobiografía	narrador
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ADVANCE PREPARATION

Core Connections

- Display a map of the United States at the time of Douglass's writing. The map should visually show the distinction between the states in which enslavement was legal and the ones in which it was outlawed.
- Make copies of an excerpt from the Fugitive Slave Act of 1793. Include the section that describes how formerly enslaved people in free states can be returned to their enslavers.
- Use this link to download the CKLA Online Resources for this unit, where the specific links to the map and Fugitive Slave Act can be found:

<https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources>

Reading

- Write the purpose for reading on the board/chart paper. *To examine how Frederick Douglass introduces and describes the setting of his narrative.*

DAY 1

CORE CONNECTIONS

45 minutes

Introduce the Text

5 minutes

- Tell students they will be reading *Narrative of the Life of Frederick Douglass, an American Slave*, an autobiography written by Frederick Douglass.
- Inform students that Douglass was born into enslavement in Maryland in 1818.

CHALLENGE: Ask students if they recall when the Civil War was fought (1861–1865) and when President Abraham Lincoln issued the Emancipation Proclamation (January 1863).

- When Douglass was twenty years old, a free Black woman named Anna agreed to help him escape. Douglass escaped from his enslavers and fled to New York City with Anna. Shortly after they arrived in New York City, they married and adopted the last name “Douglass.” Frederick and Anna decided to move farther north to Massachusetts so that Douglass would be safer. While they were there, Douglass began attending abolitionist meetings. He began sharing some of his experiences as an enslaved person. He learned he was a great public speaker and began speaking across several states for the Massachusetts Anti-Slavery Society. Douglass grew to be a famous public speaker. However, some people did not believe he had been enslaved. He decided to write his autobiography titled *Narrative of the Life of Frederick Douglass, an American Slave*. This work put him at risk because it included specific names and places. It could help someone identify him, capture him, and force him back into enslavement. In order to avoid this, Douglass began traveling abroad. He talked about his autobiography in England, Scotland, and Ireland. After this, abolitionists offered to buy Douglass’s freedom so he could return to the United States without fear.
- Describe the term *autobiography* to students. An autobiography is an account a person writes about their own life. There are four types of autobiographies: fictionalized, religious, intellectual, and thematic. *Narrative of the Life of Frederick Douglass, an American Slave* is a thematic autobiography because it focuses on the parts of Douglass’s life that pertain to a specific theme: enslavement. Autobiographies are considered to have a kind of “biographical truth” because they are based on recollections and the potential distortions that come with it.

Note to Teacher: Explain to students that while Douglass uses the words *slave* and *master* throughout his autobiography, today it is considered more acceptable to say *enslaved person* and *enslaver*. These newer terms reframe slavery as a condition that was imposed upon people rather than a person’s identity.

Build Background

15 minutes

Note to Teacher: This section refers to maps and texts that should be used to build background about slavery in the United States. Use this link to download the CKLA Online Resources for this unit, where the specific links to the map and Fugitive Slave Act can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources>.

- Display a map that shows the difference between slavery states and free states at the time Douglass was writing his autobiography in 1845.
 - Point out the Mason-Dixon Line on the map. Explain to students that the Mason-Dixon Line formed a boundary between Maryland and Pennsylvania. It separated the slave states and the free states (before the Compromise of 1850).
 - Point out Baltimore on the map. Much of Douglass’s narrative takes place in Baltimore. Note for students how close it is to the Mason-Dixon Line.
- Hand out copies of the Fugitive Slave Act of 1793, on Activity Page 1.3. Read the excerpt aloud. Point out the footnotes explaining some terms and the bold text of key provisions.
 - Ask students to summarize what they read.
 - Ask students: How might this law have impacted Frederick Douglass’s life? Students will likely respond that the Fugitive Slave Act made it harder for enslaved people to run away to free states and remain free. If Douglass were to run away, he might be

captured and returned. Students might connect the Fugitive Slave Act to Douglass's decision to travel abroad after his book was published.

SUPPORT: Be sure students understand the section of the Fugitive Slave Act of 1793 they read. It may help to rephrase some of the excerpt in a way students are more likely to understand.

CHALLENGE: Encourage students to place what they've learned about Douglass's autobiography and the history of enslavement within the context of other things they have learned. For instance, you might ask students to think about what they learned about enslavement and the Civil War in other classes that might be relevant.

Students who used Grade 6 CKLA may recall having read about Jim Crow laws in *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*, which can be downloaded at <https://www.coreknowledge.org/free-resource/ckla-unit-7-the-blessings-of-liberty-vol-1/student-reader-the-blessings-of-liberty-vol-1/>; see pages 46–93.

Students who have used the Core Knowledge History and Geography materials (CKHG) may recall having reading about the Civil War in Grade 5; the student book can be downloaded at <https://www.coreknowledge.org/free-resource/ckhg-unit-11-civil-war/student-reader-civil-war/>.

Also, see pages 168–193 in CKHG Grade 7 Volume 1 A History of the United States: Precolonial to 1800, which can be downloaded at <https://www.coreknowledge.org/>.

Use this link to download the CKLA Online Resources for this unit, where the specific links to the resources on enslavement, maps of the United States and the Mason-Dixon Line, and the Fugitive Slave Act can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources>.

Introduce the Reader

20 minutes

- Ensure each student has a copy of *Narrative of the Life of Frederick Douglass, an American Slave*.
- Read the title with students, and explain that this Reader is Frederick Douglass's autobiography.
- Have students think about what they learned about the setting of Douglass's autobiography. Ask students to describe what they think the first couple of chapters will be about.
- Ask students to share any other thoughts they have about the Reader.

Think-Pair-Share: Display the first paragraph from Wendell Phillips's letter to Frederick Douglass, which can be found in the Teacher Resources of this Teacher Guide. Explain that Wendell Phillips was an American abolitionist. Write the following question on the board: What do you think Phillips meant when he said, "I am glad the time has come when the 'lions write history'"? Then, instruct students to take one to two minutes to brainstorm an answer to the question. Then, instruct students to share their ideas with a partner. Ask students to share what they learned, record the information. Accept reasonable answers. Answers could include the following:

- Douglass's autobiography shows history from the point of view of someone who does not have much power or privilege. This would be similar to a lion (the hunted) sharing his story instead of the man hunting him (the hunter). History is often written by people who are in a position of power and/or authority.

- Direct students to Activity Page 1.2 *What I Know and What I Would Like to Learn about Enslavement*. Instruct students to write a paragraph about what they know about the history of enslavement in the United States (including what they just learned in class) and then another paragraph with three questions about what they would like to learn.
 - Encourage students to try to find the answers to some of the questions they asked on their own.

Wrap Up

5 minutes

- Ask students: How might history be different when it is told from people who do not have much power or privilege? Take a few answers, and then ask students to connect this concept to what they learned about in class.
- Direct students to read Historical Background: Slavery and the Slave Trade on pages xix–xxx for homework.
- Tell students they will read Chapters 1 and 2 in the next lesson. These first two chapters will connect to Douglass’s personal history and to the history of enslavement they began learning about here.

DAY 2

READING

45 minutes

Read-Aloud: Chapters 1 and 2 [pages 1–26]

Introduce the Chapters

10 minutes

- Tell students you will read aloud Chapters 1 and 2. Students should follow along in their Reader as you read.
- Direct students to page 1 where Chapter 1 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters.
- Begin by telling students that the first vocabulary word they will encounter in the chapters is *privilege*.
- Have students find the word on page 1 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Then have students refer to Activity Page 1.3, and explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

- Have students reference Activity Page 1.3 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapters 1 and 2		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	offence lash providence	privilege gratification cunning
Spanish Cognates for Core Vocabulary	<i>providencia</i>	<i>privilegio</i>
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how Frederick Douglass introduces and describes the setting of his narrative.

Note to Teacher: Additional challenging vocabulary in the text is often defined in the Reader, at the bottom of the page. Refer to these definitions as needed.

Read Chapters 1 and 2

25 minutes

Read the chapters aloud as students follow along in their Readers. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the discussion. Guided reading supports in brackets are directional and not intended to be read

aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either **SUPPORT** or **CHALLENGE**. These questions and activities are not intended to be used in all situations. The items labeled **SUPPORT** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **CHALLENGE** should be used with classes that would benefit from additional enrichment opportunities.

[pages 1–2]

Literal What is the setting of the story?

- o The story is set in Tuckahoe, Maryland.

Literal Why doesn't Douglass know when his birthday is?

- o Douglass does not know because no one kept birth records of enslaved people.

Inferential Why doesn't Douglass know Harriet Bailey, his mother?

- o It is customary for enslaved children to be separated from their mothers.

[page 3–4]

Turn and Talk: Present a question about the possible cultural differences between enslaved people born in Africa and those born in the United States. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

SUPPORT: The term *mulatto* is today considered offensive. The root word is the word *mule*, an animal created by breeding parent animals from two different species. A mule is the offspring of a horse and a donkey.

[pages 5–6]

Inferential What does Douglass mean when he says that “the children of slave women shall in all cases follow the condition of their mothers”? Why is this important to the economics of slavery?

- o Children fathered by their enslavers would themselves be enslaved, thereby increasing the enslaved population with little expense to the enslavers.

Literal Who were Douglass's two enslavers?

- o The first enslaver was Captain Anthony, and the second was Colonel Lloyd.

SUPPORT: Before asking about Aunt Hester, consider checking in with your students. Ask how students are doing. Give students a moment to breathe or share how the passage makes them feel. This may help ensure students are not upset when they read about the violence against Aunt Hester.

Evaluative How did Aunt Hester's experiences on the plantation impact Douglass?

- o Douglass witnessed the enslaver beat his Aunt Hester very badly. He recounts this experience as traumatic and one of many moments that outraged him.

[page 13]

Literal What was Douglass's food and clothing allowance on Colonel Lloyd's plantation?

- All enslaved people received a monthly food allowance of eight pounds of meat and one bushel of corn meal. They also received clothes once a year—one outfit, one jacket, and one pair of shoes.

[pages 15–18]

Evaluative What was the difference between Mr. Severe and Mr. Hopkins?

- Mr. Severe was extremely cruel and violent while Mr. Hopkins was less cruel and considered a good overseer by enslaved people.

Inferential Why did the enslaved people Douglass knew refer to the Lloyd house as the Great House Farm?

- It was considered a place of opulent wealth. In one sense, it was considered a privilege to work there. It was also a source of great sorrow.

Evaluative How did the enslaved people feel about the Great House Farm?

- They sang on their way to the Great House Farm. This meant they were deeply unhappy.

SUPPORT: Students may be confused about the end of Chapter 2 when Douglass describes the privilege of working on the Great House Farm and the sorrow the enslaved people felt about working there. Explain to students that while there were some tasks the enslaved did that were easier than others (like running errands on the Great House Farm), they were still enslaved and still subject to the horrors of enslavement and the dehumanization that comes with it. Consider explaining to students that scholar and activist W. E. B. Du Bois later called the songs Douglass describes “Sorrow Songs.” They capture much of the sadness and pain enslaved people felt, even in moments of “privilege.”

Discuss the Chapters and Wrap Up the Lesson

10 minutes

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

- Remind students of the purpose for reading:

To examine how Frederick Douglass introduces and describes the setting of his narrative.

- Use the following questions to discuss the chapters.

1. **Literal** How does Douglass describe the setting of his autobiography in these early chapters?
 - o Douglass describes a rural part of Maryland where crops are abundant. He describes many of the circumstances of enslavement, including his separation from his mother and the violence against his Aunt Hester.
2. **Inferential** Why do you think Douglass begins his autobiography by talking about his birthday?
 - o It is one way to show how his life has always been different from the lives of people who were not enslaved.
3. **Evaluative** What kinds of details are most important in these chapters? How might these details have impacted audiences of Douglass's autobiography?
 - o Douglass includes details like the clothing and food allowance. He also includes details of his recollections of his Aunt Hester. These details may have helped audiences understand the brutality of enslavement and why it was so inhuman.
4. **Evaluative** How does Douglass use the details mentioned to establish himself as an authoritative narrator?
 - o Douglass uses concrete details, like the amount of food and clothing provided to enslaved people, to craft his narrative. This offers context and authority to his recollections.
 - o He also utilizes a clear, even tone when describing his early years. This approach also contributes to his status as an authoritative narrator.

Take-Home Material

Core Connections

- Distribute copies of Letter to Family on Activity Page 1.1 for students to share with their families.

Reading

- Have students take and keep at home the glossary on Activity Page SR.1 for use as a homework reference during this unit.
- Have students complete the Authoritative Narrator writing exercise on Activity Page 1.5.

Lesson 2

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: Chapters 3 and 4	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> Activity Pages 2.1, 2.2
DAY 2: Reading	45 min	Small Group: Chapters 5 and 6	Activity Pages 2.4, 2.5
Take-Home Material	*	Reading	Activity Pages 2.3, 2.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Examine connections between dialogue, characters, and themes. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6)

Demonstrate how changes in setting and character further the story. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RH.6-8.1, RH.6-8.2, RH.6-8.6)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.2)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how dialogue and descriptions of people and their behavior are used to explore themes in Narrative of the Life of Frederick Douglass, an American Slave.*

DAY 1

READING

45 minutes

Whole Group: Chapters 3 and 4 [pages 27–45]

Review

5 minutes

- In the previous lesson, students read about Douglass's childhood and stories he recounts from other people's experiences of enslavement.
- Review with students Activity Page 1.5, which they completed as homework.

- Tell students they will read Chapters 3 and 4.
- In Chapter 3, Douglass says, “The poor man was then informed by his overseer that, for having found fault with his master, he was now to be sold to a Georgia trader” (page 30). It was common for enslaved people to fear being sold deeper into the South. This is because enslavement in the Deep South (farther south from the Mason-Dixon Line) was thought to be harsher and because it would be harder to escape to the North.
- Have students turn to page 27 where Chapter 3 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *unjust*.
- Have students find the word on page 29 of the Reader.
- Have students refer to Activity Page 2.1, and explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapters.

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)

Vocabulary Chart for Chapters 3 and 4		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	reproving expired scanty	unjust uttering mutually deliberation
Spanish Cognates for Core Vocabulary		<i>injusto</i>
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how dialogue and descriptions of people and their behavior are used to explore themes in the *Narrative of the Life of Frederick Douglass, an American Slave*.

Read Chapters 3 and 4

30 minutes

Have individual students take turns reading the chapters aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students' attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

[pages 27–28]

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

- o Lloyd's garden and his horses are most important to him.

Inferential What are some of the consequences for being assigned to work in Lloyd's garden or with his horses?

- o Because Lloyd's garden and horses are his prized possessions, the punishments associated with working in those areas are greater than in other parts of the plantation.

Note to Teacher: Students may also mention being tarred as a punishment for going in the garden. Old and Young Bailey never knew when they would be punished, and the anticipation of punishment likely worsened their workday.

[pages 29–30]

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

- o Colonel Lloyd was very rich. Job is a character from the Bible who was also very rich.

SUPPORT: Students may feel confused by this question if they are not familiar with the Bible. Encourage them to look for other clues in the text around the quote. How does Douglass describe Colonel Lloyd's wealth in other places in the text? Then, students can use those descriptions to infer the meaning of the quote.

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

- o The enslaved person got in trouble for saying his enslaver did not treat him well.

[page 31]

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

- o Douglass consistently downplayed the viciousness of his experiences with his enslavers.

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

- o Some enslaved people would lie about their conditions in order to avoid punishment.

CHALLENGE: Douglass's description of how enslaved people spoke about their enslavers presents a challenge to students. Many students may expect that enslaved people would always speak negatively or be openly angry at their enslavers. Encourage students to unpack the paragraph where Douglass describes this in detail ("It is partly in consequence of such facts . . . but to be a poor man's slave was deemed a disgrace indeed!"). Ask students: How does Douglass's description of how enslaved people talk about their enslavers reflect the conditions of enslavement? If time permits, give students the opportunity to discuss their answer as a class.

[pages 37–39]

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

- o Douglass believes Mr. Hopkins was not cruel enough for Colonel Lloyd.

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

- o Mr. Gore was the most dreaded because he was a strict man who was quick to punish enslaved people. He was also ambitious and seemed to understand that he needed to be cruel in order to be the highest-ranked overseer.

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

- o Mr. Severe was incredibly vicious and violent. Douglass describes Mr. Severe as someone prone to malicious outbursts. Mr. Gore was also a cruel overseer who would punish anyone who was accused of anything. Unlike Mr. Severe, Mr. Gore was a quiet and serious man.

Literal Why does Mr. Gore kill Demby?

- o Mr. Gore kills Demby because Demby fled during a whipping and refused to return to him.

Inferential 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?

- From the perspective of enslavers, enslaved people needed to be easily controlled in order for plantation life to function the way it is supposed to. If an enslaved person were unruly or disobedient, they could disrupt the entire system.

[pages 40–41]

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

- Enslaved people are considered property; they are not thought of or treated as humans. As a result, killing an enslaved person is not considered murder. Douglass describes how Mr. Bondly killed an enslaved person from Colonel Lloyd’s plantation. “Mr. Bondly came over to see Colonel Lloyd the next day, whether to pay him for his property, or to justify himself in what he had done, I know not.”

SUPPORT: Students may need additional context about the laws of enslavement. Explain that enslaved people were legally considered property, like livestock. Similar to animals, enslavers could physically abuse and even murder enslaved people without consequence. One Louisiana law stated, “The master may sell him, dispose of his person, his industry, and his labor; [the slave] can do nothing, possess nothing, nor acquire anything but what must belong to his master.” Enslaved people had no rights and could not appeal to the legal system to protect themselves.

Literal Why is Mrs. Douglass’s cousin murdered?

- Mrs. Douglass’s cousin did not move quickly when her enslaver’s baby cried, and her enslaver killed her.

Note to Teacher: Douglass describes some horrific acts throughout the narrative. Students may need additional time to process the information. This may come in the form of questions, outrage, or the need for quiet reflection. Because the violence in the text is racially motivated, students may feel concerned or nervous about discussing it. Students may also benefit from hearing you discuss some of the events in the text as a way to model the language students can use.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

- Remind students of the purpose for reading:

To examine how dialogue and descriptions of people and their behavior are used to explore themes in the *Narrative of the Life of Frederick Douglass, an American Slave*.

Guide the class to brainstorm a list of ideas or simple sentences about injustice under enslavement. Model combining three of these ideas into a single sentence. For instance, if students point out that the lack of resources and violence are examples of injustice, combine those ideas into a sentence. You might say: “The lack of food and clothing and the senseless violence under enslavement show how enslaved people were not considered human.” Explain that there is usually more than one way to combine ideas in a sentence. Ask students to turn and talk to say one sentence to a partner that combines three ideas from the list. Then have the class come together to share their sentences.

Take-Home Material

Reading

- Have students take home Activity Page 2.3 as homework.

DAY 2

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how Frederick Douglass uses changes in setting and character to develop his narrative.*

READING

45 minutes

Small Group: Chapters 5 and 6 [pages 46–64]

Review

5 minutes

- Remind students that in the previous lesson, they read about some instances of violence against enslaved people. Up until this point, Douglass has said relatively little about his own life. Instead he has described the conditions of enslavement more generally.
- Begin by reviewing Activity Page 2.3, which students completed as homework. Ask students to share their answers, and remind them to continue to evaluate how Douglass uses descriptions of people and lines of dialogue to develop his themes.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 5 and 6.
- Have students turn to page 46 where Chapter 5 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *leisure*.
- Have students find the word on page 46 of the Reader.
- Have students refer to Activity Page 3.1, and explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

- Have students reference Activity Page 2.4 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapters.

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**)

Vocabulary Chart for Chapters 5 and 6

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	rapture incur abhorrence servility	leisure compensate subsequent prosperity fatal assurance contending
Spanish Cognates for Core Vocabulary		subsecuente prosperidad fatal
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how Frederick Douglass uses changes in setting and character to develop his narrative.

Read Chapters 5 and 6

25 minutes

Establish Small Groups

Before reading the selections, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 2.5 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 2.5. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 2.5 correctly. You may choose to do one of the following to address this:
 - Collect the pages and correct them individually.
 - Provide an answer key for students to check their own or a partner’s work after they have completed the activity page.
 - Confer with students individually or as a group at a later time.

Read Chapters 5 and 6

30 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

[page 46]

Literal What were some of Douglass’s duties on the plantation as a child?

- Douglass tended to the cows and the fowl, cleaned the front yard, and ran errands for his enslaver’s daughter.

[Read the following sentence aloud: “*I was not old enough to work in the field, and there being little else than field work to do, I had a great deal of leisure time.*”]

Literal Douglass said he had “leisure time” as a child. What does this mean?

- Douglass had time when he was not forced to work in the fields.

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

- While Douglass did not personally experience the violence he described in previous chapters, he was still enslaved and did experience significant hunger and cold.

SUPPORT: For some students, Douglass's even tone as he describes his childhood might be misleading. Students may think Douglass's experience as an enslaved person was "not that bad." Encourage students to make inferences from the reading. For instance, Douglass says he was protected from some violence by his affiliation with Master Daniel, and he says the cold almost killed him. Both things contribute to the conditions of enslavement for Douglass.

[pages 47–48]

Literal What was "mush"?

- Mush was boiled corn meal; it was also the meal Douglass ate most often as a child.

Inferential Why did Douglass clean himself before he went to Baltimore?

- Mrs. Lucretia, the enslaver's daughter, told Douglass that people in Baltimore were very clean and would mock him if he looked dirty. She also said she would not give him a pair of pants until he was clean.

Inferential How did Douglass feel about leaving the plantation?

- Douglass had no real emotional attachment to the plantation the way other people might have an attachment to their home.

Evaluative 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?

- Answers will vary but may include Douglass's comparison is effective because it makes clear how different enslavement was.

CHALLENGE: This question asks students to consider Douglass's narrative strategies. He compares his experiences as a child to the experiences of children outside of enslavement. This may prompt students to think about their own experiences. Ask students: How might this strategy persuade readers to see the ills of enslavement? Have students write some ideas in response to this question and talk about them with a partner.

[page 49]

Literal What was Douglass's first impression of Sophia Auld?

- Douglass believed Sophia looked kind.

Turn and Talk: Present a prompt about Douglass's comparisons between the city and the country. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[page 50]

Evaluative 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?

- o Douglass says, "Going to live in Baltimore laid the foundation, and opened the gateway to all my subsequent prosperity." Baltimore may have introduced him to different people and ideas that informed his decision to run away. He may have also met people in the city who helped him run away. Students may draw on their understanding of the Underground Railroad to answer this question.

[page 51]

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

- o Douglass always held on to the hope and had faith that he would not always be enslaved.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about how Douglass felt about moving to Baltimore. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

[page 57]

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

- o She was disturbed by "crouching servility" and instead wanted Douglass to look her in the eye. She had never been an enslaver before.

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

- o She was kind at first and then became rageful and mean.

[page 58]

Literal What did Mrs. Auld teach Douglass?

- o She taught him how to read.

Evaluative Why would learning how to read make Douglass "unmanageable"?

- o Education would give Douglass access to ideas and skills that could make him rebellious.

SUPPORT: Some students may need help understanding the role reading played in Douglass's life. Ask students to imagine what Douglass might have been able to do if he could read. How could these actions translate to more power or agency for Douglass?

CHALLENGE: Mr. Gore referred to Demby as "unmanageable." Prompt students to think of these two examples of "unmanageable" enslaved people and write a working definition of what "unmanageable" means in this context.

[pages 59–60]

Inferential How did Douglass feel about learning?

- He was excited by it. He understood reading would help him on his journey to freedom.

[page 61]

Inferential How was Mrs. Hamilton’s treatment of Henrietta and Mary unusual?

- City enslavers typically took pride in having their enslaved people well-fed and well-kept.

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

- Answers will vary but may include: By including information about Henrietta and Mary, Douglass prevents the reader from thinking enslavement was always better for everyone in the city.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Bring students back together, and remind them of the purpose for reading.

To examine how Frederick Douglass uses changes in setting and character to develop his narrative.

Display the following sentence frames.

Douglass was moved to Baltimore because _____.

Douglass was moved to Baltimore, but _____.

Douglass was moved to Baltimore, so _____.

Remind students that “because” sentences explain why, “but” sentences show a change in direction, and “so” sentences tell what happens as a result. Give students two minutes to write on their own. Then ask students to share their answers. Possible answers may include: “Douglass was moved to Baltimore because he was enslaved and had no say in where he lived.”; “Douglass was moved to Baltimore, but he did not miss the plantation.”; “Douglass was moved to Baltimore, so he was able to learn how to read.” Wrap up by asking students how completing the sentence frames helped them to understand or think about the chapters.

Tell students that on Activity Page 2.6 they will find a writing prompt to complete for homework. The prompt asks students to reflect on Douglass’ desire to be educated, and why this was denied to him and other enslaved people.

Take-Home Material

Reading

- If students did not complete Activity Pages 2.5 during the small-group lesson, have them complete it as homework.
- Have students complete Activity Page 2.6 as homework.

Lesson 3

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Partners: Chapters 7 and 8	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> Activity Pages 3.1, 3.2
DAY 2: Reading	45 min	Independent: Chapter 9	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> Activity Pages 3.4, 3.5
Take-Home Material	*	Reading	Activity Pages 3.3, 3.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Explore how Frederick Douglass makes connections outside of his personal experience in his narrative. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6)

Examine Douglass's development as a character over time and how that development connects to conflict. (RL.8.1, RL.8.2, RL.8.3, RL.8.4)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.2)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how Frederick Douglass makes connections to wider ideas in his narrative.*

READING

45 minutes

Partners: Chapters 7 and 8 [pages 65–90]

Review

5 minutes

- Review Activity Page 2.6 from the previous lesson with students about Douglass's desire for an education.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 7 and 8.
- One significant aspect of Douglass's autobiography is that he named names and described specific locations. This made him more of a target as a fugitive than his narrative would have otherwise. In Chapter 7, Douglass explicitly decided not to give identifying information about the boys who taught him how to read.
- Have students turn to page 65 where Chapter 7 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *compelled*.
- Have students find the word on page 65 of the Reader.
- Have students refer to Activity Page 3.1, and explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapters 7 and 8		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	stratagems precepts abolition valuation	compelled insensible infernal
Spanish Cognates for Core Vocabulary	<i>abolición</i>	<i>infernal</i>
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how Frederick Douglass makes connections to wider ideas in his narrative.

Read Chapters 7 and 8

30 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students' focus and progress.

Explain to students that they should work with their partners to read the chapters and answer the questions on Activity Page 3.2.

[page 65]

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

- o Douglass is implying that the power enslavers have over the enslaved is irresponsible.

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

- Enslavement harmed Mrs. Auld by pushing her to transform her character. Douglass suggests enslavement is not good for anyone.

Note to Teacher: Students may interpret this quote in a way that relieves Mrs. Auld of any accountability. Mrs. Auld is not passively harmed by enslavement; she chooses to be cruel. If necessary, remind students that while Douglass’s point is valid, it does not absolve enslavers of their privilege or responsibility.

[page 66]

Literal What action most angered Mrs. Auld?

- She did not want to see Douglass with a newspaper.

Literal What was Douglass’s plan to learn how to read?

- Douglass got the white boys he knew in Baltimore to teach him.

[page 67]

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

- It is considered offensive to teach enslaved people how to read, and he does not want to embarrass or risk hurting them.

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

- He felt upset and sad.

[page 68]

Literal What book changed Douglass’s life?

- *The Columbian Orator* changed Douglass’s life.

Inferential What did Douglass learn from his favorite book?

- He learned different arguments against enslavement.

CHALLENGE: Prompt students to make connections between the section on *The Columbian Orator* and what they know of Douglass’s background outside of the text.

[page 69]

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

- Reading had opened him up to the wider world, including ideas about abolition. This made it harder for him to live as an enslaved person.

Evaluative Do you think reading is important? Why or why not?

- Student answers will vary. They might say reading is important because it opens opportunities for work and fun.

SUPPORT: This question and related questions ask students to see how reading opened up Douglass's world. Through books like *The Columbian Orator*, Douglass was able to articulate the injustice of enslavement. If students struggle to draw these connections, point to other quotes in the text to help students see the theme across multiple pages.

[page 70]

Literal What different sources informed Douglass's understanding of abolition?

- o Some of the sources include enslavers, the dictionary, and the newspaper.

Think-Pair-Share: Have students stop and think about why reading and the abolitionist cause are so strongly connected for Douglass. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

[page 71]

Literal Why did Douglass distrust the Irishman?

- o He feared it was a trick. He knew it was a practice for some white people to trick enslaved people into running away and then turn them in for the reward money.

[page 72]

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

- o Reading gave him access to knowledge and made him angry. He was better able to articulate his feelings, which gave those feelings strength.

[page 80]

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

- o He was property and needed to be assessed. It also meant he had to leave Baltimore.

SUPPORT: Students may need help understanding the process and importance of the “valuation of the property” in this chapter.

[page 81]

Evaluative What did the valuation process reveal to Douglass about enslavement?

- o He is considered no different than the animals on the farm.

Literal Why was Douglass more anxious than the other enslaved people?

- o He had been treated well, so for him, things could get much worse. Others had never been treated well, so they were not as worried about things getting worse.

[page 82]

Literal What was the result of the valuation for Douglass?

- o He was returned to Baltimore.

[page 83]

Turn and Talk: Ask students why they think Whittier's poems were meaningful to Frederick Douglass. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

SUPPORT: If students struggle to understand the poem, take some time to help them articulate the main idea before they turn and talk.

[page 84]

Inferential What do these images suggest about the conditions of enslavement?

- Enslaved people were property to be bought and sold like animals or other items at the store.

[page 85]

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

- Douglass feels this way because his grandmother did not have any family with her at the end of her life. All her family had been sold away.

Literal Why did Thomas take Douglass?

- Thomas took Douglass because he wanted to punish his brother Hugh.

[page 86]

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

- It would have been easier to run away in the city.

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

- Douglass's description of his time in Baltimore highlights the connection between education and abolition, Douglass's desire for freedom, and how dehumanizing enslavement was.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

- Bring students back together, and remind them of the purpose for reading:

To examine how Frederick Douglass makes connections to wider ideas in his narrative.

- Wrap up the lesson with the following discussion questions.

1. **Literal** What skill was most important to Douglass?

- Reading was most important to him.

2. **Inferential** What did reading give Douglass access to?

- Reading gave Douglass access to language to explain his circumstances and understand enslavement better. It also introduced him to the concept of abolition.

3. **Evaluative** Douglass argued that enslavement is harmful to enslavers and the enslaved alike. Do you agree?

- o Answers will vary.

Tell students that on Activity Page 3.3 they will find a writing prompt they should complete for homework. In this prompt, students are asked to reflect on how Whittier's poems complement Douglass' message.

Take-Home Material

Reading

- If students did not complete Activity Page 3.2 during the Reading lesson, have them complete it for homework.
- Ask students to complete Activity Page 3.3 as homework.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper.

To examine how Douglass develops conflicts in his narrative.

DAY 2

READING

45 minutes

Independent: Chapter 9 [pages 91–101]

Review

5 minutes

- Review with students Activity Page 3.3 about the Whittier poem.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 9.
- Have students turn to page 91 where Chapter 9 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *disposition*.
- Have students find the word on page 91 of the Reader.
- Have students refer to Activity Page 3.4, and explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–n.; verb–v.; adjective–adj.; adverb–adv.

- o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 3.4 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 9		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	subsist exhorter	disposition conspicuous benevolent
Spanish Cognates for Core Vocabulary		disposición conspicuo/conspicua
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how Douglass develops conflicts in his narrative.

Read Chapter 9

30 minutes

Have students read the selection independently and complete Activity Page 3.5.

You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students' answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students' answers indicate difficulty in comprehension, have them read aloud.

[page 91]

Evaluative How was Thomas different from Hugh as an enslaver?

- o Thomas was mean and did not give the enslaved people enough to eat.

[pages 92–93]

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

- o Captain Auld’s adopted status contributed to his cruelty. He did not know how to manage his estate, including enslaved people. This made it harder for Douglass and other enslaved people to respect him.

[Read this sentence aloud: “In all things noble which he attempted, his own meanness shone most conspicuous.”]

Literal What does *conspicuous* mean here?

- o It means obvious.

[page 94]

Inferential How did religion impact Captain Auld?

- o Auld was more cruel after he found religion in part because he used it to support his cruelty.

Note to Teacher: Some students may be confused by Auld’s conversion. They may expect a person would become kinder or even an abolitionist after converting to Christianity. Explain to students that Christianity was used to justify enslavement by many people. Douglass alludes to this on page 5 when he describes how Ham, Noah’s son, was cursed. Enslavers considered enslaved people from Africa to be descendants of Ham, and therefore enslavement was justified.

[page 95]

Literal Why did Douglass like Mr. Cookman?

- o Mr. Cookman was a good man who encouraged fairer treatment of enslaved people.

Literal What was the purpose of Sabbath school?

- o The purpose of Sabbath school was to teach enslaved people how to read the Bible.

[page 96]

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

- o Henny was disabled. From what Douglass described, she was unable to care for herself. It was a cruel act to remove her from the plantation.

SUPPORT: Students may benefit by going over the passage about Henny slowly to ensure they understand her health condition.

[page 97]

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

- o Captain Auld felt Douglass was spoiled by his time in the city and hoped Covey would break him.

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

- o He knew Covey had a reputation for “breaking” enslaved people, but he also figured he would get enough to eat.

SUPPORT: Students may benefit from hearing a definition of “breaking” in this context.

Turn and Talk: Present a question about how Douglass changed after he learned to read: “How did Douglass change after he learned how to read, and how did these changes cause conflicts with the enslavers?” Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

Discuss Chapter 9 and Wrap Up the Lesson

5 minutes

Bring students back together, and remind them of the purpose for reading:

To examine how Douglass develops conflicts in his narrative.

Use the following questions to discuss the chapters.

Display the following sentence frames.

Douglass learned how to read because _____.

Douglass learned how to read, but _____.

Douglass learned how to read, so _____.

Remind students that “because” sentences explain why, “but” sentences show a change in direction, and “so” sentences tell what happens as a result. Give students two minutes to write on their own. Then ask them to share their answers. Possible answers may include: “Douglass learned how to read because he desired a full life and freedom.”; “Douglass learned how to read, but learning how to read was illegal.”; “Douglass learned how to read, so he was motivated to escape.”

Wrap up by asking students how completing the sentence frames helped them to understand or think about the chapter.

Take-Home Material

Reading

- If students did not complete Activity Pages 3.5, have them complete it as homework.

Lesson 4

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Close Reading: Chapter 10A	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> Activity Pages 4.1, 4.2
DAY 2: Grammar Writing	15 min	Introduce Verbals: Gerunds and Infinitives	Activity Page 4.4
	30 min	Write a Personal Narrative: Plan	Activity Pages 4.5, 4.6
Take-Home Material	*	Reading, Grammar, Writing	Activity Pages 4.3, 4.4, 4.5, 4.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze Frederick Douglass's imagery and word choices and make connections to the themes of the autobiography. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6)

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.8.3)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.2)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1.a)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how Frederick Douglass uses language choices and vivid imagery to develop his themes.*

Grammar

- Prepare and display the Verbals: Infinitives and Gerunds Chart found on page 55 of this Teacher's Guide somewhere in the classroom. You and students may refer to this chart while completing this Unit's Grammar activities.

DAY 1

READING

45 minutes

Close Reading: Chapter 10A [pages 102–122]

Review

5 minutes

- In the previous lesson, students explored how Douglass changed after he learned how to read. The confidence reading gave him led to conflicts with enslavers.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 10A.
- Have students turn page 102 where Chapter 10A begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *endurance*.
- Have students find the word on page 104 of the Reader.
- Have students refer to Activity Page 4.1, and explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–n.; verb–v.; adjective–adj.; adverb–adv.
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 10A		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	verily brute epoch	endurance coiled conduct
Spanish Cognates for Core Vocabulary	época	conducta
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how Frederick Douglass uses language choices and vivid imagery to develop his themes.

Read Chapter 10A

30 minutes

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 10A are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' comprehension of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.

- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 4, refer them to Activity Page 4.1.

Note to Teacher: Chapter 10 in Douglass's original narrative has been split into two parts in the Reader and this lesson.

Read Chapter 10A

30 minutes

Have students read aloud or read silently. Pause at each point indicated to explain or clarify the text.

Note to Teacher: In this chapter, Douglass describes a decline in his mental health under the harsh conditions Mr. Covey imposes. For the first time, he mentions feeling homicidal and suicidal. This may bring up some strong reactions for students. Consider giving students a warning that this chapter will cover some potentially difficult material.

[Have students read pages 102–104.]

COMP/Inferential How did Douglass's "awkwardness" cause conflict with Mr. Covey?

- He was an inexperienced field hand, so he made mistakes. Mr. Covey was angry because of these mistakes and punished Douglass.

SUPPORT: Douglass uses some technical farm jargon in these pages. If students are confused, reread the confusing sentences aloud, and define the terms.

[Have students read page 105.]

LIT/Evaluative How was Mr. Covey different from other enslavers?

- He was hardworking and often worked in the fields too.

COMP/Literal Why did Mr. Covey sneak up on the enslaved people?

- He wanted to ensure they were always working hard.

[Have students read pages 106–107.]

COMP/Inferential How did Covey’s treatment of Caroline connect to Douglass’s theme of the conditions of enslavement?

- o Caroline was treated like an animal. She gave birth, but she was not expected to care for the children. This example shows that dehumanization was a fundamental part of enslavement.

COMP/Inferential How did living with Mr. Covey change Douglass?

- o He felt his intellect begin to diminish. His spirit was hurting. He described himself as no longer a man but a “brute.” Douglass also describes feeling suicidal at times.

[Have students read the paragraph that begins “You are loosed from your moorings” on page 108 through to page 109.]

LIT/Evaluative How would you describe Douglass’s language in this paragraph?

- o Answers will vary but may include: beautiful, heart-wrenching, painful, and poetic.

Think-Pair-Share: Have students stop and think about the effect of Douglass’s language on these pages. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

[Have students read pages 110–111.]

COMP/Literal What made Douglass decide to go to Captain Auld and ask for protection?

- o He grew so sick he could not work, and Mr. Covey was likely to beat him to death.

[Have students read pages 112–115.]

COMP/Literal What did Sandy suggest Douglass do?

- o Sandy suggested he return to Mr. Covey and carry a root on his right side as protection.

LIT/Evaluative Based on Douglass’s description of Sandy and the image, how do you think Douglass felt while talking to Sandy?

- o Answers will vary but may include: frustrated, scared, tired, or angry.

[Have students read the paragraph that begins “This battle with Mr. Covey was the turning point in my career as a slave” on page 116]

COMP/Inferential Why did Douglass fight Mr. Covey?

- o He was determined to live.

COMP/Inferential According to Douglass, why didn’t Mr. Covey send Douglass to the public whipping post?

- o Douglass says that sending him to the public post would hurt Covey’s reputation as a “breaker” of enslaved people.

LIT/Evaluative Just before this paragraph, 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?

- o Douglass's long paragraph has a breathless quality to it, meaning the reader is not given a break to process the information or put the book down. It illustrates how stressful these events were for Douglass.

Discuss Chapter 10A and Wrap Up the Lesson

5 minutes

Bring students back together, and remind them of the purpose for reading:

To examine how Frederick Douglass uses language choices and vivid imagery to develop his themes.

Guide the class to brainstorm a list of ideas or simple sentences about Douglass's language choices in the chapter. Students may offer the following ideas:

- poetic language
- dialogue
- rich descriptions

Model combining three of these ideas into a single sentence. For instance, you might write *Douglass uses poetic language, dialogue, rich descriptions, and more to talk about a low point in his life.* Explain that there is usually more than one way to combine ideas in a sentence. Ask students to turn and talk to say one sentence to a partner that combines three ideas from the list. Then have the class come together to share their sentences.

Tell students that on Activity Page 4.3 they will find a writing prompt they should complete for homework. In this writing prompt, students are asked to consider how Douglass' experiences with Mr. Covey cause him to urgently pursue his freedom.

GRAMMAR

15 minutes

Verbals

Introduce Verbals: Gerunds and Infinitives

15 minutes

- Remind students that in the previous unit they learned about verbals—forms of verbs that function as other parts of speech. Review with students how in the previous unit they focused on a particular type of verbal: participles. Ask students to give an example of a participle and to use it correctly in a sentence as an adjective or an adverb.
- Introduce another type of verbal called an infinitive. Tell students that infinitives are formed by adding the word *to* before the base form of the verb, for example, *to hide*.
 - o Like participles, infinitives can be used as adjectives (modifying nouns) or adverbs (modifying verbs or adjectives):
 - *One reason to participate is for the experience* (*to participate* modifies the noun *reason*).
 - *We met the soon to be married couple* (*soon to be married* modifies the noun *couple*).

- *The candidate is fighting to win* (*to win* modifies the verb *is fighting*).
- *The boss was fit to be tied* (*to be tied* modifies the predicate adjective *fit*).
- o Infinitives can also be used as nouns:
 - *To watch kittens playing is amusing* (*to watch kittens playing* is the subject of the sentence).
 - *I like to watch kittens playing* (*to watch kittens playing* is the direct object of *like*).
- Now introduce the final type of verbal called a gerund. Gerunds are formed by adding *-ing* to the base form of a verb, for example, *flying*.
 - o Gerunds function as nouns.
 - *Flying in a balloon is on my bucket list* (*flying in a balloon* is the subject of the sentence).
 - *Do you think Supergirl enjoys flying?* (*flying* is the direct object of *enjoys*).
 - *I think you should give learning the flute a chance* (*learning* is the indirect object of *give*).
 - *I'm tired of waiting for a reply* (*waiting for a reply* is the object of the preposition *of*).

SUPPORT: It can be confusing that a verb ending in *-ing* can have multiple grammatical functions:

1. As part of a progressive verb (My cousin is walking home from school.)
2. As a participle (The doctor determined she had walking pneumonia.)
3. As a gerund (Walking is good for a person.)

Suggest that, instead of using the *-ing* ending to identify a verb's function, students should look at how the verb is used in its sentence.

- Now direct students' attention to the Verbs: Infinitives and Gerunds Chart you prepared in advance. Referencing the chart, go over the ways infinitives and gerunds and their phrases can be used in sentences.

Verbs: Infinitives and Gerunds Chart

Type of Verbal	Part of Speech	Role in Sentence
Infinitive	Adjective	One reason <u>to participate</u> is for the experience. We met the <u>soon to be married</u> couple.
	Adverb	The candidate is fighting <u>to win</u> . The boss was fit <u>to be tied</u> .
	Noun	<u>To watch kittens playing</u> is amusing. I like <u>to watch kittens playing</u> .

Gerund	Noun	<p><u>Flying</u> in a balloon is on my bucket list.</p> <p>Do you think Supergirl enjoys <u>flying</u>?</p> <p>I think you should give <u>learning the flute</u> a chance.</p> <p>I'm tired of <u>waiting</u> for a reply.</p>
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- Have students turn to Activity Page 4.4. Briefly review together the directions. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

WRITING

30 minutes

Write a Personal Narrative: Plan

Note to Teacher: Writing about themselves and/or their own experiences may be upsetting or uncomfortable for some students. Students may need extra guidance in identifying and/or choosing a positive story about themselves. If students are very uncomfortable, you may wish to adjust the assignment so they can write a fictionalized version, such as a fictional first-person narrative about a real person.

Introduce

5 minutes

- Tell students they will be writing a brief personal narrative about a proud moment in their life or about an achievement that made them feel happy or accomplished.
- Remind students that they have been reading *Narrative of the Life of Frederick Douglass an American Slave*. This text is an autobiography. Explain that a personal narrative is similar to an autobiography, because in both the writer is telling a story about their own life: the main difference is that an autobiography generally tells about a person's whole life and a personal narrative tells about one important event or episode in a person's life. Connect this to the part of *Narrative of the Life of Frederick Douglass* in which he teaches himself to read. Clarify that if he had only written about this episode, it would have been an example of personal narrative instead of autobiography.
- Display the Writing Process Chart, and review the steps as needed. Note that today students will begin to plan their narratives by coming up with ideas.

Review and Research

20 minutes

- Review with students the elements of a narrative. Clarify how a personal narrative differs from a fictional narrative:
 - In a personal narrative, the events are intended to be the writer's own experiences, and the people are real people. In a fictional narrative, the events and characters are made up by the writer—even though they can be inspired by real life.

- Begin a class discussion about what a personal narrative includes and needs to accomplish. Bring up the following as part of the discussion:
 - First-person point of view (pronouns: *I, me, we, us*)
 - Clear setting—time and place of the event or episode
 - Vivid and precise details and descriptions
 - Clear sequence of events
 - Conclusion that shows why this experience or episode was profound (was meaningful or a turning point in life)
- Have students complete Activity Page 4.5 to take notes on the discussion.

Wrap Up

5 minutes

- Have several students respond to these questions:
 - How do you think personal narratives are similar to short stories?
 - What purposes do you think writers have for creating personal narratives?
- Tell students they will brainstorm events in their life that could be used as suitable material for the personal narrative as homework. They will use Activity Page 4.6 as a guide.

Take-Home Material

Reading

- If students did not complete Activity Page 4.2 during the lesson, have them complete it as homework.
- Have students take home Activity Page 4.3 to complete as homework.

Grammar

- Have students take home Grammar Activity Page 4.4 and complete for homework.

Writing

- Have students take home Activity Page 4.6 to complete.

Lesson 5

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Close Reading: Chapter 10B	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> Activity Pages 5.1, 5.2
DAY 2: Morphology Writing	15 min	Introduce Roots <i>pathos</i> , <i>possum</i> , <i>pugno</i> , and <i>punctum</i>	Activity Page 5.4
	30 min	Write a Personal Narrative: Plan	Activity Page 5.5
Take-Home Material	*	Reading, Morphology, Writing	Activity Pages 5.3, 5.4, 5.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

To understand and analyze how Frederick Douglass uses dramatic irony. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6)

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.8.3)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.2)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1.a)

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.8.4.b)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how Frederick Douglass uses dramatic irony to create suspense.*

Morphology

- Prepare and display the Word Roots Anchor Chart found on page 65 of this Teacher's Guide somewhere in the classroom. You and students may refer to this chart when completing this Unit's Morphology activities.

DAY 1

READING

45 minutes

Close Reading: Chapter 10B [pages 123–147]

Review

5 minutes

- Review Activity Page 4.3 about Douglass and Mr. Covey by asking three or four students to share what they wrote.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 10 Part B.
- Have students turn to page 123 where Chapter 10B begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *desperation*.
- Have students find the word on page 124 of the Reader.
- Have students refer to Activity Page 5.1, and explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 5.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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)

Vocabulary Chart for Chapter 10B		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	dissipation peculiar	desperation impudence reputable ascertain hazardous impropriety
Spanish Cognates for Core Vocabulary	<i>peculiar</i>	<i>desesperación</i>
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how Frederick Douglass uses dramatic irony to create suspense.

Read Chapter 10B

30 minutes

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 10B are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.

- **COMP** indicates questions or comments that focus on students' comprehension of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 5, refer them to Activity Page 5.1.

Read Chapter 10B

30 minutes

Have students read aloud or read silently. Pause at each point indicated to explain or clarify the text.

[Before reading, write the term *dramatic irony* on the board. Define *dramatic irony* for students as a literary device in which the reader knows more than the characters. Explain that the reader knows Douglass was enslaved for four more years after the fight with Mr. Covey. The details of the rest of Douglass's journey to freedom are a mystery. The reader is left in suspense.]

[Have students read page 123.]

COMP/Literal How did enslaved people on Captain Auld's plantation spend the holidays?

- o They took care of the livestock, completed projects, played sports, had fun, and drank whiskey.

[Have students read page 124.]

COMP/Inferential How did the decreased workload during the holidays reinforce and perpetuate the institution of enslavement?

- o By decreasing the workload during the holidays, enslavers reduced the likelihood of rebellions.

COMP/Inferential What does Douglass mean when he says the holidays are a “gross fraud”?

- o The holidays were presented as a sign of enslavers’ kindness, but they are actually a way to control enslaved people.

[Have students read pages 125–127.]

LIT/Inferential How did Douglass feel about Mr. Freeland?

- o Douglass preferred Mr. Freeland over Mr. Covey because Mr. Freeland was more transparent and respectful. Mr. Freeland also did not use religion to justify his status as an enslaver.

COMP/Inferential Why did Mr. Weeden whip enslaved people regardless of how they behaved? [Encourage students to find a specific quote to support their answer.]

- o He did this to assert his authority.

[Encourage students to notice the level of detail Douglass uses to describe the reasons Mr. Hopkins whipped enslaved people.]

COMP/Evaluative How might Douglass’s description of the reasons Mr. Hopkins would whip an enslaved person further his argument for abolition?

- o Douglass’s detailed description shows the senselessness of enslavement. Enslaved people could be whipped for anything (or for nothing).

[Have students read pages 128–129.]

VOC/Literal What does *reputable* mean at the bottom of page 129?

- o It means respectable. Douglass had other reasons to teach Sabbath school than because he thought it looked good or gave him respectability.

COMP/Inferential Why does Douglass teach others how to read? [Encourage students to find a specific quote to support their answer.]

- o Douglass teaches others to read because they ask him to, because he understands the good it can do, and because he associates reading with freedom.

COMP/Evaluative What do you think about the risk the enslaved people took to attend Sabbath school?

- o Answers will vary but may include: it was a risk they had to take; it was too great a risk.

SUPPORT Remind students that it was illegal for enslaved people to learn how to read and that they faced harsh punishments if they were caught.

[Have students read the passage on page 130 that begins, “For the ease with which I passed the year” and ends, “to which we were necessarily subjected by our condition as slaves.”]

COMP/Inferential How did Douglass’s time on Freeland’s farm prompt him to want to run away?

- o Douglass felt empowered by the community he found on Freeland’s farm. He felt even more strongly that he needed to be free.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about the theme of community. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes they will need to keep reading in order to find an answer.

[Have students read pages 131–133.]

[Remind students what dramatic irony is.]

LIT/Inferential How do these pages illustrate dramatic irony?

- o The reader knows Douglass successfully makes it to New York but does not know anything else.

[Direct students to the quote from *Hamlet* on page 132. Remind students that Douglass has quoted poetry and the Bible in other parts of the narrative. Explain that this is an epigraph, a literary device in which an author quotes another work of literature.]

LIT/Inferential What effect does Douglass's use of epigraphs have on the narrative?

- o Douglass's epigraphs establish him as an authoritative narrator by showing he is well-read. It may also have made his narrative more relatable to white abolitionists who were also well-read.

[Have students read page 134.]

VOC/Literal What connotation does the word *hazardous* have in this section?

- o Hazardous has a negative connotation, suggesting something is dangerous and should be avoided.

LIT/Evaluative What leadership qualities does Douglass exhibit that can help him lead the group to freedom?

- o Answers will vary but may include: assertive, knowledgeable, and trustworthy.

[Have students read pages 135–138.]

[Direct students to the words in all caps on pages 135 and 136, and encourage them to keep them in mind as they answer the questions.]

LIT/Evaluative What is the effect of dialogue on pages 135 and 136?

- o The dialogue brings the characters to life and adds to the emotion of the moment.

[Have students read page 138. Direct their attention to the sentence, “I was ready for any thing rather than separation.”]

LIT/Inferential Why was Douglass so afraid of being separated from the group?

- o He had found power and purpose in his community, and it was easier to bear the terrible circumstances of enslavement with people rather than alone.

[Have students read pages 139–140.]

COMP/Inferential Why was Douglass's new job in Baltimore “a very unfavorable place”?

- o He had many different bosses to answer to all at once.

[Have students read pages 141–143.]

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

- o Douglass could have been killed in the fight or lynched later for hitting a white man.

SUPPORT: Consider giving students a brief overview of lynching to help them put Douglass's comment in context.

COMP/Inferential 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?

- o They were kind and listened. Mrs. Auld tended to Douglass's wounds.

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

- Douglass had very few options. He would need the testimony of a white man and that was unlikely to happen. Students may choose the following quote to support their answer: "If I had been killed in the presence of a thousand colored people, their testimony combined would have been insufficient to have arrested one of the murderers."

SUPPORT: Students may need clarification about the racial bias in the law at this time.

[Have students read page 144 and then redirect their attention to the top of the page.]

COMP/Inferential 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?

- o When times are better, Douglass has more time and energy. He is not struggling to meet his basic needs or against severe depression. He has time to think and be discontented.

Discuss Chapter 10B and Wrap Up the Lesson

5 minutes

Bring students back together, and remind them of the purpose for reading:

To examine how Frederick Douglass uses dramatic irony to create suspense.

1. **Literal** What literary devices does Douglass use throughout the text?
 - o Student answers may include alliteration, dramatic irony, epigraphs, metaphors, and similes.
2. **Inferential** What is the effect of these devices? Choose one example.
 - o Dramatic irony causes suspense.
3. **Evaluative** How do you think Douglass will escape?
 - o Answers will vary.

Tell students that on Activity Page 5.3 they will find a writing prompt to complete for homework. In this writing prompt, students will write about how Douglass's descriptions of laws and the legal system add to his argument about the injustice of enslavement.

Greek/Latin Roots *pathos*, *possum*, *pugno*, and *punctum*Introduce Roots *pathos*, *possum*, *pugno*, and *punctum*

15 minutes

- Point out the Word Roots Anchor Chart you displayed in the classroom, and read it with students.
- Tell students in this Unit they will study the roots *pathos*, *possum*, *pugno*, and *punctum*.
 - Explain that *pathos* means “experience,” “misfortune,” “emotion,” or “condition.”
 - Explain that *possum* means “be able.”
 - Explain that *pugno* means “fist” or “handful.”
 - Explain that *punctum* means “point” or “dot.”
- Write the root *pathos* on the chart, and point out that it is pronounced /paethoəs/. Write the meaning of the root on the chart.
- Write the root *possum* on the chart, and point out that it is pronounced /posum/. Write the meaning of the root on the chart.
- Write the root *pugno* on the chart, and point out that it is pronounced /pugnoə/. Write the meaning of the root on the chart.
- Write the root *punctum* on the chart, and point out that it is pronounced /punktum/. Write the meaning of the root on the chart.
- Remind students that roots can help with understanding the meaning of unfamiliar words and phrases. Point out the role the root plays in each of the examples given. Use the chart below as a guide.
 - Pathology* is the science of the causes and effects of diseases.
 - The new compound is a *possible* cure for cancer.
 - Pugnacious* means quarrelsome or combative.
 - Punctuality* is the habit of arriving on time (that is, at a certain designated point in time).

Word Roots Anchor Chart

Root	Meaning	Example
pathos	experience, misfortune, emotion, or condition	<i>Pathology</i> is the science of the causes and effects of diseases.
possum	to be able	The new compound is a <i>possible</i> cure for cancer.
pugno	fist or handful	<i>Pugnacious</i> means quarrelsome or combative.
punctum	point or dot	<i>Punctuality</i> is the habit of arriving on time.

- Have students turn to Activity Page 5.4. Briefly review the directions, and do the first sentence together. Tell students to complete the activity page in class or for homework.

Write a Personal Narrative: Plan**Review****5 minutes**

- Remind students that they are using the writing process to write a personal narrative. Tell students they will be continuing to plan their personal narratives today.
- Have students get out Activity Page 4.6, which they completed for homework. Explain that students will use one of these ideas for their personal narrative. If students have not chosen one yet, have them do so.

SUPPORT: Work with individual students who are having difficulty choosing an idea. Together, look over the brainstormed ideas, or help to generate them by asking questions: What are you proud of in your life? Have you ever done something that was difficult or scary at first? Have you had to work hard at something? Have you shown kindness or compassion?

Design a Personal Narrative**20 minutes**

- Have students take a look at Activity Page 5.5. Explain that before students begin drafting, they will use a Narrative Map to plan their personal narrative.
- Remind students that their personal narrative will be structured similarly to a short story. Discuss how writing a personal narrative compares to writing fiction.
 - Personal narratives rely on a first-person point of view.
 - Descriptions are limited to the writer's perspective but still use sensory language and precise word choice.
 - Personal narratives describe a single important episode and do not need to have a lot of action.
 - Personal narratives give the writer's thoughts on why the experience was meaningful to them and how it affected their life.
- Have students begin filling out the Narrative Map on Activity Page 5.5.

SUPPORT: Work with individual students to plan their narratives. Have students tell the story orally. Point out important details and ideas that bubble up, and have students jot down these ideas on their Narrative Map. Alternatively, students may work with partners to brainstorm and plan.

CHALLENGE: If students are ready for a challenge, ask them how they could make connections to wider ideas, as Douglass does in *Narrative of the Life of Frederick Douglass an American Slave*. Have students consider whether their personal narrative connects to social or cultural issues or leads them to conclude something important about being human. Have students note these ideas for inclusion in their narratives.

Wrap Up**5 minutes**

- Have a few students share their ideas with the class.
- Tell students they can continue filling in their Narrative Map for homework if they were not able to complete it during class.

Take-Home Material

Reading

- If students did not complete Activity Page 5.2 during the lesson, have them complete it as homework.
- Have students take home Activity Page 5.3 to complete as homework.

Morphology

- Have students take home Activity Page 5.4 and complete for homework.

Writing

- If students did not complete Activity Page 5.5 during the Writing lesson, have them complete it for homework.

Lesson 6

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Independent: Chapter 11	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> Map of the United States Activity Pages 6.1, 6.2, 6.3
DAY 2: Grammar Writing	15 min	Practice Infinitives and Gerunds	Activity Page 6.4
	30 min	Write a Personal Narrative: Draft	Activity Page 6.5
Take-Home Material	*	Reading, Grammar, Writing	Activity Pages 6.1, 6.3, 6.4, 6.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Explore the themes and purpose of Douglass's autobiography. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6)

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.8.3.b-e)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.2)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1.a)

ADVANCE PREPARATION

Reading

Write the purpose for reading on the board/chart paper: *To examine how Frederick Douglass concludes his narrative.*

DAY 1

READING

45 minutes

Independent: Chapter 11 [pages 148–167]

Review

5 minutes

- Review Activity Page 5.3 with students. Have three or four volunteers share what they wrote.

Introduce Chapter 11

5 minutes

- Tell students they will read Chapter 11.
- Have students turn to page 148 where Chapter 11 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *myriads*.
- Have students find the word on page 149 of the Reader.
- Have students refer to Activity Page 6.1, and explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 6.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

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**)

Vocabulary Chart for Chapter 11		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	appalling ardor	myriads prey discontent steadily
Spanish Cognates for Core Vocabulary		<i>descontento</i> <i>presa</i>
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how Frederick Douglass concludes his narrative.

Read Chapter 11

30 minutes

Have students read the selection independently and complete Activity Page 6.2.

You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students' answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students' answers indicate difficulty in comprehension, have them read aloud.

[page 148]

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

- o He does not want to give enslavers an advantage, impede the escape plans of other enslaved people, or get anyone into trouble.

[page 149]

Inferential What is Douglass's critique of the Underground Railroad?

- o He calls it the Upperground Railroad and says it was too public.

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

- o "We" refers to Douglass and the reader.

[pages 150–151]

Inferential 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.

- o Douglass wanted to be free because of his reading material, his community, the harsh treatment by enslavers, and his unwavering desire for a full life.

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

- o Douglass felt he should have all of his wages.

Note to Teacher: Explain to students that some enslaved people were able to buy their freedom or the freedom of a loved one by working outside of the home or plantation. When Hugh kept most of Douglass's wages, he was preventing Douglass from buying his freedom.

[page 152]

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

- o Douglass was behaving like a freeman, and Hugh did not consider him free.

[page 153]

Literal Why did Douglass work steadily?

- o Douglass wanted Hugh to stop being suspicious that he would run away.

SUPPORT: This question uses a vocabulary word. Encourage students to use the glossary if they need to.

Inferential 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?

- o Douglass had many reasons to leave Maryland but only had one reason to stay: his community. Douglass shows through several scenes that the company of other enslaved people brought him strength and comfort.

CHALLENGE: Prompt students to answer the next question remembering that in his first escape attempt, Douglass's greatest fear was being separated from other enslaved people.

[page 154]

Evaluative What do you think about Douglass's decision not to give any details about his escape?

- o Some students may think it was the responsible thing to do to protect other enslaved people. Other students may feel disappointed that they do not get to hear the full story.

Inferential Reread how Douglass describes his feeling of freedom: "I suppose I felt as one may imagine the unarmed mariner to feel when he is rescued by a friendly man-of-war from the pursuit of a pirate." What does this metaphor mean?

- o Douglass uses this metaphor to express how relieved he felt at salvation from deadly danger.

[page 155]

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

- o Douglass was afraid of being captured, and this fear pushed him to isolate.

SUPPORT Remind students of the Fugitive Slave Act that they learned about in Lesson 1.

[page 156]

Literal How did Mr. Ruggles help Douglass?

- o He gave him a place to stay and advised him to leave New York.

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

- o New York was not far enough north.

SUPPORT: Consider displaying a map of the United States for students so they can see how close Maryland is to New York.

[pages 157–158]

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

- o Abolition was accepted in the North, and people were willing to help. It also suggests there was little to no danger in helping Douglass.

Literal Who suggested Douglass take the last name *Douglass*?

- o Mr. Johnson suggested it.

[page 159]

Inferential How was New Bedford different from what Douglass expected?

- o There were many signs of wealth, and Douglass did not know wealth and opulence could exist outside of the economics of enslavement.

[page 160]

Literal How did the “colored man” betray the “fugitive slave”?

- o He threatened the “fugitive slave” with telling his enslaver his location.

Literal How did the community respond to this betrayal?

- o They ran him out of town.

[pages 161–162]

Inferential Why was *The Liberator* so important to Douglass?

- o It gave him the information about abolition he desperately craved.

CHALLENGE: Prompt students to connect Douglass’s experience with *The Liberator* to his experience with *The Columbian Orator*.

Turn and Talk: Present a question about Douglass's start as an orator: "How did Douglass feel about speaking publicly?" Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

Discuss Chapter 11 and Wrap Up the Lesson

5 minutes

Bring students back together, and remind them of the purpose for reading:

To examine how Frederick Douglass concludes his narrative.

Display the following sentence frames.

Douglass became an orator because _____.

Douglass became an orator, but _____.

Douglass became an orator, so _____.

Remind students that "because" sentences explain why, "but" sentences show a change in direction, and "so" sentences tell what happens as a result. Give students two minutes to write on their own. Then ask them to share their answers. Possible answers may include: "Douglass became an orator because he could further the cause of abolition.;" "Douglass became an orator, but he was still a fugitive from the law.;" "Douglass became an orator, so he grew in confidence."

Wrap up by asking students how completing the sentence frames helped them to understand or think about the chapter.

Tell students that on Activity Page 6.3 they will find a writing prompt to complete for homework. In this writing prompt students will reflect on what they have learned about enslavement, abolition, and related issues from reading Frederick Douglass' text.

GRAMMAR

15 minutes

Participles

Practice Infinitives and Gerunds

15 minutes

- Remind students that in Lesson 4 they learned about infinitives and gerunds, two types of verbals.
 - Infinitives and infinitive phrases can function as adjectives, adverbs, or nouns. Ask students to give an example of an infinitive acting as one of these three parts of speech. (The tiny ant is hard to see.)
 - Gerunds and gerund phrases function as nouns. Ask students to give an example of a gerund acting as a subject or object. (My family loves camping.)
- Inform students that verbal phrases consist of verbals and any accompanying information, usually words or phrases acting as adverbs or as an object for the verb.
 - Infinitive phrases functioning as modifiers (adjectives or adverbs):
 - In a forest, trees are to be found everywhere.
 - The candidate will run to win another term as mayor.

- o Infinitive phrases functioning as nouns:
 - To run very quickly takes practice.
 - To catch many fish will require some luck.
- o Gerund phrases:
 - Brushing regularly is necessary for good dental health.
 - Overcoming obstacles is necessary to achieve success.
- Have students turn to Activity Page 6.4. Briefly review together the directions. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

WRITING

30 minutes

Write a Personal Narrative: Draft

Introduce

5 minutes

- Remind students that they have completed a Narrative Map for their personal narrative. Tell students that today they will use it to begin drafting their narratives.
- Display the Writing Process Chart. Note that they have completed the planning step and are beginning the drafting step.
- Ask several students to suggest ways a personal narrative is distinct from a fictional narrative, as discussed in the previous writing session. Make sure to cover the following:
 - o Always in first-person point of view
 - o Focuses on one episode in a person’s life
 - o Shares the writer’s thoughts on why the episode was meaningful or significant
- Tell students that the drafting step for these narratives will be a little different from previous writing projects, as they will draft the entire narrative from beginning to end. Instruct students to go ahead and write a conclusion that provides closure and explains why the episode described was significant or meaningful.
- Explain that in the next session, students will focus on developing their narrative voice.

Draft a Personal Narrative

20 minutes

- Have students work independently to begin drafting their personal narratives on Activity Page 6.5.
- As students write, circulate throughout the room, monitoring students’ progress and providing guidance and support as needed.

SUPPORT: If students need help getting started, have them visualize the episode in their minds and jot down feelings and sensory details that they recall from the episode. Tell students that it is fine to just start with something a little bland, like “When I was ____ years old” Later, students can spice up the beginning. Tell students that sometimes you just need to start putting words on paper and then it will start to flow.

Wrap Up

5 minutes

- Have several students share one thought or moment from Activity Page 6.5 with the class or a partner.
- Tell students they can continue working on their drafts for homework on Activity Page 6.5.

Take-Home Material

Reading

- If students did not complete Activity Page 6.2 during the lesson, have them complete it as homework.
- Ask students to complete Activity Page 6.3 as homework.

Grammar

- Have students take home Activity Page 6.4 and complete it for homework.

Writing

- If students did not complete Activity Page 6.5 during the Writing lesson, have them complete it for homework.

Lesson 7

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Morphology Writing	15 min	Practice Roots <i>pathos</i> , <i>possum</i> , <i>pugno</i> , and <i>punctum</i>	Activity Page 7.1
	30 min	Write a Personal Narrative: Developing Voice	Activity Pages 7.2, 7.3
DAY 2: Writing	45 min	Write a Personal Narrative: Check Spelling and Share, Evaluate, Revise	Activity Pages 7.4, 7.5
Take-Home Material	*	Morphology, Writing	Activity Pages 7.1, 7.2, 7.3, 7.4, 7.5

By the end of this lesson, students will be able to:

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.8.3.a-e)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Speaking and Listening

Ask and answer questions about texts and engage in collaborative work. (SL.8.1)

Language

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.8.4.b)

DAY 1

MORPHOLOGY

15 minutes

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

Practice Roots *pathos*, *possum*, *pugno*, and *punctum*

15 minutes

- Remind students that in Lesson 5 they studied the roots *pathos*, *possum*, *pugno*, and *punctum*.
 - *Pathos* means “experience,” “misfortune,” “emotion,” or “condition.” A modern English word containing this root is *sympathetic*.
 - *Possum* means “be able.” A modern English word containing this root is *impossible*.

- *Pugno* means “fist” or “handful.” It has associations with fighting and aggression. A modern English word containing this root is *pugnacious*, which means aggressive or quick to fight.
- *Punctum* means “point” or “dot.” A modern English word containing this root is *punctual*.

CHALLENGE: As time allows, ask students to work in pairs to search through their reading for other words with these roots. Have students identify their roots and use context to determine their meanings. Have pairs confirm their findings in a dictionary and share them with the class.

- Have students turn to Activity Page 7.1. Briefly review the directions, and do the first sentence together. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write a Personal Narrative: Developing Voice

Introduce

10 minutes

- Tell students that they will now consider how they can use voice in their personal narratives to make their narratives even better. Inform students that in this session they will focus on developing their narrative voice.
- Explain to students that a narrative voice gives the perspective of the person telling the story. Clarify that a strong narrative voice in a personal narrative will communicate the author’s personality and reveal their own unique perspective on events.
- Explain that narrative voice includes the following:
 - Word choice that helps readers understand what the events meant to the writer; this includes sensory language and precise wording that takes into account the connotations of words.
 - Syntax—the way words are arranged in sentences. A personal narrative often reflects the typical way a writer arranges words when they speak.
 - Details the writer chooses to include (and what they choose to leave out). Details tell the reader what is most important to the writer.
 - Tone—the writer’s attitude toward the topic. Writers choose words and images that reveal the tone. They explain how they feel about what is happening in the narrative.

Develop Voice

15 minutes

- Have students complete Activity Page 7.2 to practice revising sentences with their own voice.
- If students finish the activity, they may begin improving the voice of their personal narrative on Activity Page 7.3.

SUPPORT: For students who are having difficulty developing a narrative voice, tell them to try recording themselves telling (not reading) the story. Have students tell the story as if they were talking to a friend. Then have them listen to the recording and choose a few examples of phrases, words, or sentences that really capture their personality. Students can write these down for use in their final personal narratives.

CHALLENGE: If students are ready for a challenge, have them analyze their own narrative voice. How do students' drafts use imagery, precise words, connotations, syntax, and tone to express their personality and perspective? Ask students to call out specific examples from their writing.

Wrap Up

5 minutes

- Have several students share an example from Activity Page 7.2 with the class.
- Tell students they can revise their drafts to use more of their own unique voice for homework on Activity Page 7.3.

Take-Home Material

Morphology

- Have students complete Activity Page 7.1 for homework.

Writing

- Have students continue to work on improving the distinctive voice in their draft on Activity Page 7.3.

DAY 2

WRITING

45 minutes

Write a Personal Narrative: Check Spelling and Share, Evaluate, Revise

Note to Teacher: If students are uncomfortable working with a partner on their personal narratives, you may wish to provide an alternative, such as having them work with you or simply reviewing their own narrative using the checklist and rubric. You may also consider pairing students with partners who have written about similar experiences, to provide a more sympathetic or supportive partnering experience.

Introduce

5 minutes

- Display the Writing Process Chart. Tell students that they are almost ready to move to the revising step, where they will share their drafts with a peer and get feedback that will help them revise their personal narratives.
- Review the Write a Personal Narrative Rubric on Activity Page 7.4 with students. Explain that the rubric describes the criteria on which students' personal narratives will be assessed. Answer any questions students may have about the rubric.
- Introduce students to the Write a Personal Narrative Peer Review Checklist on Activity Page 7.5. Explain that students will work with a partner to review their personal narratives using the checklist.

Check Spelling

5 minutes

- Tell students that they will do a quick spelling check to make sure they eliminate spelling errors before the peer review.
- Ask students what the steps to a spelling check are. If needed, prompt them:
 - Read over your writing, and mark any words you are not sure of or that look wrong. Keep an eye out for commonly confused words, and double-check them.
 - Use resources such as online or print dictionaries to ensure correct spellings and word use.
- Have students check their drafts for spelling errors.

Review a Peer's Personal Narrative

15 minutes

- Pair up students to conduct the peer review.
- Have students review each other's personal drafts using the Write a Personal Narrative Peer Review Checklist on Activity Page 7.5. Students can also consult the Write a Personal Narrative Rubric on Activity Page 7.4.
- As students share their narratives and complete Activity Page 7.5, circulate around the room, and provide assistance as needed.

Conduct a Peer Conference

15 minutes

- When students have completed their review of their peer's personal narrative, provide them an opportunity to confer with one another to discuss the suggestions recorded on the Write a Personal Narrative Peer Review Checklist on Activity Page 7.5.
- Remind students to make their feedback constructive and helpful, focusing on how the personal narrative can be improved.

SUPPORT: If students seem to take feedback more personally due to the personal nature of the stories, remind them that the feedback is just there for them to consider—they do not have to apply all of the feedback to their narratives. Students can always say, “Thank you, but no” to a particular point of feedback.

Wrap Up

5 minutes

- Have students share with the class one piece of their peer's feedback they found especially helpful.

Take-Home Material

Writing

- Have students continue to work on checking and correcting their drafts for homework.

Lesson 8

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Writing	45 min	Write a Personal Narrative: Edit and Polish	Activity Page 8.1
DAY 2: Writing	45 min	Write a Personal Narrative: Publish	*
Take-Home Material	*	*	*

By the end of this lesson, students will be able to:

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.8.3.a-e)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Speaking and Listening

Ask and answer questions about texts and engage in collaborative work. (SL.8.1)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.8.2)

DAY 1

WRITING

45 minutes

Write a Personal Narrative: Edit and Polish

Review

3 minutes

- Display the Writing Process Chart. Review the steps in the process students have completed so far.
- Tell students they will first have an opportunity to finish their revisions, based on the feedback from peer review; then they will begin to edit and polish their stories. Explain that the editing and polishing step provides students with an opportunity to improve the personal narrative as far as possible.

Revise Based on Peer Feedback

15 minutes

- Tell students they will now make any final revisions to their personal narratives. Remind students that in the revision step of the writing process, they can make bigger changes to their stories, such as adding dialogue, adding descriptions, or clarifying confusing wording.
- Tell students they should consult the Write a Personal Narrative Rubric and the Write a Personal Narrative Peer Review Checklist from the previous session.
- Students can also read their personal narrative from start to finish and consider whether there is anything more they would like to change or rework.
- As students revise, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

Edit and Polish a Narrative

20 minutes

- Have students look at Activity Page 8.1. Explain that students will use the Write a Personal Narrative Editing Checklist to guide the editing and polishing process.
- Review the checklist with students, and answer any questions before students begin editing.
- Remind students to consult the Write a Personal Narrative Rubric as needed to make sure they have completed all the requirements.
- Have students work independently to edit and polish their narratives.
- As students edit, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

SUPPORT: Students may work with a partner to edit and polish their personal narratives.

Students may switch papers and do another peer review, with an eye to spelling and grammar, or they may read aloud their narratives to their partner, pausing to make changes when they come to something either partner would like to change.

CHALLENGE: If students complete the revision and editing steps and still have time to spare, have them pair up and do a second round of peer review. Note that most writers go through several rounds of revision and editing before arriving at a final version of their work.

Wrap Up

7 minutes

- Have several students share the conclusion to their personal narratives with the class.
- Ask students to share why they think revising and editing are important parts of the writing process.

Take-Home Material

Writing

- Have students continue to work on editing and polishing their drafts for homework, if needed.

WRITING**45 minutes****Write a Personal Narrative: Publish****Introduce****10 minutes**

- Explain that publishing a story, such as a personal narrative, can take different forms.
 - Create a classroom library with print copies of stories from the class.
 - Create an online library by publishing the stories to a web page.
 - Print and bind several personal narratives together in a collection.
 - Read the stories aloud in a performance session.
- Guide a brief discussion of what option or options students prefer.
- Consider leading the class to a consensus or taking a class poll to decide which option to use for the whole class. Alternatively, let students choose an option and form small groups with like-minded classmates.
- Encourage students to choose a different mode than they chose in Units 1 and 2.

Publish a Personal Narrative**25 minutes**

- Have students publish their personal narratives using the method chosen.
- As students work, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.
- If time does not allow for all students to publish their narratives during this lesson, have them complete the publishing step during the Pausing Point.
- See the Enrichment section of this Teacher Guide for additional ideas.

Wrap Up**10 minutes**

Ask several students to share the following:

- the most difficult part of writing the personal narrative
- the most enjoyable part of writing the personal narrative
- something they learned about themselves through writing the personal narrative

Lesson 9

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Unit Assessment	35 min		Activity Page 9.1
Unit Feedback Survey	10 min		Activity Page 9.2

UNIT ASSESSMENT

45 minutes

- Make sure each student has a copy of Activity Page 9.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is a literary text that relates the experiences of a young slave girl. The second selection is a literary text based on the experiences of an African man sold into slavery.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (achievethecore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 8. The texts feature core content and domain vocabulary from the *Narrative of the Life of Frederick Douglass, an American Slave* unit that students can draw on in service of comprehending the texts.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned

assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, “Incidents in the Life of a Slave Girl” (literary text) and “The Interesting Narrative of the Life of Olaudah Equiano” (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core Grades 7–8 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Literal</i>	D	RL.8.1, RL.8.2
2 <i>Literal</i>	Harriet’s father wanted to buy his children’s freedom.	RL.8.1, RL.8.2
3 <i>Inferential</i>	B	RL.8.1, RL.8.3, RH.6-8.1, RH.6-8.2, RH.6-8.4
4 <i>Evaluative</i>	Harriet was upset because her brother was pulled away from their parents just like she was.	RL.8.2, RH.6-8.2, RH.6-8.4
5 <i>Inferential</i>	Mrs. Flint spit in the food so that the enslaved people would not take a bite.	RL.8.2, RH.6-8.2, RH.6-8.4
6 <i>Evaluative</i>	C	RL.8.1, RH.6-8.2, RH.6-8.4
7 <i>Literal</i>	<i>Pacify</i> means to calm down or soothe.	RL.8.1, RL.8.4
8 <i>Literal</i>	D	RL.8.1, RH.6-8.2, RH.6-8.4
9 <i>Inferential</i>	Paragraph 3 describes the process of a slave auction.	RL.8.1, RH.6-8.2, RH.6-8.4
10 <i>Inferential</i>	In the slave auction, families were broken up, and people were crying. Equiano was moved by this.	RL.8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6

Writing Prompt Scoring

The writing prompt addresses CCSS RL.8.5, W.8.3.a-e, W.8.5, L.8.1, and L.8.1.a.

Score	4	3	2	1
Criteria	Student writes a clear, coherent response. Response includes all the following: a comparison of the two texts that responds appropriately to the question. Response has no errors in grammar, spelling, and punctuation.	Student writes a mostly coherent response. Response includes some of the following: a comparison of the two texts that responds appropriately to the question. Response has few errors in grammar, spelling, and punctuation.	Student writes a response that fails to compare the two texts fully. Response may be missing a full comparison of the two texts or may not respond adequately to the question. Response has some errors in grammar, spelling, and punctuation.	Student response fails to clearly address the prompt or lacks clarity. Response features many errors in grammar, spelling, and punctuation.

Grammar Answer Key

The Grammar section addresses CCSS L.8.1, and L.8.1.a.

1. to promise more than you can do; adverb; easy
2. to make chili; adjective; plan
3. Peeling onions; noun; subject
4. the singing of a song; noun; direct object
5. to end at 3 p.m.; adjective; party
6. to consider other solutions to the problem; noun; direct object
7. making noise before 7 a.m.; noun; direct object
8. to continue the project; adjective; reasons
9. treating her nicely; noun; indirect object
10. to learn; noun; predicate noun
11. to sleep under the stars; noun; subject
12. making cookies; noun; predicate noun

Morphology Answer Key

The Morphology section addresses CCSS L.8.4.b.

1. deep sympathy
2. something than cannot happen
3. a feeling of disgust
4. tendency to be on time
5. study of the causes and effects of disease
6. something that can happen
7. call your character into question
8. a small but deep piercing
9. sadness and misfortune
10. a group of officially deputized citizens
11. readiness to fight
12. made a hole in

UNIT FEEDBACK SURVEY

10 mins

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 9.2. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react to students' responses and comments. Consider how you might teach the next unit differently to improve learning and students' experiences.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time, we recommend that you use one or more of the Culminating Activities described below or an activity you create.

Pausing Point to Address Assessment Results

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension, grammar, and morphology). Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist outside the context of the regular classroom.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Grammar, Morphology, and Spelling

For additional practice with the grammar, morphology, and spelling skills taught in this unit, you may wish to have students complete the Grammar and Morphology/Spelling Pausing Point activity pages provided in the Activity Book (PP.1–PP.2).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 8, consult the CKLA Grade 6 and 7 Teacher's Guides and Activity Books for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology,

but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Writing

Redirect students to Activity Page SR.3 (Write a Personal Narrative Rubric), Activity Page SR.4 (Write a Personal Narrative Editing Checklist), and their completed Personal Narrative. Provide time during the Pausing Point for students to revise and rewrite their personal narrative using all of the above tools. The Write a Personal Narrative Rubric and Write a Personal Narrative Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Write a Personal Narrative Rubric and Write a Personal Narrative Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in *Narrative of the Life of Frederick Douglass, an American Slave*, their experience with the unit concepts may be enriched by the following activities.

Please preview in advance any third-party resources, i.e., links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

- Have students research and write a one-paragraph biography of a famous abolitionist. Ask students to turn to Activity Page E.1 to find a list of suggested abolitionists. Tell students to write their one-paragraph biographies on this page.
- Introduce students to Angelina Grimké Weld, a white abolitionist who lived in the 1800s. Have students read Weld's speech at Pennsylvania Hall on Activity Page E.2 and respond to a writing prompt about her perspective on enslavement.
- Have students use their personal narrative to create a podcast or a talk similar to a TED Talk or the Moth Radio Hour. Preview a few of these to suggest as models for students to ensure the material is age and context appropriate. Students may need to condense their story a little to fit the format; have them aim for no more than ten minutes. Have students either present or record their narratives this way. Students can find space to draft their podcast or talk on Activity Page E.3.
- Show students any of the following films, available on Amazon Prime for a small rental fee, and ask them to compare the film(s) to the *Narrative of the Life of Frederick Douglass, an American Slave*:
 - *Becoming Frederick Douglass*
 - *Harriet Tubman: They Called Her Moses*
 - *Harriet*
 - *Twelve Years a Slave*

Links to these movies can be found in the Online Resources for this Unit at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources>

- Share the free downloadable, 2 1/2-minute Smithsonian film *Slavery and Freedom, 1400-1887*. Then digitally visit the artifacts and exhibitions on display at the National Museum of African American History and Culture. Links to these resources can be found in the Online Resources for this Unit at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources>
- Ask students to give their opinion regarding their individual perception of current race relations in the United States. Encourage them to think about their own school and the area where they live. Then ask students to support their opinion with news articles and reliable information from the internet.

Provide an opportunity for students to share their thoughts with other students and the class. If time permits, encourage students to read selections from the texts listed in the Introduction to this Teacher Guide under “Recommended Resources.”

If students identify specific issues in their school and/or area, prompt them to think about what they as individuals may be able to do to improve the situation. Also encourage students to consult the organizations identified in the Online Resource Guide at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-3-Frederick-Douglass/OnlineResources>.

Teacher Resources

In this section you will find:

- Glossary for *Narrative of the Life of Frederick Douglass, an American Slave*
- The Writing Process
- Write a Personal Narrative Rubric
- Write a Personal Narrative Peer Review Checklist
- Write a Personal Narrative Editing Checklist
- Proofreading Symbols
- Letter from Wendell Phillips
- Activity Book Answer Key

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

B

benevolent, *adj.* kind

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

C

coiled, *adj.* twisted up

compel, *v.* to bring about by force (**compelled**)

compensate, *v.* to reduce the effect of an opposite force; to make up for

conduct, *n.* behavior

conspicuous, *adj.* standing out; obvious

contend, *v.* to struggle (**contending**)

cunning, *adj.* clever

D

deliberation, *n.* careful consideration

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

discontent, *n.* unhappiness

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

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

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

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

R

rapture, *n.* a feeling of great joy

reproving, *adj.* disapproving

reputable, *adj.* having a good reputation

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

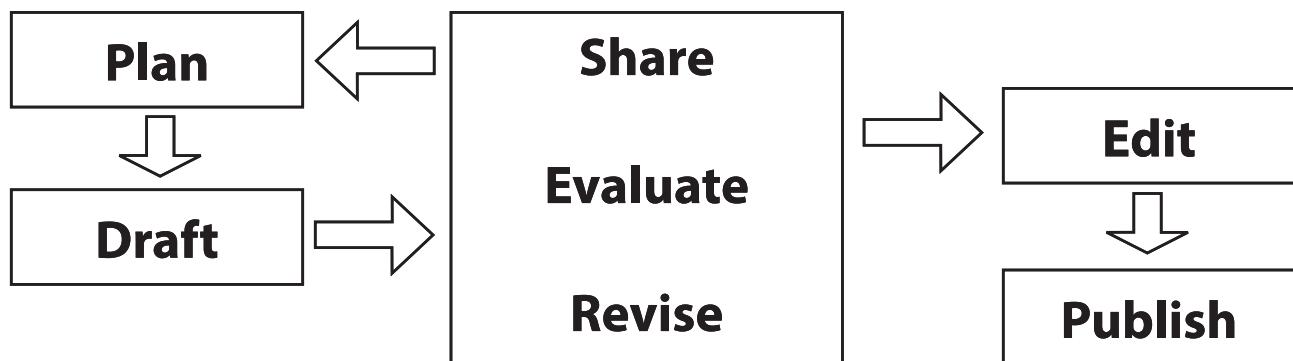
utter, *v.* to say (**uttering**)

V

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

verily, *adv.* truly

The Writing Process



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.
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 grammar errors while you are revising. However, 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 this 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.	
Punctuation <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.	

Proofreading Symbols

Λ	Insert
•	Insert period
Λ,	Insert comma
\\'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
underline b cap	Capitalize
Blc	Make lowercase (small letter)
~	Delete
rwd.	Reword
←	Move according to arrow direction
Transpose	Transpose
[Move to the left
]	Move to the right
^a	Add a letter

Letter from Wendell Phillips to Frederick Douglass, April 22, 1845

My Dear Friend:

You remember the old fable of “The Man and the Lion,” where the lion complained that he should not be so misrepresented “when the lions wrote history.”

I am glad the time has come when the “lions write history.” We have been left long enough to gather the character of slavery from the involuntary evidence of the masters. One might, indeed, rest sufficiently satisfied with what, it is evident, must be, in general, the results of such a relation, without seeking farther to find whether they have followed in every instance. Indeed, those who stare at the half-peck of corn a week, and love to count the lashes on the slave’s back, are seldom the “stuff” out of which reformers and abolitionists are to be made. I remember that, in 1838, many were waiting for the results of the West India experiment, before they could come into our ranks. Those “results” have come long ago; but, alas! few of that number have come with them, as converts. A man must be disposed to judge of emancipation by other tests than whether it has increased the produce of sugar, —and to hate slavery for other reasons than because it starves men and whips women, —before he is ready to lay the first stone of his anti-slavery life...

Activity Book Answer Key

NAME: _____
DATE: _____

2.2

ACTIVITY PAGE

Chapters 3 and 4

Answer the following questions as you read.

- What two items on the plantation are most important to Colonel Lloyd?
Lloyd's garden and his horses are most important to him.
- Why was working in the garden and stables a source of trouble for those working there? What type of punishments were delivered?
Those working in the garden were tempted to steal and eat the fruit; they were whipped if they did so. Since the horses in the stable were highly prized, those working there had to meet very high expectations. Any suspected inattention to detail was also punished by whipping.
- Douglass says, "To describe the wealth of Colonel Lloyd would be almost equal to describing the riches of Job." What does this mean?
Colonel Lloyd was very rich. Job is a character from the Bible who was also very rich.
- Why did the enslaved person who was talking to Colonel Lloyd get in trouble?
The enslaved person got in trouble for saying his enslaver did not treat him well.
- How did Douglass talk about his enslavers after he left Maryland?
Douglass consistently downplayed the viciousness of his experiences with his enslavers.

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13

- Why would some enslaved people lie about their conditions and pretend to be content?
Some enslaved people lie about their conditions in order to avoid punishment.

- To what does Douglass attribute Mr. Hopkins's short time at the Lloyd plantation?
Douglass believes Mr. Hopkins was not cruel enough for Colonel Lloyd.

- Douglass says, "[Mr. Gore] was, of all the overseers, the most dreaded by the slaves." Why is this?
Mr. Gore was the most dreaded because he was a strict man who was quick to punish enslaved people. He was also ambitious and seemed to understand that he needed to be cruel in order to be the highest ranked overseer.

- What are some similarities and differences between the overseers Mr. Severe and Mr. Gore?
Mr. Severe was incredibly vicious and violent. Douglass describes Mr. Severe as someone prone to malicious outbursts. Mr. Gore was also a cruel overseer who would punish anyone who was accused of anything. Unlike Mr. Severe, Mr. Gore was a quiet and serious man.

- Why does Mr. Gore kill Demby?
Mr. Gore kills Demby because Demby fled during a whipping and refused to return to him.

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2.5

ACTIVITY PAGE

NAME: _____
DATE: _____

2.2

CONTINUED

ACTIVITY PAGE

- 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?
From the perspective of enslavers, enslaved people needed to be easily controlled in order for plantation life to function the way it is supposed to. If an enslaved person was unruly or disobedient, they could disrupt the entire system.
- Douglass says killing any Black person in Talbot County, Maryland, is not a crime. How does this reinforce the conditions of enslavement?
Enslaved people are considered property; they are not thought of or treated like humans. As a result, killing an enslaved person is not considered murder. Douglass describes how Mr. Bondly killed an enslaved person from Colonel Lloyd's plantation. "Mr. Bondly came over to see Colonel Lloyd the next day, whether to pay him for his property, or to justify himself in what he had done, I know not."
- Why is Mrs. Douglass's cousin murdered?
Mrs. Douglass's cousin did not move quickly when her enslaver's baby cried, and her enslaver killed her.

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ACTIVITY PAGE

Chapters 5 and 6

Answer the following questions as you read.

- What were some of Douglass's duties on the plantation as a child?
Douglass tended to the cows and the fowls, cleaned the front yard, and ran errands for his enslaver's daughter.
- Douglass said he had leisure time as a child. What does this mean?
Douglass had time when he was not forced to work in the fields.
- How did Douglass's experience of enslavement as a child compare to the stories he told in previous chapters?
While Douglass did not personally experience the violence he described in previous chapters, he was still enslaved and did experience significant hunger and cold.
- What was "mush"?
Mush was boiled corn meal; it was also the meal Douglass ate most often as a child.
- Why did Douglass clean himself before he went to Baltimore?
Mrs. Lucretia, the enslaver's daughter, told Douglass that people in Baltimore were very clean and would mock him if he looked dirty. She also said she would not give him a pair of pants until he was clean.

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Activity Book Answer Key

6. How did Douglass feel about leaving the plantation?
Douglass had no real emotional attachment to the plantation the way other people might have an attachment to their home.

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?
Answers will vary but may include: Douglass's comparison is effective because it makes clear how different enslavement was.

8. What was Douglass's first impression of Sophia Auld?
Douglass believed Sophia looked kind.

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?
Douglass says, "Going to live in Baltimore laid the foundation, and opened the gateway to all my subsequent prosperity." Baltimore may have introduced him to different people and ideas that informed his decision to run away. He may have also met people in the city who helped him run away. Students may draw on their understanding of the Underground Railroad to answer this question.

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10. What role did hope and faith play in Douglass's perception of his life as an enslaved person?
Douglass always held on to the hope and had faith that he would not always be enslaved.

11. How was Mrs. Auld different from other white women?
She was disturbed by "crouching servility" and instead wanted Douglass to look her in the eye. She had never been an enslaver before.

12. How did Mrs. Auld's treatment of Douglass change over time?
She was kind at first and then became rageful and mean.

13. What did Mrs. Auld teach Douglass?
She taught him how to read.

14. Why would learning how to read make Douglass "unmanageable"?
Education would give Douglass access to ideas and skills that could make him rebellious.

15. How did Douglass feel about learning?
He was excited by it. He understood reading would help him on his journey to freedom.

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16. How was Mrs. Hamilton's treatment of Henrietta and Mary unusual?
City enslavers typically took pride in having their enslaved people well-fed and well-kept.

17. Why do you think Douglass decided to write about Henrietta and Mary?
Answers will vary but may include: By including information about Henrietta and Mary, Douglass prevents the reader from thinking enslavement was always better for everyone in the city.

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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"?
Douglass is implying that the power enslavers have over the enslaved is irresponsible.

2. What does Douglass mean when he says, "Slavery proved as injurious to her as it did to me"?
Enslavement harmed Mrs. Auld by pushing her to transform her character. Douglass suggests enslavement is not good for anyone.

3. What action most angered Mrs. Auld?
She did not want to see Douglass with a newspaper.

4. What was Douglass's plan to learn how to read?
Douglass got the White boys he knew in Baltimore to teach him.

5. Why doesn't Douglass name the boys who taught him how to read?
It is considered offensive to teach enslaved people how to read and he does not want to embarrass or hurt them.

6. How did Douglass react to the realization that he was to be enslaved for life?
He felt upset and sad.

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Activity Book Answer Key

7. What book changed Douglass's life?
The Columbian Orator changed Douglass's life.

8. What did Douglass learn from his favorite book?
He learned different arguments against enslavement.

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"?
Reading had opened him up to the wider world, including ideas about abolition. This made it harder for him to live as an enslaved person.

10. Do you think reading is important? Why or why not?
Student answers will vary. They might say reading is important because it opens opportunities for work and fun.

11. What different sources informed Douglass's understanding of abolition?
Some of the sources include enslavers, the dictionary, and the newspaper.

12. Why did Douglass distrust the Irishman?
He feared it was a trick. He knew it was a practice for some white people to trick enslaved people into running away and then turning them in for the reward money.

13. How did reading change Douglass's perspective of his enslavers?
Reading gave him access to knowledge and makes him angry. He was better able to articulate his feelings, which gave those feelings strength.

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3.2
CONTINUED

ACTIVITY PAGE

14. What did the "valuation of the property" for Captain Anthony's estate mean for Douglass?
He was property and needed to be assessed. It also meant he had to leave Baltimore.

15. What did the valuation process reveal to Douglass about enslavement?
He is considered no different than the animals on the farm.

16. Why was Douglass more anxious than the other enslaved people?
He had been treated well, so for him, things could get much worse. Others had never been treated well, so they were not as worried about things getting worse.

17. What was the result of the valuation for Douglass?
He was returned to Baltimore.

18. What do the images on page 84 suggest about the conditions of enslavement?
Enslaved people were property to be bought and sold like animals or other items at the store.

19. Why did Douglass feel "all is gloom" for his grandmother?
Because she did not have any family with her at the end of her life. All her family had been sold away.

20. Why did Thomas take Douglass?
Because he wanted to punish his brother Hugh.

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21. Why did Douglass regret not running away when he lived in Baltimore?
It would have been easier to run away in the city.

22. What message(s) are readers supposed to take away from Douglass's description of his time in Baltimore?
Douglass's description of his time in Baltimore highlights the connection between education and abolition, Douglass's desire for freedom, and how dehumanizing enslavement was.

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3.5
CONTINUED

ACTIVITY PAGE

Chapter 9

Answer the following questions as you read.

1. How was Thomas different from Hugh as an enslaver?
Thomas was mean and did not give the enslaved people enough to eat.

2. Douglass says, "Of all men, adopted slaveholders are the worst." Why is this?
Captain Auld's adopted status contributed to his cruelty. He did not know how to manage his estate, including enslaved people. This made it harder for Douglass and other enslaved people to respect him.

3. What does *conspicuous* mean?
It means obvious.

4. How did religion impact Captain Auld?
Auld was crueler after he found religion in part because he used it to support his cruelty.

5. Why did Douglass like Mr. Cookman?
Mr. Cookman was a good man who encouraged fairer treatment of enslaved people.

6. What was the purpose of Sabbath school?
The purpose of Sabbath school was to teach enslaved people how to read the Bible.

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Activity Book Answer Key

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

Henny was disabled. From what Douglass described, she was unable to care for herself. It was a cruel act to remove her from the plantation.

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

Captain Auld felt Douglass was spoiled by his time in the city and hoped Covey would break him.

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

He knew Covey had a reputation for "breaking" enslaved people, but he also figured he would get enough to eat.

4.2

ACTIVITY PAGE

Chapter 10A

Answer the following questions as you read.

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

He was an inexperienced field hand, so he made mistakes. Mr. Covey was angry because of these mistakes and punished Douglass.

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

He was hardworking and often worked in the fields too.

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

He wanted to ensure they were always working hard.

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

Caroline was treated like an animal. She gave birth but she was not expected to care for the children. This example shows that dehumanization was a fundamental part of enslavement.

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

He felt his intellect began to diminish. His spirit was hurting. He described himself as no longer a man but a "brute." Douglass also describes feeling suicidal at times.

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

Answers will vary but may include beautiful, heart-wrenching, painful, and poetic.

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

Answers will vary but may include beautiful, heart-wrenching, painful, and poetic.

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

He grew so sick he could not work, and Mr. Covey was likely to beat him to death.

9. What did Sandy suggest Douglass do?

Sandy suggested he return to Mr. Covey and carry a root on his right side as protection.

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

Answers will vary but may include frustrated, scared, tired, or angry.

11. Why did Douglass fight Mr. Covey?

He was determined to live.

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

Because it would hurt his reputation as a "breaker" of enslaved people.

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?

Douglass's long paragraph has a breathless quality to it, meaning the reader is not given a break to process the information or put the book down. It illustrates how stressful these events were for Douglass.

4.4

ACTIVITY PAGE

Grammar: 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?

to do: adjective

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

maintaining a high grade-point average: object of a preposition

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

finding that lost library book: indirect object

4. Anita is anxious to get started.

to get started: adverb

5. Their solution is to ignore the problem altogether.

to ignore the problem altogether: predicate noun

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

holding a grudge for the next ten years: predicate noun

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

Riding a motorcycle through the Alps: subject

Activity Book Answer Key

8. Avi is at long last ready to begin work on his project.
to begin work on his project; adverb
9. To be entrusted with the care of a child is a great responsibility.
To be entrusted with the care of a child; subject
10. I detest standing in long lines.
standing in long lines; direct object
11. Jake and I will compete to see who can run the fastest.
to see who can run the fastest; adverb
12. This is your big chance to go mountain climbing.
to go mountain climbing; adjective

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6. How might Douglass's description of the reasons Mr. Hopkins would whip an enslaved person further his argument for abolition?
Douglass's detailed description shows the senselessness of enslavement. Enslaved people could be whipped for anything (or for nothing).
7. What does *reputable* mean at the bottom of page 129?
Douglass did not teach Sabbath school because he thought it looked good.
8. Why does Douglass teach others how to read?
Because they ask him to, because he understands the good it can do, and because he associates reading with freedom.
9. What do you think about the risk the enslaved people took to attend Sabbath school?
Answers will vary but may include: it was a risk they had to take; it was too great a risk.
10. How did Douglass's time on Freeland's farm prompt him to want to run away?
Douglass felt empowered by the community he found on Freeland's farm. He felt even more strongly that he needed to be free.
11. How do the events on pages 132–144 illustrate dramatic irony?
The reader knows Douglass successfully makes it to New York but does not know anything else.

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5.2

ACTIVITY PAGE

Chapter 10B

Answer the following questions as you read.

1. How did enslaved people on Captain Auld's plantation spend the holidays?
They took care of the livestock, completed projects, played sports, had fun, and drank whiskey.
2. How did the decreased workload during the holidays reinforce the institution of enslavement?
By decreasing the workload during the holidays, enslavers reduced the likelihood of rebellions.
3. What does Douglass mean when he says the holidays are a "gross fraud"?
The holidays were presented as a sign of enslavers' kindness, but they are actually a way to control enslaved people.
4. How did Douglass feel about Mr. Freeland?
Douglass preferred Freeland over Mr. Covey because Freeland was more transparent and respectful. Freeland also did not use religion to justify his status as an enslaver.
5. Why did Mr. Weeden whip enslaved people regardless of how they behaved?
He did this to assert his authority.

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5.2

ACTIVITY PAGE
CONTINUED

12. What effect does Douglass's use of epigraphs have on the narrative?
Douglass's epigraphs establish him as an authoritative narrator by showing he is well-read and articulate. It may also have made his narrative more relatable to White abolitionists who were also well-read.
13. What connotation does the word *hazardous* have in this section?
Hazardous has a negative connotation, suggesting something is dangerous and should be avoided.
14. What leadership qualities does Douglass exhibit that can help him lead the group to freedom?
Answers will vary but may include: assertive, knowledgeable, articulate, and trustworthy.
15. What is the effect of dialogue on pages 135 and 136?
The dialogue brings the characters to life and adds to the emotion of the moment.
16. Why was Douglass so afraid of being separated from the group?
He had found power and purpose in his community, and it was easier to bear the terrible circumstances of enslavement with people rather than alone.
17. Why was Douglass's new job in Baltimore "a very unfavorable place"?
He had many different bosses to answer to all at once.

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Activity Book Answer Key

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

Douglass could have been killed in the fight or lynched later for hitting a White man.

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?

They were kind and listened. Mrs. Auld tended to Douglass's wounds.

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

Douglass had very few options. He would need the testimony of a White man and that was unlikely to happen. Students may choose the following quote to support their answer, "If I had been killed in the presence of a thousand colored people, their testimony combined would have been insufficient to have arrested one of the murderers."

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?

When times are better, Douglass has more time and energy. He is not struggling to meet for basic needs or against severe depression. He has time to think and be discontented.

5.4

ACTIVITY PAGE

NAME: _____

DATE: _____

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.

Answers may vary. Accept all reasonable responses.

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

doctor specializing in the causes and nature of disease

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

powerful

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

fighter

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

the main idea or purpose

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

sadness and misfortune

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

acknowledgment

7. Repugnant personality traits push other people away.

offensive; repulsive

6.2

ACTIVITY PAGE

NAME: _____

DATE: _____

Chapter 11

Answer the following questions as you read.

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

He does not want to give enslavers an advantage, impede the escape plans of other enslaved people, or get anyone into trouble.

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

He calls it the Upperground Railroad and says it was too public.

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

"We" refers to Douglass and the reader.

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.

Douglass wanted to be free because of his reading material, his community, the harsh treatment by enslavers, and his unwavering desire for a full life.

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

Douglass felt he should have all of his wages.

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

Douglass was behaving like a freeman, and Hugh did not consider him free.

8. Question marks and periods are examples of punctuation.

the addition of necessary marks to a text

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

compassion

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

powerlessness

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

combativeness

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

hole; prick

Activity Book Answer Key

7. Why did Douglass work steadily?
Douglass wanted Hugh to stop being suspicious that he would run away.

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?
Douglass had many reasons to leave Maryland but only had one reason to stay: his community. Douglass shows through several scenes that the company of other enslaved people brought him strength and comfort.

9. What do you think about Douglass's decision not to give any details about his escape?
Some students may think it was the responsible thing to do to protect other enslaved people. Other students may feel disappointed that they do not get to hear the full story.

10. Douglass compares his newly freed self to an "unarmed mariner." What does this metaphor mean?
Douglass uses this metaphor to express how relieved he felt.

11. What was Douglass afraid of, and how did these fears impact his experience?
Douglass was afraid of being captured and this fear pushed him to isolate.

12. How did Mr. Ruggles help Douglass?
He gave him a place to stay and advised him to leave New York.

13. Why was it dangerous for Douglass to stay in New York?
New York was not far enough north.

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6.2
CONTINUED

ACTIVITY PAGE

NAME: _____
DATE: _____

14. Douglass received help from a number of different people. What does this suggest about abolition?
Abolition was accepted in the North and people were willing to help. It also suggests there was little to no danger in helping Douglass.

15. Who suggested Douglass take the last name *Douglass*?
Mr. Johnson suggested it.

16. How was New Bedford different from what Douglass expected?
There were many signs of wealth and Douglass did not know wealth and opulence could exist outside of enslavement.

17. How did the "colored man" betray the "fugitive slave"?
He threatened the "fugitive slave" with telling his enslaver his location.

18. How did the community respond to this betrayal?
They ran him out of town.

19. Why was *The Liberator* so important to Douglass?
It gave him the information about abolition he desperately craved.

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NAME: _____
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6.4

ACTIVITY PAGE

Grammar: 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.
to win back their lost lands; struggled; adverb

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

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

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

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

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

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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.
floating on her back in a swimming pool; object of a preposition

8. The only solution was to act quickly and expeditiously.
to act quickly and expeditiously; predicate noun

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

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

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

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

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Activity Book Answer Key

NAME: _____ DATE: _____

7.1 ACTIVITY PAGE

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.
ability deeply to share the feelings of another

2. Rest is a potent remedy for exhaustion.
powerful

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

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

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

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

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

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

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

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

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

12. She insisted on beginning meetings punctually.
on time

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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 scrappings. 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.

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9.1 ASSESSMENT

CONTINUED

2. What was Harriet's father's greatest desire?
Harriet's father wanted to buy his children's freedom.

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?
Harriet was upset because her brother was pulled away from their parents just like she was.

5. Why did Mrs. Flint spit on the leftover food?
Mrs. Flint spit in the food so that the enslaved people could not take a bite.

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Activity Book Answer Key

9.1

ASSESSMENT
CONTINUED

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?
Pacify means to calm down or soothe.
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?
Paragraph 3 describes the process of a slave auction.

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

In the slave auction, families were broken up and people were crying. Equiano was moved by this.

Reading Comprehension Score: _____ of 10 points.

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9.1
ASSESSMENT
CONTINUED

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.
adverb; easy
2. The plan to make chili has been cancelled.
adjective; plan
3. Peeling onions can lead to tears.
noun; subject
4. The party began the singing of a song.
noun; object of a preposition
5. The birthday party is to end at 3 p.m.
adjective; party
6. We need to consider other solutions to the problem.
noun; direct object
7. The city does not allow making noise before 7 a.m.
noun; direct object

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8. The reasons to continue the project are obvious.
adjective; reasons

9. Why don't you give treating her nicely another try?
noun; indirect object

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

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

12. My favorite holiday activity is making cookies.
noun; predicate noun

Grammar Score: _____ of 12 points.

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9.1 ASSESSMENT
CONTINUED

Morphology

Use the line under each sentence to write the meaning of or a synonym for the underlined word. Answers will vary. Accept all reasonable answers.

1. The doctor felt empathy for every one of her patients.
deep sympathy
2. Winning the lottery is close to an impossibility.
something than cannot happen
3. The offer of a mud pie for lunch fills me with repugnance.
a feeling of disgust
4. Her punctuality is one of her finer qualities.
tendency to be on time
5. The doctor decided to specialize in pathology.
study of the causes and effects of disease
6. Getting a good grade in this class is a real possibility.
something that can happen
7. My criticism was not meant to impugn you in any way.
call your character into question

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8. Puncture wounds are said to pose a risk of tetanus infection.
a small but deep piercing
9. His song was full of pathos and moved the audience to tears.
sadness and misfortune
10. My grandfather once served on a posse for the sheriff of Kane County.
a group of officially deputized citizens
11. The pugnacity of the boxer made him good at his job.
readiness to fight
12. The man who let us into the movie theater punched our tickets.
made a hole in

Morphology Score: _____ of 12 points.
Total Score for Unit Assessment: _____ of 38 points.

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PP.1 ACTIVITY PAGE

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

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NAME: _____
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PP.2 ASSESSMENT

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.

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Unit 3

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Teacher Guide

GRADE 8



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