

Narrative of the Life of Frederick Douglass Unit

Summary

Throughout this unit on *Narrative of the Life of Frederick Douglass*, students practice the same six skills with greater scaffolding and modeling at the beginning, and more independence toward the middle and end. The tasks include: 1. writing to an essential question to access background knowledge; 2. using context clues and root words to determine word meaning; 3. close reading with the aid of a glossary; 4. taking notes one of two graphic organizers (sequence of events and/or empathy map); 5. re-reading to answer text dependent questions; and 6. summarizing the chapter.

Main Core Tie

English Language Arts Grade 7

[Reading: Literature Standard 1](#)

Additional Core Ties

English Language Arts Grade 7

[Reading: Literature Standard 2](#)

English Language Arts Grade 7

[Reading: Literature Standard 4](#)

English Language Arts Grade 7

[Reading: Literature Standard 6](#)

English Language Arts Grade 7

[Reading: Literature Standard 10](#)

English Language Arts Grade 7

[Writing Standard 4](#)

English Language Arts Grade 7

[Writing Standard 9](#)

English Language Arts Grade 7

[Speaking and Listening Standard 1](#)

English Language Arts Grade 7

[Speaking and Listening Standard 2](#)

English Language Arts Grade 8

[Reading: Informational Text Standard 1](#)

English Language Arts Grade 8

[Reading: Informational Text Standard 2](#)

English Language Arts Grade 8

[Reading: Informational Text Standard 4](#)

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[Reading: Informational Text Standard 6](#)

English Language Arts Grade 8

[Reading: Informational Text Standard 10](#)

English Language Arts Grade 8

[Writing Standard 9](#)

English Language Arts Grade 8

[Speaking and Listening Standard 1](#)

English Language Arts Grade 8

Background for Teachers

Note to Teachers

Throughout this unit, students practice the same six skills with greater scaffolding and modeling at the beginning, and more independence toward the middle and end. The student tasks for each chapter include

- writing to an essential question to access background knowledge;
- using context clues and root words to determine word meaning;
- close reading with the aid of a glossary;
- taking notes on one of two graphic organizers (sequence of events and/or empathy map);
- re-reading to answer text dependent questions; and
- summarizing the chapter.

Additional explanation about each of these tasks can be found in the “Chapter Structure” section below. If your students are unfamiliar with the characteristics of autobiographical writing and irony, you may want to pre-teach these concepts, as they are included in the chapter work. At the end of the unit are a number of performance assessment tasks. If you choose to have students write to one of the assessment topics, I recommend giving them the topic at the onset of reading, so they can take notes and collect evidence as they read.

It is not imperative that students complete all of the tasks for each chapter. In fact, it may be useful to explicitly teach one or two skills per chapter and continue to incorporate them as group or partner tasks until students are ready to move toward greater independence with the skills. Use your professional judgment as to which tasks are most appropriate for your students, and what order is most useful. The amount of scaffolding needed will depend on your context. However, according to the CCSS it is important that students move toward independent reading of increasingly complex text. The scaffolding tools provided at the beginning of this unit are removed toward the end of the unit in service of independence.

Chapter Structure

Pre Reading

- Vocabulary
 - It is important to help students become independent and self-sufficient in determining word meaning, especially in complex text. For that reason the vocabulary in the glossary for each chapter is used in three different ways: if the word is underlined context clues may be used to determine definition; if the word is bolded the root of the word may be used to determine definition; otherwise, the definition is provided in student friendly language. Manipulate the glossary for each chapter so students are required to determine the meaning of words with context clues and familiar roots. NOTE: The words defined in the glossary for each chapter were chosen with language learners in mind. It is important that you choose vocabulary that is appropriate for your students. DO NOT feel it is necessary to include ALL of the words for each chapter in your student glossary.
- Write to essential question
 - : Writing to an essential question before reading allows students to activate their background knowledge, which aids in their comprehension of complex text. When students have a limited amount of time to make connections with the content it increases both their motivation and their learning.

During Reading

- Empathy Map Graphic Organizer:
 - As a genre, memoirs include an incredible amount of emotional reflection. Because it can be difficult for students to grasp the significance of this type of reflection, the Empathy Map is

included as an optional task. To complete the Empathy Map students jot down what the narrator or other characters “say” or “do” while they read, and then use that information to determine what the narrator or characters “think” or “feel”. It may be useful for students to draw connecting arrows from what the narrator or characters “say” or “do” to the correlating inference about what the students conclude narrator or characters “think” or “feel”. Students can also identify emotion words in the text and add that information to the “feel” column.

Ultimately, the Empathy map is meant to help students see the narrator as a multidimensional character and to learn to understand others’ perspectives. Additionally, the Empathy map aids students in close reading to make inferences and draw significant conclusions.

- Sequence of Events Graphic Organizer:

This task will help students to identify concrete events in each chapter, as opposed to narrator reflections. Distinguishing between the two will support students as they write summaries.

Post Reading

- Summary

: Summary writing is one of the most effective strategies to aid comprehension of complex text. Students can use the Sequence of Events Organizer and Empathy Map notes to write their summaries. Communicate the importance of including the most significant events of a chapter AND the most significant realizations or understandings of the narrator. Both are critical aspects of autobiographical writing.

- Text Dependent Questions:

Students should reread specific parts of the text to answer the text dependent questions. These types of questions require that students use evidence from the text to support their answers, thereby ensuring that students are reading closely and carefully to justify their thinking. It is recommended that students are guided in a close reading or work in groups or pairs to answer TDQ’s in the first few chapters rather than being asked to answer them independently.

SCAFFOLDED TASK SEQUENCE:

Students write to the essential question; discuss responses as a class

Teacher read words from the glossary aloud while students whisper read, so that students hear the pronunciation of unfamiliar vocabulary.

Read Chapter I aloud to students, or switch readers every few paragraphs. All students should follow along silently, tracking with their finger or bookmark as they read.

Students refer to the glossary as they read to remind them of definitions of unfamiliar words.

During reading, stop to add information to the empathy map, so students can see how to delineate what belongs in each domain.

During reading, stop to ask questions about words with clear context clues or roots (bolded or underlined in the glossary). Model for students how to use context clues and roots to determine word meaning. Identification of words with context clues or roots are removed from the glossary by chapter 4 so students can work to use identify word meanings more independently.

After completing the reading, add the *concrete events* in the chapter to the Sequence of Events graphic organizer.

Refer back to the text and reread as necessary to answer text dependent questions. Scaffold students in answering questions at the beginning of the unit with class discussions and pair share conversations.

Use the Empathy Map and Sequence of Events note sheets to complete a summary of the chapter.

Instructional Procedures

CHAPTER 1

Note to Teachers: To adequately scaffold students in their reading of this complex text, it is recommended that the work for the first chapter be completed as guided or whole class activities. Additionally, students should have opportunities to read parts of the chapter multiple times. With each task, students may need to refer back to the text to reread or pull evidence directly from the text. Essential Question: Is family history important in shaping a person's identity? If so, how? If not, why not?

Write to the EQ: What do you know about your family history? How does this history affect your identity?

Glossary: If the word is underlined context clues may be used to determine definition; **If the word is bolded the root of the word may be used to determine definition.**

Page 1	Page 2	Page 3	Page 4
<u>deprived</u> -lacking inquires-questions <u>deemed</u> -believed impertinent-disrespectful parentage-parents <u>means</u> -ways	blunt-dull inevitable-unavoidable <u>duration</u> -period of time contrary-opposite <u>seldom</u> -rarely <u>recollect</u> -remember tidings-notification <u>intimation</u> -hint odiousness-hatefulness ordained-ordered invariably-always mistress-female owner disposed-likely	<u>mulatto</u> -biracial with one white parent and one black parent deference-respect flesh mongers-slave traders dictate-order to do ply-use partiality-favoritism multitudes-crowds statesmen-politicians prophecy-prediction lineal-familial ushered-lead cudgel-club or stick barbarity-cruelty <u>joist</u> -beam in ceiling	exhibition-display conjecture-assumption infernal-fiery amid-among

Empathy Map Example:

Complete the Empathy Map as you read the chapter. Underline the emotion words *from the text* in the Douglass Feels column. If you add information to the Douglass Thinks or Douglass Feels columns, but it is not explicitly stated in the text write *inference* behind it.

Douglass Says He doesn't know his age, just like a horse Slave holders want slaves to be ignorant His father is white, maybe the master He didn't know his mother well, but she traveled at night to see him Children of slave women are, by law, slaves themselves Slave masters father many slave children Slave masters often sell their slave children to please the mistress His first master, Captain Anthony, was not rich and he was cruel as was his overseer Hester went out with Lloyd's Ned and was brutally beaten for it	Douglass Thinks Slave children were taken from their mothers to destroy natural affection That his mother must have loved him to risk punishment to travel to see him (<i>inference</i>) The Captain Anthony did not want Hester going out with Lloyd's Ned because he wanted her for himself He will be next to be beaten after Hester
Douglass Does Not ask his master his age	Douglass Feels... <u>Unhappy</u>

Not get to go to his mother's funeral See his aunt Hester be brutally whipped	and <u>deprived</u> that he doesn't know his age/birthday Little more than if a stranger died when his mother passed away Like his mother <u>suffered</u> Slave masters are <u>wicked</u> and I <u>usty</u> Like slavery is <u>hell</u> when he first sees Hester being whipped Scared and <u>horror-stricken</u> when he sees Hester being whipped
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Text Dependent Questions (use evidence from the text to support your answer for each question):
It is important to guide students as they learn to answer text dependent questions. All students should answer each question, yet it should come back to a whole class activity or discussion, so students can adjust their thinking as necessary. As you ask students to share their answers, be sure to press their thinking and ensure that they justify their answers with evidence by asking what in the text led them to that understanding.

In the first paragraph Douglass writes, "By far the larger part of the slaves know as little of their ages as horses know of theirs," What does Douglass mean in this statement? Then he states, "and it is the wish of most masters to keep their slaves thus ignorant." Why would most slave masters want this?

Toward the bottom of the second page Douglass acknowledges, "the whisper that my master was my father." Why does he use the word "whisper" in this sentence? Then he writes, "the children of slave women shall in all cases follow the condition of their mothers"? What does he mean by the "condition of mothers" and in what way do "the children of slave women...follow the condition of their mothers"?

"By this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father." What is the double relation of master and father?

Summary:

Model the first summary for students. Be sure to distinguish between Douglass' thoughts and his feelings, which can be divergent, versus the more linear events in the story. The during reading activities of empathy mapping and sequencing organizer will help students distinguish between the experiences and events of Douglass' life and his commentary on those experiences.

Example Summary: Frederick Douglass begins Chapter I of Narrative of the Life of Frederick Douglass by recounting his birth in Maryland to a slave woman. Douglass was told that his father was a slave master, but his mother, whom he barely knew, never confirmed this. As an infant Douglass was taken from his mother and raised by his grandmother on another plantation, so when his mother died he had little emotion about it. Douglass' first master, Captain Anthony, was a cruel man who Douglass watched mercilessly beat his Aunt Hester. This was the first time Douglass witnessed the brutality of slavery first hand, and he intuitively feared that he too would experience such barbarity.

CHAPTER 2

Essential Question: What tools do human beings use to transcend difficulties?

Write to the EQ: When you have difficulties, what things do you do to overcome them?

Glossary: If the word is underlined context clues may be used to determine definition; **If the word is bolded the root of the word may be used to determine definition.**

Page 5	Page 6	Page 7	Page 8	Page 9
transaction-matter <u>principal</u> -main abundance-large	overship-ship-state of being an overseer	quarter-rooms <u>midst</u> -middle manifesting-	<u>conferred</u> -awarded sought-wanted diligently-	conception-idea dehumanizing- degrading

amounts sloop-a boat vessel-boat, or container esteemed- respected	disputes-arguments evinced-showed determination- strength or willpower coarse-rough privation-need facilities-services <u>summoned</u> -called halting-hesitating woe-misery betides-	showing fiendish-cruel barbarity- viciousness profane-wicked <u>commenced</u> -began merciful-kind providence-wisdom course-way esteemed- respected reposed-relaxed	thoroughly peculiarly-unusually dense-thick reverberate-echo compose-create consulting-referring to pathetic-sad sentiment-feeling rapturous-joyful exultingly-with joy jargon-language incoherent-unclear feeble-weak deliverance-release testimony-evidence ineffable- overwhelming recurrence-return	brethren-members bonds-slavery chambers-spaces obdurate-stubborn utterly-completely astonished- shocked conceive-imagine cast-thrown desolate-deserted contentment- calmness prompted-caused
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Text Dependent Questions:

In a short paragraph, describe the living conditions and rations of most slaves on Colony Lloyd's plantations. How did some slaves supplement their necessities?

Douglass states, "The same traits of character might be seen in Colonel Lloyds slaves, as are seen in the slaves of political parties." In this passage Douglass is referring to the slaves that work at The Great House Farm. How are they similar to "the slaves of political parties"? Why does Douglass make this comparison?

According to Douglass, what does the singing of a slave communicate? How does Douglass feel about slave songs? In what way is slaves singing misinterpreted by some people?

CHAPTER 3

Essential Question: What are the effects of some people having great riches, while other live in extreme poverty?

Write to the EQ: Respond to the essential question in a free write. Think about what happens when there is extreme wealth and also extreme poverty. Give some concrete examples from things you know about the world, your community, or something you have read or watched.

Glossary: Words with context clues or common roots are not defined in this section, so students may work to determine word meaning independently. If the word is underlined context clues may be used to determine definition. **If the word is bolded the root of the word may be used to determine definition.**

Page 9	Page 10	Page 11	Page 12
cultivated-cared for; loosened soil <u>abounded</u> virtue-goodness vice-evil scarcely-barely stratagems	sufficient-enough splendid-impressive equipage-carriage livery-uniform gig-a one horse carriage dearborn-a curtained carriage barouches-a large covered carriage inattention	ascertaining-discovering conversing sundered-separated unrelenting-persistent contented maxim-saying <u>untried</u>	imbibe-swallow mutually-equally execrate-hate <u>deemed</u> disgrace-shame

	unpardonable supposition indulged-attended to curried-rubbed and cleaned brook-allow contradiction- disagreement		
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Text Dependent Questions (use evidence from the text to support your answer for each question):

What is ironic about Colonel Lloyd's treatment of his horses compared to the treatment of his slaves?

Slaves would often say that they were content and their masters were kind when asked. Why?

What is the slave maxim Douglass uses to explain this and how does the maxim justify what slaves say?

Douglass describes how slaves would argue about whose master was greater, in spite the fact that they may hate their masters. How does he explain their reasoning for boasting about their masters?

CHAPTER 4

Essential Question: How does dehumanization render a person powerless?

Write to the EQ: Dehumanization is the process of removing or denying a person of *human qualities*. How were slaves dehumanized?

Glossary: If the word is underlined context clues may be used to determine definition; If the word is bolded the root of the word may be used to determine definition.

Page 12	Page 13	Page 14	Page 15
severity-harshness eminent-important indispensable-necessary persevering-determined obdurate-stubborn	impudence-disrespect availed-helped immutable-absolute debasing-humiliating homage-worship servile-obedient descend-go down insensible-unaware reproving-disapproving sparingly-not much bountifully-very much reluctantly-not willingly savage-violent barbarity-cruelty consummate-complete	scourging-torturing consultation-discussion deliberation-reflection musket-gun expedient-measures subversion-rebellion advisedly benefactor-supporter	<u>untimely</u> arraigned-accused deficiency-lack scanty-small premises-property offence fiendish-cruel transaction-matter

Text Dependent Questions (use evidence from the text to support your answer for each question):

Why is Mr. Austin Gore seen as a "first-rate overseer"? Why is this description ironic?

What does Douglass mean when he says, "He dealt sparingly with his words, and bountifully with his whip, never using the former where the latter would answer as well." How do Mr. Gore's actions reflect the slaveholders' maxim?

Douglass states that Mr. Gore's crime "was not even submitted to judicial investigation." Why?

CHAPTER 5

Essential Question: When good things happen to people is it because they deserve it, or is it chance or luck in play?

Write to the EQ: Describe a time when something good happened to you and it was because of previous actions you had taken. Share with a partner. Now, describe a time when something good happened to you and it was a matter of chance. Share with a new partner.

Glossary: This weeks' words are not identified as having context clues or roots/afixes. In groups have students discuss which words they already know, and which words they can define from roots or affixes.

Page 16	Page 17	Page 18	Page 19
leisure-time off fowls-birds impose-force, or push around gashes-cuts scurf-scraps, flakes, or scales	nigh-near or nearly relish-to enjoy a lot proverb-a wise phrase eloquent-well spoken gratification-satisfaction compensate-pay back sustain-endure	aft-the back of a ship bows-the front of a ship sloop--a type of sail boat imposing--impressive rapture--delight prospect--outlook galling--frustrating subsequent--following manifestation--display providence--fate remarkable--amazing	egotistical--self centered interposition--interruption sentiments--feelings incurring--experiencing ridicule--mocking laughter abhorrence--hatred

Text Dependent Questions (use evidence from the text to support your answer for each question):

Douglass was approximately eight years old when he went to live with the Auld family. How does Douglass contrast his childhood on Colonel Lloyd's plantation with this arrival in Baltimore at the Auld's?

What does Douglass mean when he says "We were not regularly allowanced"? How were they "allowanced"?

How is Douglass using the word "trial" in this section? Why does Douglass "find not severe trial in his departure" from the Lloyd plantation?

"I may be deemed superstitious, and even egotistical, in regarding this event as a special interposition of divine Providence in my favor." What event does Douglass consider a "special interposition of divine Providence," and why might people think he is "superstitious and even egotistical"?

CHAPTER 6

Essential Question: How does education give us power?

Write to the EQ: Frederick Douglass once said, "There can be no freedom without education." How would your life would be different if you could not read or write?

Glossary: This weeks' words are not identified as having context clues or roots/afixes. In groups have students discuss which words they already know, and which words they can define from roots or affixes.

Page 19	Page 20	Page 21
preserved--saved blighting--weakening scarcely--barely manifested--showed impudent--bold, sassy or shameless tranquil--peaceful	sentiments--feelings slumbering--sleeping revelation--realization perplexing--confusing merest--simplest shunned--avoided diligently--persistently	vestige--trace atrocious--terrible lacerated--cut up incur--experience odium--disgust mangled--injured, torn up emaciated--thin

commenced--began accord--harmony discord--disharmony	sought--pursued	gip--a person who deceives offal--the innards of an animal
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Text Dependent Questions (use evidence from the text to support your answer for each question):

Why does Douglass choose to alter his behavior around Sophia Auld? How does he act differently?

How does Mrs. Auld change, and why?

According to Douglass and Mr. Auld, keeping slaves illiterate allow the slave holders to keep them enslaved. What evidence do they give to support this claim?

What does Douglass hope to gain by learning to read?

CHAPTER 7

Essential Question: Why is learning to read is so important to practicing freedom?

Write to the EQ: How does knowing how to read give you power in society?

Glossary: This weeks' words are not identified as having context clues or roots/afixes. In groups have students discuss which words they already know, and which words they can define from roots or affixes.

Page 22	Page 23	Page 24	Page 25	Page 26
stratagems-- strategies commenced-- began depravity-- wickedness brute--animal chattel--cattle divest--get rid of precepts--teachings apprehension-- anxiety apt--quick or smart	ell--a large amount bestow--give urchins--hooligan testimonial-- statement prudence-- carefulness unpardonable-- unforgivable	emancipation-- freedom unabated--constant denunciation-- criticism vindication--proof abhor--hate loathed--hated anguish--suffering writhed--struggled animate--living	perplexed-- confused wharf--waterfront scow--a kind of boat treacherous-- disloyal hewing--cutting	tedious--boring

Text Dependent Questions (use evidence from the text to support your answer for each question):

Why is it ironic that Douglass bribed the white boys to teach him to read? How is his life different from theirs?

Why would Douglass avoid giving the names of the boys who taught him to read? Why does Douglass find this statement ironic: "It is almost an unpardonable offence to teach slaves to read in this Christian country."

After reading "The Columbian Orator" Douglass states this about his writings: "They gave tongue to interesting thoughts." What does the word tongue mean in this sentence?

What prediction did the slave holder make about what would happen if Douglass learned to read? Did it come true? Explain.

When Douglass states, "I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out," What is the horrible pit he speaks of?

CHAPTER 8

Essential Question: Does doing harm to another harm the wrong-doer as well?

Write to the EQ: How are we affected when we choose to mistreat someone else?

Glossary: This weeks' words are not identified as having context clues or roots/afixes. In groups

have students discuss which words they already know, and which words they can define from roots or affixes.

Page 27	Page 28	Page 29	Page 30
disposal--removal detestation--hatred valuation--deciding what something is worth indelicate--not careful entreaties--pleas sunder--separate wretch--wicked person profligate--wasteful dissipation--over use of something	providence--fate infernal--hellish base--immoral fiendish--evil barbarity--cruelty	hearth--fire place desolate--empty gropes--feels	interval--period of time betwixt--between

Text Dependent Questions (use evidence from the text to support your answer for each question):

In this chapter Douglass states, "At this moment, I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder." What evidence does Douglass give to support his claim that slavery is brutal for slaveholders as well as slaves?

In the second paragraph, Douglass states, "We were all ranked together at the valuation." Who are the "we" he is talking about?

Douglass describes in great detail what he supposes his grandmother's experience to be after being set out on her own. Why does he tell this story? What was the effect of this experience on him?

Why does Douglass include the poem by John Greenleaf Whittier after he tells the story about his grandmother?

CHAPTER 9

Essential Question: How do people justify wrongdoing to others?

Write to the EQ: When people make excuses or justifications for their mistreatment of others, do you think they really believe those justifications? Give an example and share with a partner.

Glossary: This weeks' words are not identified as having context clues or roots/afixes. In groups have students discuss which words they already know, and which words they can define from roots or affixes.

Page 31	Page 32	Page 33	Page 34
subsist--survive mouldering--molding bay craft--a type of boat	conspicuous--obvious depravity--wickedness sanction--support pretensions--showing off piety--religiousness exhorter--encourager revivals--church meetings	sagacity--wisdom pious--religious lacerated--cut up benevolent--kind, good	pernicious--wicked tilled--plowed compensation--payment

Text Dependent Questions (use evidence from the text to support your answer for each question):

What is different in Douglass' life that may affect him now knowing the date?

Thomas Auld violates one of the few rules of decency that most slave owners adhere to. What is this unspoken rule, and how does it affect Douglass?

Douglass states of Captain Auld, "After his conversion, he found religious sanction and support for his slaveholding cruelty." How does Captain Auld justify his actions as a slave-holder with religious reasoning? Give examples from the text to support your answer.

What does Douglass mean when he says, "*Here was a recently converted man, holding on*"

	essential part professedly--supposedly benevolence--kindness downtrodden--oppressed		
Page 47	Page 48	Page 49	Page 50
wanting--lacking reverence--respect venture--attempt vindicate--justify conduct--behavior censured--faulted impudence--sassiness presumptuous-- disrespectful flogging--beating professions-- announcements	mustered up--found availed--took advantage of an opportunity deem--think imprudent--foolish ardently--passionately smite--hit reputable--decent liable--likely	agency--help confide--to share secrets assertion--statement mutual--joint consultation--discussion commencement-- beginning prudence--carefulness ascertain--determine imbue--fill	feasible--doable disposed--willing liable--likely sentinel--guard hemmed in--restricted beckoning--calling
Page 51	Page 52	Page 53	Page 54
notion--thought	indispensable-- necessary assuring--promising afresh--once again solemn--serious bosoms-- chests agitated--upset hazardous--dangerous conceal--hide dismounting--getting off a horse constables--officers haste--hurry	scrape--fight defiance--disobedience mullato--a person of mixed race	calamity--disaster befallen--happened unanimous--agreeing hinder--get in the way of a thing concert--reaching an agreement scarcely--barely ascertain--determine fiends--monsters perdition--hell taunting--teasing impudently--boldly
Page 55	Page 56	Page 57	Page 58
contrary--differing calk-- to seal with a white paste engaged--involved man of war brigs--large boats vessels--boats	bowse--haul impropriety-- offensiveness journeymen--skilled workers commenced--began hectoring--bullying	surge--rush seized--grabbed interposed--inserted indignation--anger	insufficient--not enough manifestation-- development denounced--spoken against liabilities--charges redress--resolution mallet--hammer leisure--rest perpetual--continuous whirl--spin annihilate--destroy inconsistencies--conflicts

Text Dependent Questions (use evidence from the text to support your answer for each question):
When Douglass states that, "Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!" how does this passage portray the

mental and emotional state of a slave who has been dehumanized? What images does the passage bring to mind?

Re-read the passage Douglass writes after he fights with Mr. Covey. What does Douglass mean by, "however long I might remain a slave in form, the day has passed forever when I could be a slave in fact."

What is the purpose of including the religious imagery in this passage: "from the tomb of slavery, to the heaven of freedom"?

Compare the passage after Douglass' fight with Mr. Covey to his description of being "broken" by Mr. Covey? How does the language Douglass uses in each passage differ? How does the language demonstrate Douglass' mental and emotional state during each event?

CHAPTER 11

Essential Question: Can people truly rise to great expectations?

Write to the EQ: Discuss a time when someone believed in your ability and you rose to the occasion. Or, discuss the ways that you believe in yourself and how that helps you to succeed.

Glossary: This weeks' words are not identified as having context clues or roots/afixes. In groups have students discuss which words they already know, and which words they can define from roots or affixes.

Page 59	Page 60	Page 61	Page 62
peculiar--strange induce--cause vigilance--watchfulness heretofore--before now galling--maddening impels--causes suppress--hold in deprive--deny imputations--accusations exculpate--clear	emphatically--definitely persecution--suffering avowing--swearing assured--certain enlightening--informing whilst--while stimulate--motivate enhance--make greater hinder--harm profoundly--extremely flight--escape infernal--hellish commensurate--equal dashed--beaten agency--group render--give tyrant--oppressor entitled--permitted	stratagem--clever plot exhorted--urged compelled--forced relinquish--give up perseverance-- persistence industry--hard work	occasioned--caused detained--held scarce--hardly wrath--anger forthwith--immediately retaliation--revenge blows--fighting raved--shouted resolved--determined
Page 63	Page 64	Page 65	Page 66
bade--told contemplated-- anticipated contend--struggle apprehension--anxiety appalling--awful sustained--suffered assured--confident depict--create perpetually--continuously conveyance-- transportation	subjected--exposed ardor--love ferocious--cruel motto--saying liability--danger seized--caught pursued--chased famished--starving subsist--survive trying--difficult toil--work vigilance--care	devising--planning hemmed in--blocked forthwith--immediately notwithstanding-- although ascertained--learned assurance--promise	hospitably--kindly lively--energetic dispensed--gotten rid of distinguish--tell the difference preserve--keep, maintain erroneous--incorrect scarcely--barely exceedingly--extremely accustomed--used to imbibed--absorbed

subsided--decreased	perseverance-- persistence afflicted--suffering		
Page 67	Page 68	Page 69	
refinement-- sophistication uncultivated--uncultured pomp--showing off conjectures--inferences palpably--obviously wharves--piers oaths--promises betokened-- demonstrated dignity--self respect exceedingly--extremely cultivated--grown dilapidated--worn down thither--here refuge--protection venture--attempt assert--state	intercepted--stopped timid--fearful vengeance--revenge stowing--hiding sloop--boat rapture--joy habiliments--equipment	casks--barrels hod--bucket idle--lazy brethren--brothers bonds--slaver scathing--disapproving denunciations--criticisms principles--ideas measures--actions reform--movement for change seldom--rarely reluctantly--cautiously	

Text Dependent Questions (use evidence from the text to support your answer for each question):

What is Douglass argument about escaped slaves recounting their methods of escape, and what reasons does he give to support his claim?

At the end of his autobiography Douglass spoke about his initial difficulties speaking publically about slavery: "It was a severe cross, and I took it up reluctantly. The truth was, I felt myself a slave, and the idea of speaking to white people weighed me down. I spoke but a few moments, when I felt a degree of freedom and said what I desired with considerable ease." The Pygmalion effect (otherwise known as a "self-fulfilling prophecy") refers to he situation that occurs when great expectations are placed upon people, and as a result they perform better. How does Douglass' belief in himself, and the belief that others have in him, help him to succeed in this new forum of public speaking?

Assessment Plan

POSSIBLE CULMINATING PROJECTS/PERFORMANCE ASSESSMENTS

Is Douglass successful in convincing his audience that slavery is not only negative for slaves, but also for slaveholders?

Douglass' narrative is a scathing commentary on the ironic role of religion in Southern slaveholding culture. Discuss Douglass' view in detail and give specific examples from the text that exemplify his perspective.

How does Douglass's story embody the pursuit of life, liberty, and happiness--the right which the Declaration of Independence granted to all but slaves and women?

In what ways does Douglass demonstrate his courage? Is courage a defining element of the human spirit?

William Andrews' asserted that the purpose of the slave narrative was "to enlighten white readers about both the realities of slavery as an institution and the humanity of black people as individuals deserving of full human rights." Does Douglass successfully achieve this purpose? Explain and give specific examples as to why Douglass's Narrative is or is not successful at achieving the purpose Andrews' stated.

Throughout the narrative Douglass makes several important points over and over. Review the narrative to find quotes related to these points:

justice for slaves is different from justice for whites

no one can be enslaved if she or he has the ability to read, write, and think

the way to enslave someone is to keep them from all learning

slaves were treated no better than, sometimes worse than, livestock

slaves were not granted basic humanity

slavery harmed slave holders as well as slaves

slave holders use Christianity hypocritically to justify their actions

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