

Learning Goals for unit based on *Narrative of the Life of Frederick Douglas*

1. Students will read fiction and literary non-fiction that relates to the institution of slavery and understand recurring themes:
 - Dehumanization of slaves
 - Perversion of Christianity
 - Education as a pathway to freedom
2. Students will analyze literature and literary nonfiction and be able to describe how literary devices such as analogy, figurative language, irony, symbolism and diction affect the theme of the work.
3. Students will write a multiparagraph argumentative essay that makes a claim and supports the claim using evidence from multiple texts.
4. Students will write multiparagraph informative essays using evidence from text.

Texts	Routine Writing	Analysis (4-6)	Research (suggested topics)	Narrative
RL/RI.8.10	W.8.1-2, 4-6, 9-10		W.8.7-9, R/LRI.1-10	W.8.3-6,10
Extended Text				
<i>Narrative in the Life of Frederick Douglas</i>	Thinking map (graphic representation) of the plantation system from first two paragraphs of Chapter 2.	In paragraph 2 of Chapter 4, Douglas describes Mr. Gore as "artful, cruel, and obdurate" In paragraphs 3-5 of this chapter, he describes events that support this description. Write about three examples of Mr. Gore's behavior and explain how these show him to be artful, cruel, and obdurate.	Were all plantations as large as the first where FD was a slave? What other situations used slave labor?	
	In Chapter 6, Frederick learns the "pathway from slavery to freedom." Explain the incident and what the pathway is.	Compare/contrast the life of the field slave and the life of a house slave using information from Hattie and from Chapter 2 and 6 of Frederick Douglas' narrative.	What did Frederick Douglas do after he became free until the end of his life?	

	<p>FD says in Chapter 7 that Master Hugh was right about what would happen if slaves were taught to read and write. What happens to FD after reading excerpts from <i>The Colombian Orator</i>?</p>	<p>Discuss three events in the book so far that had the biggest influence on FD's decision to escape. Why are these events more important than some of the others in the narrative?</p>		
	<p>In Chapter 9, FD writes about his new master, Thomas Auld, who becomes more cruel after he becomes a Christian. List some of the actions of this man after his conversion that could be considered hypocritical to being a Christian.</p>		<p>Many slaveholders claimed a Biblical justification for slavery: Noah's curse on his son Ham from the Book of Genesis in the Bible. Why was Ham cursed? How was this used to justify slavery?</p>	
		<p>In Chapter 10, FD makes this statement: "I have found that, to make a contented slave, it is necessary to make a thoughtless one." Discuss three situations in his experience as a slave that support this statement.</p>	<p>Did Master Hugh or Master Thomas ever attempt to find FD after he escaped? Was information about the manner FD escaped or the people who helped him ever disclosed?</p>	

Short Literature				
Poems on Slavery "The Warning" (Longfellow) and "Sympathy" (Dunbar), Poems by John Greenleaf Whittier	Explain the analogy of the story of Samson to slavery. Why did Longfellow use the Title "The Warning"?	Explain the analogy in "Sympathy," and why the caged bird sings.		Write a narrative where you are a slave child of 13 or 14. What is your "cage"? What do you see/want that you can't have (give specifics). What bruises do you have (physical and emotional)? Give specific information about your early life. What does the future hold?
2)Negro Spirituals-- Swing Low, Sweet Chariot;Wade in the Water			How did African tradition influence the Negro Spirituals?	
3)Desiree's Baby (Kate Chopin)	Give three examples from the story that indicates the attitude of the plantation owners toward their slaves.	Using evidence from the story, write an explanation of how the author leads the reader to a particular conclusion about Kate's ancestry and the impact of the irony of the ending.		
Short Informational				
excerpt from <i>The Columbian Orator</i> "Dialogue between a Master and Slave"		Explain three points the slave gives in the dialogue that eventually persuades the Master to give him his freedom.		
1)Hattie, Indentured Servant (re-enactment)	Two column notes on presentation. After class discussion and completion of notes, produce a summary of the presentation.		Did most indentured servants eventually gain their freedom?	
2)Dred Scot vs. Sanford	Summarize in 40 words or less		Did the personal and/or professional history of the supreme court justices who heard theDred Scott case influence the eventual outcome of the case?	

The Base of the Framework

- *Cite evidence* (using evidence from texts to support writing/bibliographic information) RL/RI.8.1
- *Analyze content* —(higher order thinking about text) RL/RI.8.2-9, SL.8.2-3

- *Study and apply grammar* —(Grammar, usage and mechanics in speaking and writing) L.8.1-3, SL.8.6
- *Study and apply vocabulary* —Primarily Tier 2 words (general academic words) and Tier 3 (domain specific words) L.8.4-6
- *Conduct discussions* —(Teacher led, small group, one-on-one) SL.8.1
- *Report findings* —(Presentations, written or spoken) SL.8.4-6
