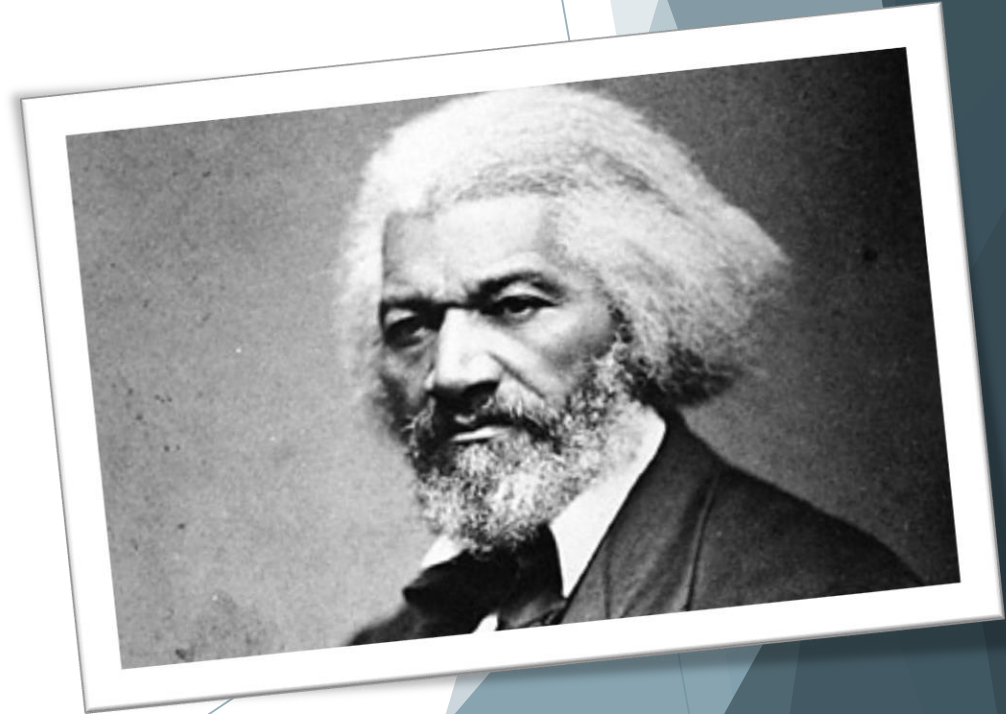


Narrative of the Life of Frederick Douglass

Wednesday & Thursday, March 4 & 5, 2020

M3U1 Lesson 1

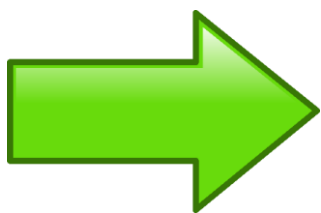





DO-NOW Learning Target Tracker



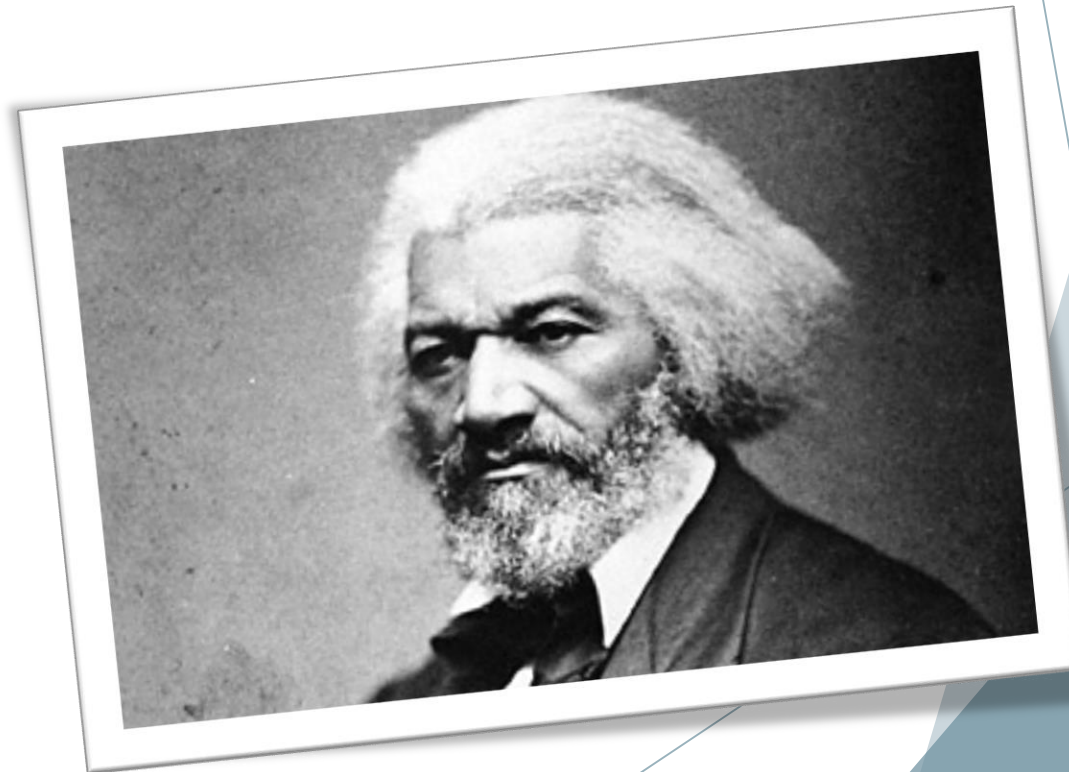
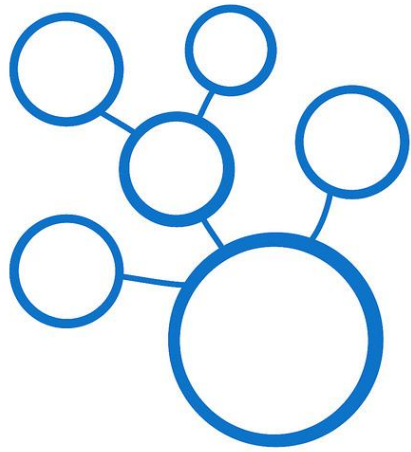
I can begin to analyze the historical context our new central text, *Narrative of the Life of Frederick Douglass* written by himself.



Learning Target			
			
<hr/> <hr/> <hr/> <hr/>			
1 – I can't meet this target yet.	2 – I can meet some of the target, but I am still a little confused.	3 – I can meet this target.	4 – I can meet this target and help others meet it, too.
Circle one: B E	Circle one: B E	Circle one: B E	Circle one: B E
Evidence of Learning & Reflection: _____			
<hr/> <hr/> <hr/>			

Narrative of the Life of Frederick Douglass (NotLoFD)

MIND MAP: *What do you already know about Frederick Douglass?*



Gallery Walk of primary source documents related to the historical context of our new central text NotLoFD



Gallery Walk protocol directions

- ▶ Make inferences based on evidence in a series of photographs and primary source documents
- ▶ You will work together in small groups examining the primary sources
- ▶ Record one noticing and one wondering about each primary source on your gallery walk note-taker
- ▶ You will have 2-3 minutes at each document
- ▶ Some documents will require reading!



Gallery Walk protocol groups 7B

#1

Jah'Vair

Lagary

Omar

#2

Kaira

Selena

Delisha

Luwana

#3

Jaevion

Sincere

Jose

Jha-l'zes

#4

Ra'Quel

Emani

Natalie

Michelle

#5

Xiaolin

Jaden S

Jayden M

Sergio

#6

Shelley

Michael

Alphonse

#7

Jay'Yonie

Samarah

Cece

#8

Ja'Yon

Qu'marion

Brillyn



Gallery Walk protocol groups 7A

#1

Marquise

Shyasia

Latrell

Robert M

#2

Ava

Clanayah

Syere

#3

Deja

Robert H

Jayde

Jomar

#4

Kelissa

Erielle

Seven

#5

Ediezel

Izzo

Jair

Jaime

#6

Jose

Elisha

Jabari

#7

Alexis

Shaihiem

Jean

#8

Le'Asia

Ja'Daia

Emiah



IMPORTANT NOTE:

Some Gallery Walk Items are short texts so it might take a little longer for groups at these stations. One partner should read the text aloud to their partner. Please be patient and thoughtful about your classmates.





DO-NOW Learning Targets



- ▶ I can begin to analyze the historical context of our new central text, *Narrative of the Life of Frederick Douglass.*
- ▶ I can determine Frederick Douglass' (author) point of view and purpose his autobiography, *Narrative of the Life of Frederick Douglass.*

Gallery Walk Item 1

Quote from Narrative of the Life of Frederick Douglass

“There were no beds given the slaves, unless one coarse blanket be considered such, and none by the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep ... when this [work] is done, old and young, male and female, married and single, drop down side by side, on one common bed,—the cold, damp floor,—each covering himself or herself with their miserable blankets; and here they sleep until they are summoned to the field by the driver’s horn. ... Mr. Severe, the overseer, use to stand by the door of the quarter, armed with a large hickory stick and heavy cowskin, ready to whip anyone who was so unfortunate as not to hear, or, from any other cause, was presented from being ready to start for the field at the sound of the horn.”

Douglass, Frederick. Narrative of the Life of Frederick Douglass. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.

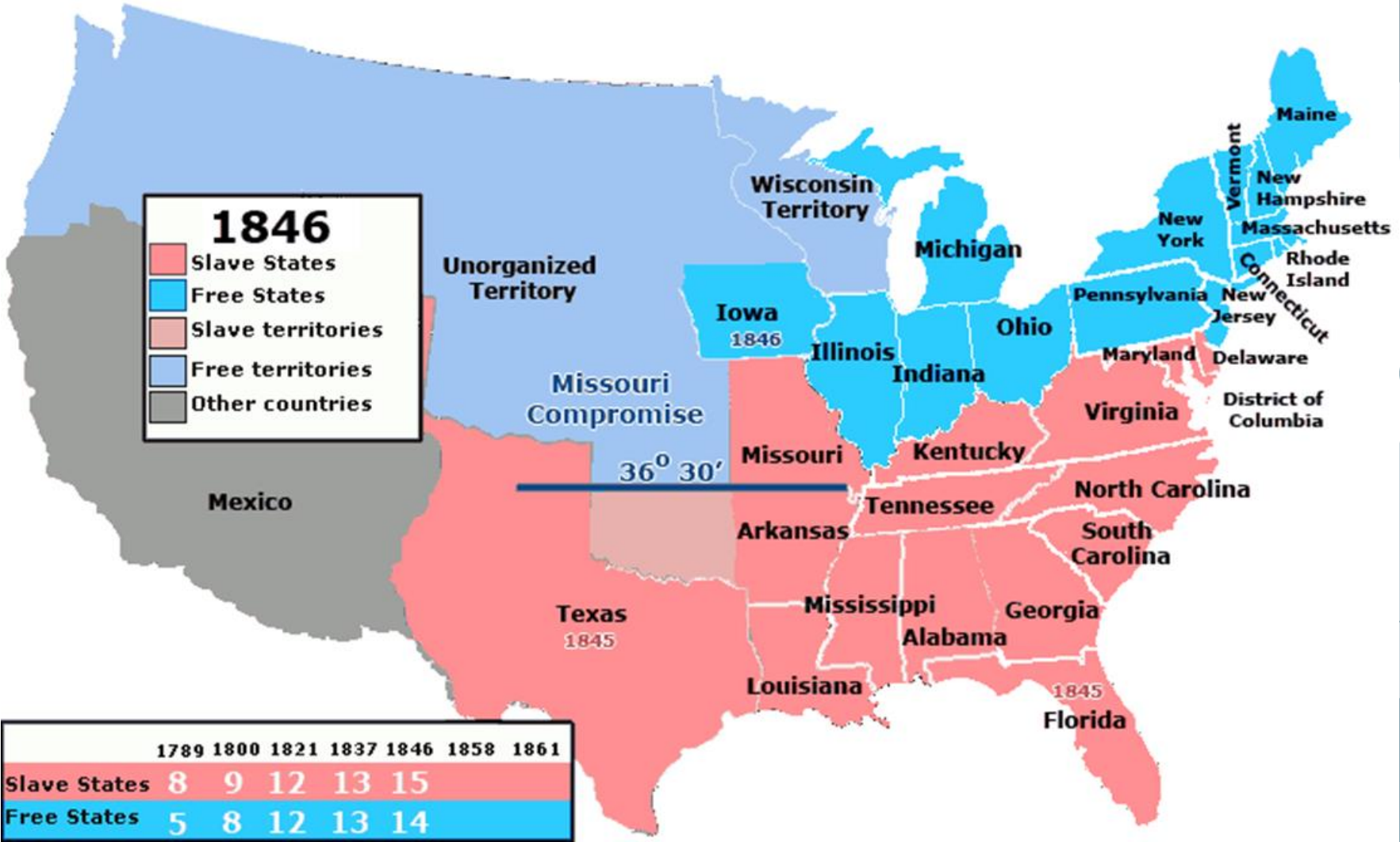
Gallery Walk Item 2

Quote from Narrative of the Life of Frederick Douglass

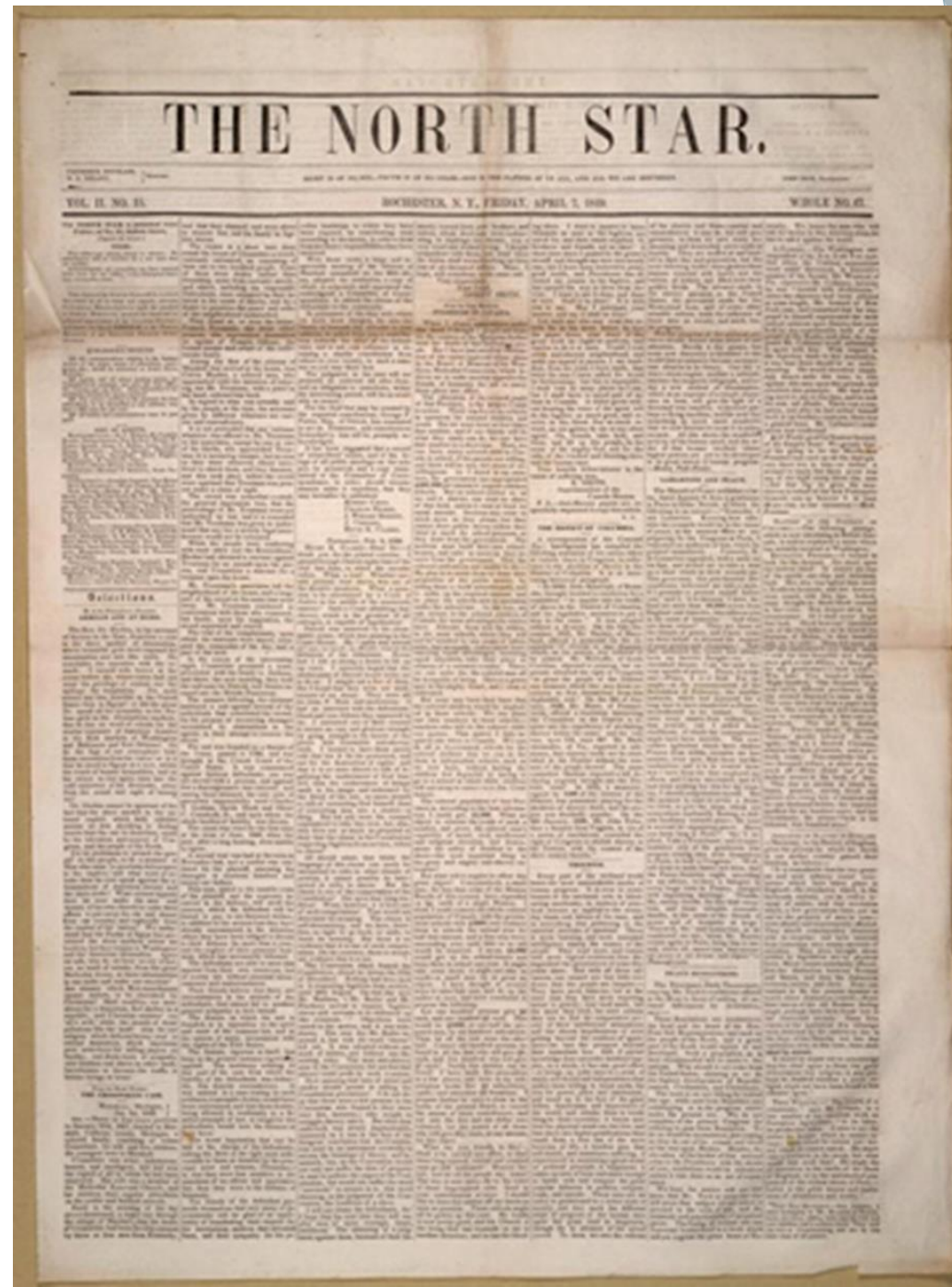
“I have been frequently asked how I felt when I found myself in a free State. I have never been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced. I suppose I felt as one may imagine the unarmed mariner to feel when he is rescued by a friendly man-of-war from the pursuit of a pirate ... I felt like one who had escaped a den of hungry lions.”

Douglass, Frederick. Narrative of the Life of Frederick Douglass. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.

Gallery Walk Item 3



Gallery Walk Item 4



Gallery Walk Item 5

In defense of slavery

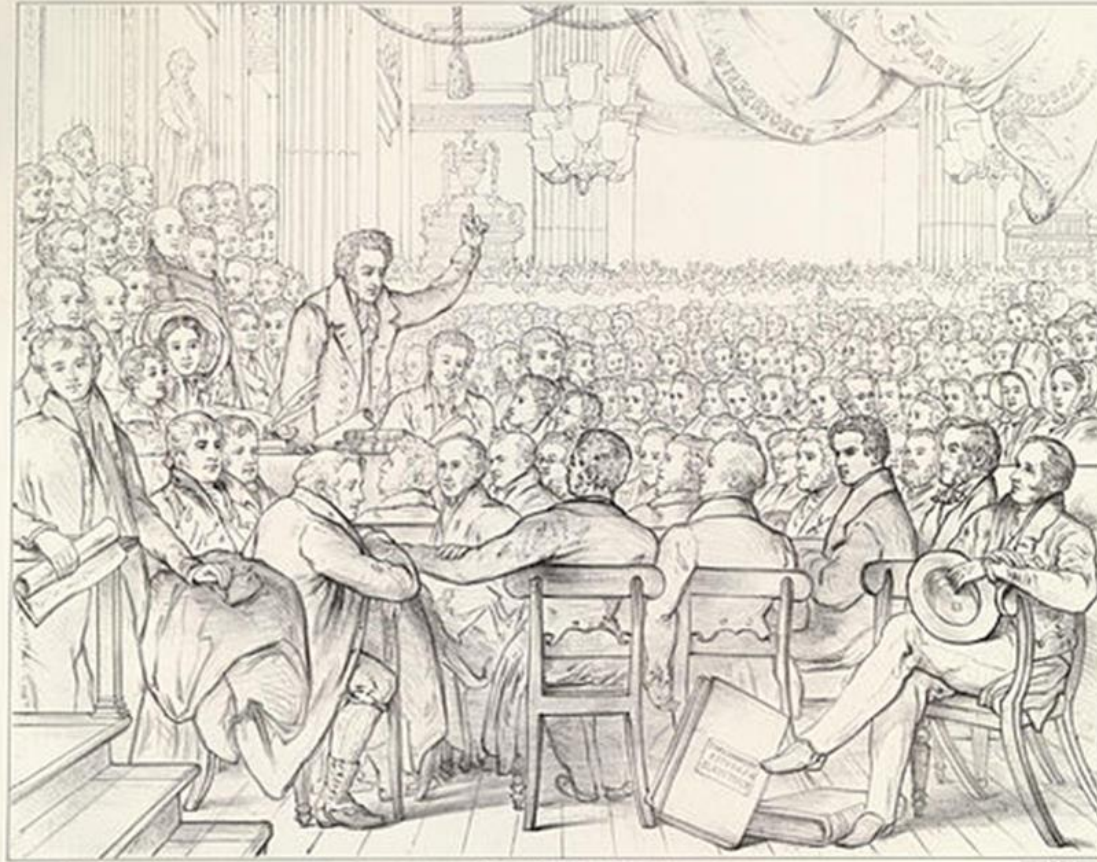
Quotes from “The Universal Law of Slavery” by George Fitzhugh (from Africans in America)

“He the Negro is but a grown up child, and must be governed as a child, not as a lunatic or criminal. The master occupies toward him the place of a parent or guardian.”

“... the negro race is inferior to the white race, and living in their midst, they would be far outstripped or outwitted in the chaos of free competition.”

“Our negroes are not only better off as to physical comfort than free laborers, but their moral condition is better.”

Gallery Walk Item 6

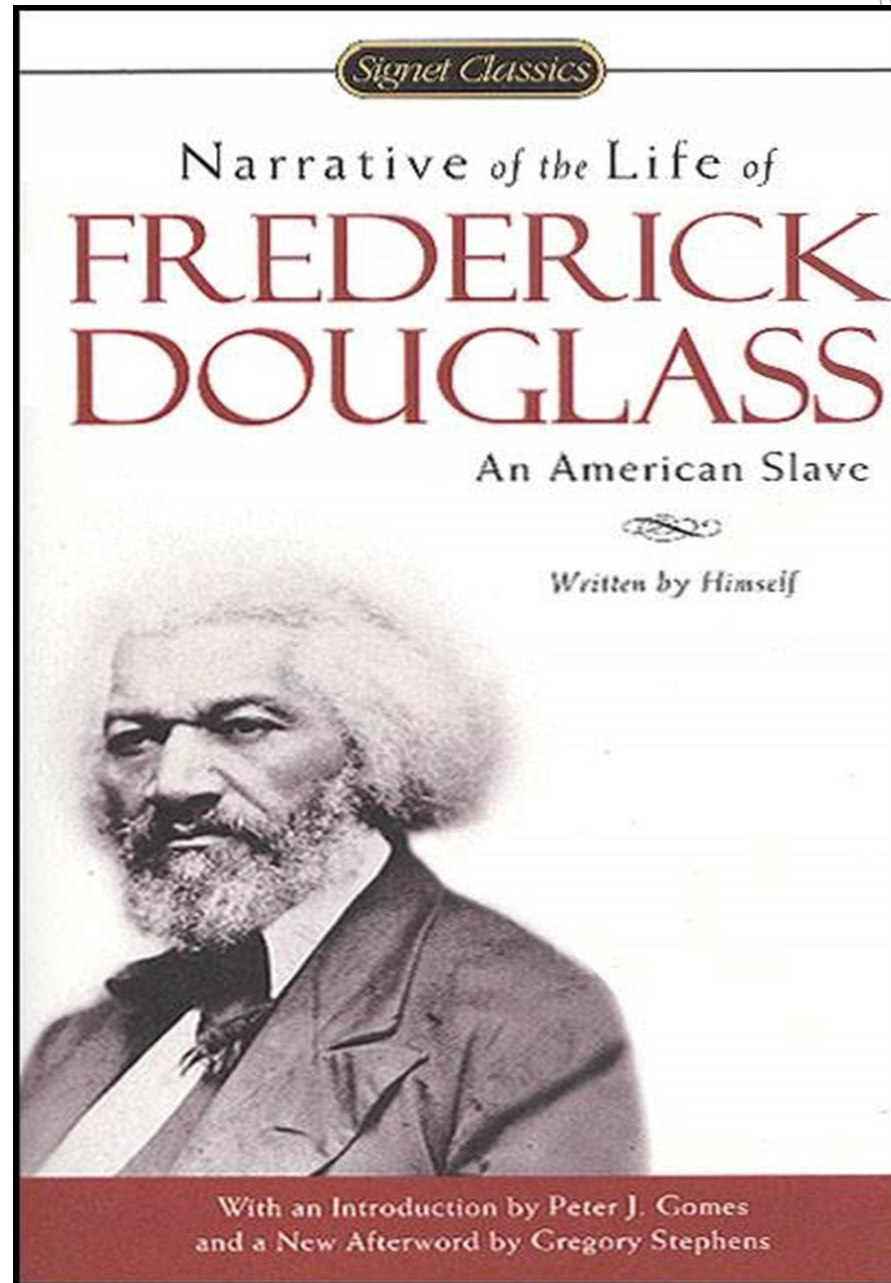


LIBRARY, UNIVERSITY OF MICHIGAN, 1011 1011
ABOLITION OF THE SLAVE TRADE.
OPEN MEETING OF DELEGATES HELD AT FREDERICKS TOWN JUNE 1841
THOMAS CLARKSON, PRESIDENT, IN THE CHAIR
AFTER THE ORIGINAL PICTURES BY HAYDON.

Gallery Walk Item 7



Gallery Walk Item 8

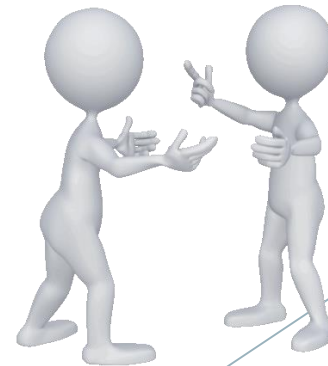


Before we read, let's talk about what we do when we read closely.

Things Close Readers Do ...

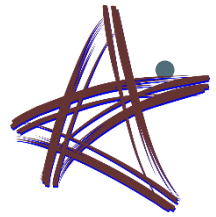


- Get the ***gist*** - figure out what the text is mostly about
- Re-read
- Cite evidence - **author's use of descriptive language**
- Use details from the text to make inferences
- **Use context clues to figure out word meanings**
- Continuously think about how all this comes together for you as the reader
- Talk with others about the text





DO-NOW Learning Targets



- I can determine Frederick Douglass' (author) point of view and purpose his autobiography, *Narrative of the Life of Frederick Douglass.*
- I can begin to analyze the historical context our new central text, *Narrative of the Life of Frederick Douglass.*

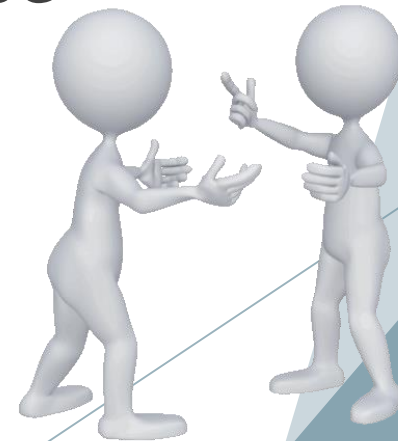
History Channel video link (2:35):

[*The American History of Us: Frederick Douglass*](#)

Another video link (5:52):

<https://www.youtube.com/watch?v=FATFaZ7VOIc>

Be ready to share your thoughts on these short videos about Frederick Douglass.





Learning Targets




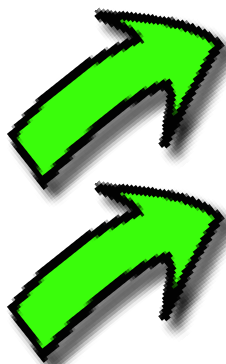
- ▶ I can begin to analyze the historical context of our new central text, *Narrative of the Life of Frederick Douglass.*
- ▶ I can determine Frederick Douglass' (author) point of view and purpose his autobiography, *Narrative of the Life of Frederick Douglass.*

Exit Ticket - Learning Target Tracker



I can begin to analyze the historical context our new central text, *Narrative of the Life of Frederick Douglass* written by himself.

Learning Target			
 _____ _____ _____ _____			
1 – I can't meet this target yet. Circle one: B E	2 – I can meet some of the target, but I am still a little confused. Circle one: B E	3 – I can meet this target. Circle one: B E	4 – I can meet this target and help others meet it, too. Circle one: B E
Evidence of Learning & Reflection: _____ _____ _____ _____			



Homework - Agenda in ELA section, write:
1 or 2 interesting
facts about Frederick Douglass and
Rochester, NY to share with the class.

