

# Unit Planner: Narrative of the Life of Frederick Douglass

## English 8

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High School > 2018-2019 > Grade 12 > English Language Arts > English 8 (C) > Week 40

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### Narrative of the Life of Frederick Douglass

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- [Unit Planner](#)
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#### Big Ideas / Enduring Understandings

Students will learn about the historical context of pre-Civil War America and the specific role of Frederick Douglass in shaping the nation's perception of African Americans. Students will use his personal experiences to reflect upon their own lives and experiences. Their final essays will be selected from student-generated questions that surface throughout the unit through AIMS, Socratic seminars, and group discussions.

#### Essential Questions

How does your childhood shape who you are, and how can you overcome childhood trauma?  
Do uncontrollable circumstances control outcomes in life?  
Did Douglass's independent choices or personal character traits deliver him from slavery?  
What does it mean to have courage?  
What specific choices did Douglass make to change his life for the better?  
Essay questions will be student-generated and require them to analyze the life of Frederick Douglass to make connections to life today.

#### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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## Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.

## Speaking & Listening

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Language

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4c. 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, its part of speech, its etymology, or its standard usage.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

*\*\*Should this section be broken up by week too?*

- Evidence-based written interpretation of text.
- Create critical questions based on text.
- Personal writing prompts.
- Analytical essay about character development.
- Socratic evaluation sheets based on critical questions.

## Skills / Strategies

Week 1

*Students will be able to...*

- *make choices about personally useful vocabulary that will assist them in their comprehension of the text, as well as support their writing.*
- *appreciate the difficulty of reading critically.*

•  
Week 2  
*Students will be able to...*  
•


## Key Terms / Vocabulary

Student-selected vocabulary from the preface and chapters.

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Week 1—*Benchmark Assessment of Regents Skills*  
Focus on multiple choice & paragraph #26

- *Students will consider facts about historical context and weigh their importance on the development of a man.*  
Author biography (listening & multiple choice)  
Use video to have them take notes and answer multiple choice questions about the video. Play through twice. Discuss students' reactions to Douglass's character.   
<http://www.biography.com/people/frederick-douglass-9278324>
- *Students will choose pertinent vocabulary words in the preface to assist their reading comprehension. Also, make choices about personally useful vocabulary that will assist them in their comprehension of the text, as well as support their writing.*  
Preface vocabulary definitions (computers)
- *Students will analyze the significance of Frederick Douglass to the white abolitionists in the North.*  
Reading preface (multiple choice)
- *Students will consider what it means to have "character."*  
Reading preface (multiple choice)
- *Students will understand the power and limitations of first person narratives, specifically within the historical context.*  
Begin reading Chapter 1—Regents paragraph about characterization

Week 2--Reading Skills

- *Students will assess their own reading comprehension in order to plan homework assignments.* Planning reading assignments and comprehension according how long it takes to read a text. Practice reading quiz.
- *Students will realize that different readers bring different perspectives to interpreting texts.* Discussion is the foundation of making rich, meaningful connections about a text. Group

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

work identifying main points about a reading section that is supported with evidence.

- Students will compare and contrast how people are provided with their basic needs. Identify a person's basic needs and how we can receive them, then identify how slaves receive them. Group discussion about identified section.
- Socratic seminar. Asking critical questions about a specific section of the text.
- Reading Quiz.

### ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

### **Resources**

#### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

Focus

- Whole class

[Preface Multiple Choice Questions](#)

[Biography MC](#)

[CH1 Regents Paragraph](#)

